

Receivership Schools ONLY

Quarterly Report #2: *October 16, 2017 to January 12, 2018*

School Name	School BEDS Code	District	Lead Partner or EPO if applicable	Hyperlink to where this report will be posted on the district website:				
Milton L. Olive Middle School	5801-0902-0004	Wyandanch		Check which plan below applies:				
				Cohort (4, 5, 6, or 7?):				SCEP
				Model: Community School				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Jones	Mr. Kenya Vanterpool	Mr. Kenya Vanterpool, Principal Valena Welch-Woodley, Asst. Principal Darryl Tue, Asst. Principal Gina Talbert, Asst. Supt. For Curric. & Inst. Margaret Guarneri, Director of ELA & Second Language Acqs. Dianna Rivera, Curriculum Associate for RTI Izett Thomas, Curriculum Associate for STEAM Christine Jordan, Director of Math and Science		5-8		20.2%	18%	798
	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.



Receivership Quarterly Report and Continuation Plan –1ST Quarter

October 16, 2017-January 12, 2018

(As required under Section 211(f) of NYS Ed. Law)

The Milton L. Olive Middle School (MOMS) continues to implement a specialized research-based set of strategies to address the 12 Demonstrable Improvement Indicators that leads to improved student achievement. This year, the Community Schools Model has been selected to address our efforts in the broad areas of:

- transformational leadership
- monitoring and instruction improvement
- the exclusive use of data to inform our work
- creating and sustaining a culture of high expectations, instructional excellence and achievement.
- The delivery of high quality professional development provided by educational partners including REACH, CET, Adelante, PTA. STRONG Youth, SRO
- Expanded opportunities for meaningful parent and community engagement.

Monthly community engagement activities have been scheduled for the 2017-2018 school year (see attachment #1). The work of the CET group continues to be centered around formulating recommendations, soliciting input, and sharing information in a timely manner with the public (see minutes of meetings). This work continues to grow with the cooperation of Suffolk County Police Department Mentoring Program, STRONG Youth, Inc., Stony Brook Rise Program. Liberty Partnership Program, social work interns.

Key strategies enacted by the Receiver with input from Central Office and School Based Administrators and teachers, to improve student outcomes are:

- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.
- Math & Science development skills with strong infusion of technology
- expansion of the school day by 1 hour each day using the Community Schools Grant funds.
- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks

During the 2015/2016, 2016-2017 school years, the Milton Olive Middle School provided progress-to-date on the Demonstrable Improvement Metrics and key strategies. The ratings are modest, but they serve as a catalyst to rejuvenate the desire of the team to continue to take an in-depth, reflective, comprehensive review of the work using empirical evidence to determine progress.

At the monthly faculty meetings, the staff unite their conversations around the common themes of exceeding Demonstrable Improvement targets, by use of the following:

Formative Academic Assessments are continuous and are administered quarterly through Renaissance (baseline assessments and progress monitoring), Read 180 (Students with Disabilities). These assessments provide valuable information about students' academic progress

- Math
- ELA
- Science (Regional Assessments)
- Social Studies (Regional Assessments)

The 2016-2017 DTSDE Report indicated that the school leaders must create a timely, cyclical system for observing and responding to the delivery of instruction and provide time bound, actionable feedback that addresses the effectiveness of instruction and student learning. The school leadership is presently implementing a fully functional system



aligned with the district's APPR to conduct targeted and frequent observation cycles and track teacher progress based on student data and feedback. The administrative team has identified teachers in need of improvement and next steps are to utilize evidence based systems and structures to examine and improve critical individual and school-wide practices. REACH consultants have been brought in to help improve the school leaders' practices in order to produce consistent improvements of teacher pedagogy and widely understood cogent beliefs that undergird staff members' decisions and actions that impact student achievement.

This quarter we have fully implemented the following strategies:

- transformational leadership – The principal and his leadership team have been receiving leadership training from our partner, REACH. In addition, the principal and his assistant principal will be attending a national leadership workshop in Nashville later this year to supplement this training.
- monitoring and instruction improvement – 5 teachers from the MLO MS received 3 days of SIOP training to address instructional gaps in the most at risk subgroups – MLLs and SWDs. The district leadership team has been partnering on walkthroughs with the building team and the LI-RBERN to monitor pedagogical progress.
- the exclusive use of data to inform our work – implementation districtwide of Harvard University's Data Wise protocol to narrow the focus of learner centered problems and how they can be addressed in classroom instruction.
- creating and sustaining a culture of high expectations, instructional excellence and achievement – the number of students receiving accelerated high school coursework and credits has increased from 30 to 60. Students have the opportunity to take the Common Core Algebra Regents, the Earth Science Regents and the FLACS A in Spanish.
- The delivery of high quality professional development provided by educational partners including REACH, CET, Adelante, PTA. STRONG Youth, SRO – coaches from REACH have been providing targeted support to teachers of math, ELA and science as well as partnering with building leaders to supplement bimonthly professional development sessions.
- Expanded opportunities for meaningful parent and community engagement – The Community School Site Coordinator, in partnership with Adelante, has provided parents with immigration forums, financial literacy education, computer training, TASC training, parent resource center and access to social services. The number of parents who utilize these services increases weekly.

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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.



Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
Priority School Makes Yearly Progress #1	N/A	Make Progress	Y	Yes	<ul style="list-style-type: none"> to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports. Math & Science development skills with strong infusion of technology expansion of the school day by 1 hour 	Renaissance STAR 360, Receivership School Data, Out of School Suspension Records, Superintendent's hearings, VADIR Report Data, Student Attendance Data, CET meetings DATA, Parent Engagement Meetings Data.	<p>As part of the district's initiatives to provide professional development on best practice for MLLs (Multilingual Learners), seven MLO teachers (three SPED, 2 ELA, and 2 Science) attended a total of 12 hours of district-provided SIOP (Sheltered Instruction Observation Protocol) training on the following Saturdays: November 4, 2017, November 18, 2017, and December 2, 2017. This Pearson training provided strategies for teachers to effectively implement each of the eight components and thirty features of the SIOP Model. Making Content Comprehensible for English Learners: The SIOP Model (5th edition) by Jane Echevarria, MaryEllen Vogt, and Deborah J. Short and Participant Workbook: SIOP Training for Teachers, a companion workbook, by Pearson were provided as resources for teacher participants.</p> <p>District and building administration conduct classroom visitations, observations, and walkthroughs to provide instructional support to teachers. Through MLO's partnership with the LI-RBERN, three team classroom visitations have taken place to provide several teachers with ways in which to make content comprehensible for MLLs. During walkthroughs, the LI-RBERN Bilingual Resource Specialist, the Director of ELA, and the Director of Math and Science observed classroom instruction, conferenced with the teachers, and provided an action plan for teachers to continue utilization of SIOP methodologies. The purpose of the follow-up visitations was to determine teachers' success with implementation. Emphasis focused on</p>



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<p>each day using the Community Schools Grant funds.</p> <ul style="list-style-type: none"> building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks 		<p>promoting student classroom discussion to enhance content and English language acquisition, referring to anchor charts and other visuals to facilitate learning and concepts, using oral prompts/sentence starters and writing scaffolds, providing comprehensive review of academic vocabulary, and implementing varied, effective classroom assessments to promote student learning. An additional visitation with the LI-RBERN Resource Specialist is scheduled for March 2018. Additionally, to broaden the scope of SIOP training, the district will partner with Pearson to provide five full days of SIOP embedded coaching.</p> <p>Additionally, the MLO faculty has embraced the Harvard University Data Wise protocol adopted districtwide during summer Professional Development at the Administrators Retreat. This protocol has been expanded beyond building administration to include all department meetings, CPT and faculty meetings. The use of the Data Wise protocol allows teachers and administrations to analyze data looking for learner centered problems and how instruction can be adapted to meet those needs. The continued use of the Data Wise book written by Kathryn Boudett and Elizabeth City and Richard Murrane ensures that Data Wise is implemented with fidelity.</p>
School Safety #5	12	20% reduction in serious incidents	Y	Yes	<p>A continuation of previous strategies specifically crafted to address School safety with the addition of monthly Character Education, PBIS incentives in the form of Fun Friday, school trips, implementation of school wide meditation, our building Matrix, and the MLO School Store. MLO has previously adopted the district Code of Conduct as well as our MLO School Climate Plan.</p>	<p>School suspension data Supt. Hearing data MLO Monthly Suspension tables Behavior Major + Minor referrals FBA/BIPs Counseling referrals Mediation referrals Behavior contracts PBIS + Matrix Warrior Bucks Fun Friday Suffolk County Police Dept. Mentoring</p>	<p>Many incentives around the building, including attendance at Fun Friday, have been tied to PBIS points and adherence to the 3 R's – respect, responsibility and readiness. Students have been encouraging their friends to “make the right choice” in order to gain needed points to attend these same events. As we move closer to assessment season, Fun Friday will include a 45-minute academic period. The Community Engagement Team (CET) supported Fun Friday by donating pizza, beverages, snacks, games and volunteering their personal time by acting as chaperones for the event. CET members participated in many of the activities including Double Dutch.</p> <p>To date, we have experienced 2 serious incidents for the 2017-2018 school year. The expectation is that this trend will continue (no more than 5 for the whole year). An additional 2 security guards have been placed between the portable and the main building to monitor students during passing. These agents have been trained in the PBIS matrix to support the 3 Rs. The</p>



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

						Program Tues + Thursday Grades 6-8 Boys and Girls (PBIS Tier 2 Support) Alpha Phi Alpha Fraternity Mentoring Program Saturdays Boys Grades 7+8 (PBIS Tier 2 Support) PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)	Community School Site Coordinator and the Community School Family Social Worker Assistant, along with attendance assistants, have been increasing the number of home visits to strengthen the home-school behavioral connection.												
3-8 ELA, all students level 2 and above #9	37%	6% increase	Y	Yes	MLO Administrators provide PD to support grades 5 through 8 during ELA common planning time in using the Data Wise Process to look at students' ELA data (NYS Assessment including NYSESLAT, Renaissance 360 quarterly Instructional Planning Report, daily formative assessments) and effectively diagnose the learner-centered skill deficit and educator's problem of practice to drill down on student data with a laser focus on supporting individual and small group learners. (See Attachment) Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward	Data Wise PD agenda and Sign-in Sheets Department Coordinators and all educators September 2017 – October 2017 Interim Assessments Midterms Renaissance STAR 360 Quarterly Instructional Planning Report Revised lesson plans that reflect scaffolding and differentiated strategies for ENL and SWD scholars. MLO P.B.I.S matrix Tiered Walk-through Feedback Document	<ul style="list-style-type: none">• 100% teacher participation in Common Planning Data Wise PD• 100% Implementation of the• Data Wise and Action Planning process across all Common Planning Teams• 100% of the Common Planning Teams are now able to analyze the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills that will close the learning gap as evidenced in teacher Action Plans. <p><u>Reading Percentages Based on Renaissance STAR 360 Benchmark Report as of December 20, 2017.</u></p> <table><tr><th>At/Above Benchmark</th><th>Below Benchmark On Watch</th><th>Below Benchmark Intervention</th><th>Below Urgent</th></tr><tr><td>Grade 5 20.6%</td><td>Grade 5 14.8%</td><td>Grade 5 25.4%</td><td>Grade 5 39.2%</td></tr><tr><td>Grade 6</td><td>Grade 6</td><td>Grade 6</td><td>Grade 6</td></tr></table>	At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent	Grade 5 20.6%	Grade 5 14.8%	Grade 5 25.4%	Grade 5 39.2%	Grade 6	Grade 6	Grade 6	Grade 6
At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent																
Grade 5 20.6%	Grade 5 14.8%	Grade 5 25.4%	Grade 5 39.2%																
Grade 6	Grade 6	Grade 6	Grade 6																



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

				<p>improved classroom management.</p> <p>Collaboration with REACH Educational Solutions to support Milton L. Olive Middle is two-fold: a) To address the ways in which teachers will receive support and b) School leaders and REACH facilitators collaborate around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor walkthrough cycles, feedback sessions and small group PD with a focus on the following Danielson indicators:</p> <p><u>Tier 1</u></p> <ul style="list-style-type: none">1c. Selecting Instructional goals: Teacher's goals represent valuable learning and are suited for most students in the class; it reflects opportunities for integration and permit viable methods of assessment1e. Designing Coherent Instruction: Most of the elements of the instructional	<p>Teacher Action Plan with Goals</p> <p>Explicit Lesson Plan with differentiated/ tiered tasks</p> <p>Selected RSE-TASC Walkthrough tool items and selected Literacy Quality Indicator (QI) Items:</p> <p>Students state how the lesson connects to their (long term/quarterly) goals.</p> <p>Students monitor and self-correct as they work.</p> <p>Students can state or paraphrase the learning and language objective correctly</p> <p>Students can state the purpose of the lesson correctly by the end of the lesson</p> <p>Students respond to higher order questions using taught strategies appropriately.</p>	<table><tr><td>18.8%</td><td>14.4%</td><td>27.6%</td><td>39.2%</td></tr><tr><td>Grade 7</td><td>Grade 7</td><td>Grade 7</td><td>Grade7</td></tr><tr><td>15.6%</td><td>15.1%</td><td>30.7%</td><td>38.6%</td></tr><tr><td>Grade 8</td><td>Grade 8</td><td>Grade 8</td><td>Grade8</td></tr><tr><td>14.4%</td><td>14.4%</td><td>25.3%</td><td>45.9%</td></tr></table> <p>This data reflects an overall comparison of Renaissance Reading Benchmark assessment results from Quarter one and Quarter two. There was an increase in grades 5 and 6 performance on the Renaissance STAR Reading from September 2016 to February 2017. Grade 8 showed a 6.4% increase at or above grade level performance. Grade 7 showed a slight increase of 3% below benchmark performance. Since the start of 2016-2017 academic school year, an increase of 105 immigrant newcomers are attending MLO. From September 2016 to February 2017 14 more immigrants' scores are reflected, due to new enrollment. This has an implication for below grade level performance, as immigrant students with nascent English skills may not follow the same linear performance trajectory as heritage speakers.</p> <ul style="list-style-type: none">95% of Educators implemented P.B.I.S behavioral expectations in their explicit lesson plans.Completed cycle one of the Walk-through and Feedback process (November 2017 – January 2018)60% of the 20 ELA educators have demonstrated improvement and are progressing toward meeting their individual instructional goals	18.8%	14.4%	27.6%	39.2%	Grade 7	Grade 7	Grade 7	Grade7	15.6%	15.1%	30.7%	38.6%	Grade 8	Grade 8	Grade 8	Grade8	14.4%	14.4%	25.3%	45.9%
18.8%	14.4%	27.6%	39.2%																							
Grade 7	Grade 7	Grade 7	Grade7																							
15.6%	15.1%	30.7%	38.6%																							
Grade 8	Grade 8	Grade 8	Grade8																							
14.4%	14.4%	25.3%	45.9%																							



Receivership Quarterly Report and Continuation Plan –1ST Quarter
October 16, 2017-January 12, 2018
(As required under Section 2.11(f) of NYS Ed. Law)

					<p>design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure</p> <ul style="list-style-type: none"> 3b. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion techniques reflects high level questions, true discussion, and full participation by all students. 3d. Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality. <p><u>Tier 2</u></p> <ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students: Teachers using student data plan differentiated instruction to meet the needs of all learners. 	<p>Teachers implement tiered learning/language objectives and Differentiated Tiered Tasks</p> <p>Individualized PD's and Small Group PD's -building pedagogical content and instructional knowledge of staff through focused instructional learning walks</p> <p>Introduction and practice of Explicit vocabulary (for both Math and ELA)</p>	<ul style="list-style-type: none"> 100% educators agreed to participate individualized and small group professional development <p>Student Achievement Goal:</p> <ul style="list-style-type: none"> Grade 5: 14/25 (56%) students met the interim goal of increasing their STAR Reading assessment score 33 scaled score points and advancing 2 grade equivalent months between September and November's Benchmark assessments in Reading Grade 6: 11/18 (61%) students met the interim goal of increasing their STAR Reading assessment score 33 scaled score points and advancing 2 grade equivalent months between September and November's Benchmark assessments in Reading Grade 7: 8/19 (42%) students met the interim goal of increasing their STAR Reading assessment score 33 scaled score points and advancing 2 grade equivalent months between September and November's Benchmark assessments in Reading Grade 8: 8/29 (28%) students met the interim goal of increasing their STAR Reading assessment score 33 scaled score points and advancing 2 grade equivalent months between September and November's Benchmark assessments in Reading <p>Average for all grades making progress is 47%. Approaching goal of 60%.</p> <p>Instructional Practice Goal: Based on Walkthroughs with AP, 119/179 (66%) students interacted with the teacher and the I CAN statements/ objectives at least three times during the lesson. On trajectory for meeting goal.</p> <p>System Capacity Goal: Based on classroom visits and a review of lesson plans, 7/12 (58%) of the teachers evidenced the planning and implementation of differentiated tiered tasks for flexible groups. On trajectory to meet goal.</p>
--	--	--	--	--	---	---	--



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">• 3d. Demonstrating knowledge of Resources: Use of Technology in the classroom and approved educational online sites for students and to extend content knowledge• 3c. Engaging Students in Learning: Tiered learning activities, assignments and tasks, flexible groups, appropriate structure and pacing. <p>Collaboration with RSE-TASC SESIS to support students with Disability in ELA/SS Student Achievement Goal: By June 2018 at least 60% the students with disabilities in the Middle School cohort of grades five and six will show an average of 100 Scaled score points growth or a grade equivalent increase of 2 grade levels in their STAR 360 Reading Assessment score from their individual September 2016 baseline score as measured by the Renaissance 360 STAR Assessment</p>		
--	--	--	--	--	---	--	--



Receivership Quarterly Report and Continuation Plan –1st Quarter

October 16, 2017-January 12, 2018

(As required under Section 211(f) of NYS Ed. Law)

					<p>Instructional Practice Goal: By June 2018, the special education educators in grades 5-8 at Milton L. Olive Middle School will interact with I CAN Statements and Learning/Language objectives with students as a means for checking for understanding at least 3 times within the lesson (Beginning, Middle, End) from a baseline of 0% (0/136) to a goal of 70% as measured by RSE- TASC Walkthrough component items.</p> <p>System Capacity Goal By June 2018, special education teachers in grades 5-8 of the MLO Middle School will demonstrate the planning and implementation of differentiated tiered tasks for the flexible groups from a baseline of zero to a target of 100% (10/10 classroom educators) as measured by a collected sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following:</p> <ul style="list-style-type: none">• Math Shift for Mastery: Coherency• ELA Shift for Mastery: Academic Vocabulary	
--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">• Critical Skills informed by STAR Instructional Planning reports• IEP goals• Student generated Goals																						
3-8 Math, all students level 2 and above #15	29%	6% increase	Y	Yes	<p>MLO Administrators provide PD to support grades 5 through 8 math common planning teams in using the Data Wise Process to look at students' math data (NYS Assessment including NYSESLAT, Renaissance 360 quarterly Instructional Planning Report, daily formative assessments) and effectively diagnose the learner-centered skill deficit and educator's problem of practice to drill down on student data with a laser focus on supporting individual and small group learners. (See Attachment)</p> <p>Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p>	<p>Data Wise PD agenda and Sign-in Sheet</p> <p>Department Coordinators and all educators September 2017 – October 2017 Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>Revised lesson plans that reflect scaffolding and differentiated strategies for ENL and SWD scholars.</p> <p>Classroom data Midterms Final exams</p> <p>P.B.I.S. Matrix</p> <p>Tiered Walk-through Feedback Document</p> <p>Teacher Action Plan with Goals</p>	<ul style="list-style-type: none">• 100% teacher participation in Common Planning Data Wise PD• 100% Implementation of the• Data Wise and Action Planning process across all Common Planning Teams <p>100% of the Common Planning Teams are now able to analyze the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills that will close the learning gap as evidenced in teacher Action Plans.</p> <table><tr><th>At/Above Benchmark</th><th>Below Benchmark On Watch</th><th>Below Benchmark Intervention</th><th>Below Urgent</th></tr><tr><td>Grade 5 43%</td><td>Grade 5 14%</td><td>Grade 5 19%</td><td>Grade5 24%</td></tr><tr><td>Grade 6 22%</td><td>Grade 6 15%</td><td>Grade 6 24%</td><td>Grade6 39%</td></tr><tr><td>Grade 7 21%</td><td>Grade 7 19%</td><td>Grade 7 27%</td><td>Grade7 32%</td></tr><tr><td>Grade 8 31%</td><td>Grade 8 14%</td><td>Grade 8 24%</td><td>Grade8 31%</td></tr></table>	At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent	Grade 5 43%	Grade 5 14%	Grade 5 19%	Grade5 24%	Grade 6 22%	Grade 6 15%	Grade 6 24%	Grade6 39%	Grade 7 21%	Grade 7 19%	Grade 7 27%	Grade7 32%	Grade 8 31%	Grade 8 14%	Grade 8 24%	Grade8 31%
At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent																								
Grade 5 43%	Grade 5 14%	Grade 5 19%	Grade5 24%																								
Grade 6 22%	Grade 6 15%	Grade 6 24%	Grade6 39%																								
Grade 7 21%	Grade 7 19%	Grade 7 27%	Grade7 32%																								
Grade 8 31%	Grade 8 14%	Grade 8 24%	Grade8 31%																								



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<p>Collaboration with REACH Educational Solutions to support Milton L. Olive Middle is two-fold: a) To address the ways in which teachers will receive support and b) School leaders and REACH facilitators collaborate around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor walkthrough cycles, feedback sessions and small group PD with a focus on the following Danielson indicators</p> <p><u>Tier 1</u></p> <ul style="list-style-type: none"> 1c. Selecting Instructional goals: Teacher's goals represent valuable learning and are suited for most students in the class; it reflects opportunities for integration and permit viable methods of assessment 1e. Designing Coherent Instruction: Most of the elements of the instructional design support the 	<p>Explicit Lesson Plan with differentiate/ tiered tasks</p> <p>Individualized PD's and Small Group PD's -building pedagogical content and instructional knowledge of staff through focused instructional learning walks</p> <p>Introduction and practice of Explicit vocabulary (for both Math and ELA)</p> <p>Selected RSE-TASC Walkthrough tool items and selected Literacy Quality Indicator (QI) Items:</p> <p>Students state how the lesson connects to their (long term/quarterly) goals.</p> <p>Students monitor and self-correct as they work.</p> <p>Students can state or paraphrase the learning</p>	<div>Quarter 2 Math Benchmark</div> <p>95% of Educators implement P.B.I.S behavioral expectations in their explicit lesson plans.</p> <p>Completed cycle one of the Walk-through and Feedback process (November 2017 – January 2018</p> <p>50% of Math educators have demonstrated improvement and are progressing toward meeting their individual instructional goals</p> <p>100% educators agreed to participate individualized and small group professional development</p>
--	--	--	--	--	---	---	--



					<p>stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure</p> <ul style="list-style-type: none">3b. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion techniques reflects high level questions, true discussion, and full participation by all students.3d. Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality. <p><u>Tier 2</u></p> <ul style="list-style-type: none">1b. Demonstrating Knowledge of Students: Teachers using student data plan differentiated instruction to meet the needs of all learners.	<p>and language objective correctly</p> <p>Students can state the purpose of the lesson correctly by the end of the lesson</p> <p>Students respond to higher order questions using taught strategies appropriately.</p> <p>Teachers implement tiered learning/language objectives and Differentiated Tiered Tasks</p>	
--	--	--	--	--	---	---	--



Receivership Quarterly Report and Continuation Plan –1ST Quarter

October 16, 2017-January 12, 2018

(As required under Section 211(f) of NYS Ed. Law)

					<ul style="list-style-type: none">• 3d. Demonstrating knowledge of Resources: Use of Technology in the classroom and approved educational online sites for students and to extend content knowledge• 3c. Engaging Students in Learning: Tiered learning activities, assignments and tasks, flexible groups, appropriate structure and pacing. <p>Collaboration with RSE-TASC SESIS to support students with Disability in ELA/SS Student Achievement Goal: By June 2018 at least 60% the students with disabilities in the Middle School cohort of grades five and six will show an average of 100 Scaled score points growth or a grade equivalent increase of 2 grade levels in their STAR 360 Reading Assessment score from their individual September 2016 baseline score as measured by the</p>		
--	--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1ST Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					Renaissance 360 STAR Assessment		
3-8 ELA All Students MGP #33	40.99	2% increase	Y	Yes	<ul style="list-style-type: none"> to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports. expansion of the school day by 1 hour each day using the Community Schools Grant funds. building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks 	Renaissance Data to support guided reading activities NYSESLAT data NYSITELL data ELA assessments Unit tests Read 180 data Quarterly class grades Moby Max formative assessments Feedback from REACH ELA coach	<p>During the 2017/2018 school year, RTI has been rolled out at MLO. Currently there is a Part Time RTI Lead Facilitator/Interventionist who is using data from various sources (Renaissance and the NYS ELA Assessments) to help identify students who are in need of Tier 2 interventions.</p> <p>In December 2017, two part time Reading Teachers were hired, who push into ELA classes to provide Tier 2 small group targeted instruction to those students who were identified. The Part Time RTI Lead Facilitator/Interventionist also pushes into classrooms to provide Tier 2 instruction. The Tier 2 instruction is provided in a small group setting of no more than 5-6 students per group. The Part Time RTI Lead Facilitator/Interventionist also pulls out identified students who need Tier 3 interventions. These sessions are comprised of groups of 1-3 students (all who are MLLs).</p> <p>Since December 2017 until present there have been 80 students grades 5-8 who are receiving Tier 2 instruction; Grade 5 has a total of 22 students (8 ELLs, 4 who have IEPs and 1 who is an ELL and has an IEP), Grade 6 has a total of 29 students (9 are ELLs and 1 has an IEP) Grade 7 has a total of 13 students (1 is an ELL) and Grade 8 has 16 total students (1 ELL and 4 with IEPs).</p> <p>The impact of these strategies have led to improvement across all grade levels in Renaissance as evidenced in the chart below.</p> <p>According to Renaissance STAR 360 Reading data, there has been growth in students' performance:</p> <p>5th grade 53% of RTI students showed growth on Renaissance STAR 360 Reading Assessment 6th grade 79% of RTI students showed growth on Renaissance STAR 360 Reading Assessment</p>



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

						<p>7th grade 46% of RTI students showed growth on Renaissance STAR 360 Reading Assessment 8th grade 56% of RTI students showed growth on Renaissance STAR 360 Reading Assessment</p> <p align="center">ELA Renaissance Comparison From Quarter 1 to Quarter 2</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Number of Students Tested</th><th>1st Quarter Avg. Scale Score</th><th>2nd Quarter Avg. Scale Score</th><th>Avg. Scale Score Gain</th><th>Avg. Grade Equivalent Gain</th><th>Median SGP</th></tr> </thead> <tbody> <tr> <td>3rd</td><td>180</td><td>270</td><td>318</td><td>+48</td><td>.4</td><td>44</td></tr> <tr> <td>4th</td><td>214</td><td>326</td><td>367</td><td>+41</td><td>.4</td><td>50</td></tr> <tr> <td>5th</td><td>197</td><td>384</td><td>417</td><td>+33</td><td>.3</td><td>42</td></tr> <tr> <td>6th</td><td>186</td><td>421</td><td>452</td><td>+31</td><td>.2</td><td>50</td></tr> <tr> <td>7th</td><td>174</td><td>487</td><td>511</td><td>+24</td><td>.2</td><td>38</td></tr> <tr> <td>8th</td><td>176</td><td>565</td><td>570</td><td>+5</td><td>0</td><td>39</td></tr> </tbody> </table> <p>The Scaled Score (SS) is the most fundamental score produced by Star Reading tests. It ranges from 0 to 1400 and spans grades 1 through 12. It is calculated based on the difficulty of the questions and the number of correct responses. The Scaled Score is useful for comparing student performance over time and across grades. In Star Reading tests, all other norm-referenced scores are derived from the Scaled Score.</p> <p>Grade Equivalent (GE) scores range from 0.0 to 12.9+. They represent how a student's test performance compares with that of other students nationally. For example, if a 5th-grade student has a GE of 7.6, his or her score is equal to that of a typical 7th grader after the sixth month of the school year.</p>	Grade	Number of Students Tested	1 st Quarter Avg. Scale Score	2 nd Quarter Avg. Scale Score	Avg. Scale Score Gain	Avg. Grade Equivalent Gain	Median SGP	3 rd	180	270	318	+48	.4	44	4 th	214	326	367	+41	.4	50	5 th	197	384	417	+33	.3	42	6 th	186	421	452	+31	.2	50	7 th	174	487	511	+24	.2	38	8 th	176	565	570	+5	0	39
Grade	Number of Students Tested	1 st Quarter Avg. Scale Score	2 nd Quarter Avg. Scale Score	Avg. Scale Score Gain	Avg. Grade Equivalent Gain	Median SGP																																																	
3 rd	180	270	318	+48	.4	44																																																	
4 th	214	326	367	+41	.4	50																																																	
5 th	197	384	417	+33	.3	42																																																	
6 th	186	421	452	+31	.2	50																																																	
7 th	174	487	511	+24	.2	38																																																	
8 th	176	565	570	+5	0	39																																																	



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected.
3-8 Math All Students MGP #39	38.99	2% increase	Y	Yes	<ul style="list-style-type: none"> to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports. Math & Science development skills with strong infusion of technology expansion of the school day by 1 hour each day using the 	Renaissance Data to support small group activities, building fluency and deepening skills Math assessments Unit tests Quarterly class grades Moby Max formative assessments Feedback from REACH Math coach	<p>This year has since an increased focus on building academic vocabulary in the math classes, particularly in the Extended Learning Time classes and by utilizing student home language. Additional bilingual teachers have been hired and instructional bilingual TA's are pushing into classes taught by monolingual teachers.</p> <p>5th grade teachers, in response to the drop in proficiency from last year, have been attending workshop series to improve their instructional practices. Math teachers on the 3-8 level have also been receiving job-embedded coaching from the REACH math coach as well as the Pearson math coach.</p> <p>A focus on incorporating hands on activities, particularly in bilingual and ENL classes, has been supported by the inclusion of manipulatives. This initiative has also been supported by the SIOP training provided to teachers across the district to focus on increasing engagement and accountable talk in the classroom. The impact of these strategies have led to improvement across all grade levels in Renaissance as evidenced in the chart below.</p>



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					Community Schools Grant funds. building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks	<table border="1"> <thead> <tr> <th>Grade</th><th>Number of Students</th><th>1st Quarter Avg. Scale Score</th><th>2nd Quarter Avg. Scale Score</th><th>Avg. Scale Score Gain</th><th>Avg. Grade Equivalent Gain</th><th>Median SGP</th></tr> </thead> <tbody> <tr> <td>3rd</td><td>192</td><td>469</td><td>521</td><td>+52</td><td>.5</td><td>55</td></tr> <tr> <td>4th</td><td>214</td><td>544</td><td>584</td><td>+40</td><td>.5</td><td>49</td></tr> <tr> <td>5th</td><td>198</td><td>580</td><td>619</td><td>+39</td><td>.5</td><td>42</td></tr> <tr> <td>6th</td><td>183</td><td>608</td><td>627</td><td>+19</td><td>.2</td><td>40</td></tr> <tr> <td>7th</td><td>167</td><td>645</td><td>665</td><td>+20</td><td>.3</td><td>42</td></tr> <tr> <td>8th</td><td>116</td><td>630</td><td>645</td><td>+13</td><td>.2</td><td>34</td></tr> </tbody> </table> <p>The Scaled Score (SS) is the most fundamental score produced by Star Reading tests. It ranges from 0 to 1400 and spans grades 1 through 12. It is calculated based on the difficulty of the questions and the number of correct responses. The Scaled Score is useful for comparing student performance over time and across grades. In Star Reading tests, all other norm-referenced scores are derived from the Scaled Score.</p> <p>Grade Equivalent (GE) scores range from 0.0 to 12.9+. They represent how a student's test performance compares with that of other students nationally. For example, if a 5th-grade student has a GE of 7.6, his or her score is equal to that of a typical 7th grader after the sixth month of the school year.</p> <p>SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate</p>	Grade	Number of Students	1 st Quarter Avg. Scale Score	2 nd Quarter Avg. Scale Score	Avg. Scale Score Gain	Avg. Grade Equivalent Gain	Median SGP	3 rd	192	469	521	+52	.5	55	4 th	214	544	584	+40	.5	49	5 th	198	580	619	+39	.5	42	6 th	183	608	627	+19	.2	40	7 th	167	645	665	+20	.3	42	8 th	116	630	645	+13	.2	34
Grade	Number of Students	1 st Quarter Avg. Scale Score	2 nd Quarter Avg. Scale Score	Avg. Scale Score Gain	Avg. Grade Equivalent Gain	Median SGP																																																	
3 rd	192	469	521	+52	.5	55																																																	
4 th	214	544	584	+40	.5	49																																																	
5 th	198	580	619	+39	.5	42																																																	
6 th	183	608	627	+19	.2	40																																																	
7 th	167	645	665	+20	.3	42																																																	
8 th	116	630	645	+13	.2	34																																																	



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected.
Grades 4 and 8 Science All Students Level 3 and above #85	24%	6%	Y	Yes	<p>MLO administrator and department coordinator provides PD to support grades 5 through 8 Science Common Planning Teams in using the Data Wise process to look at ELA and Math Renaissance 360 Quarterly Instructional Planning Report, Formative and Summative assessments, classroom data (exit and entrance tickets, rubric based feedback, unit and quarterly exams, Midterm and Final exams, quizzes, lab reports, and projects) to effectively diagnose the learner-centered skill deficit and educator's problem of practice to drill down on student data with a focus on supporting individual and small group learners.</p> <p>Introduction of explicit vocabulary review incorporated into our daily lessons and Earth Science Regents review during our 10th period Elongated Day program.</p>	<p>Data Wise meeting agenda and sign-in sheet.</p> <p>Dean of Students and Department Coordinator and all Science educators September 2017-January 2018.</p> <p>Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>Explicit vocabulary</p> <p>Unit tests</p> <p>Quarterly exams</p> <p>Lab assessments</p> <p>Classroom data (entrance + exit tickets, rubric based feedback)</p> <p>Midterms</p> <p>Final exams</p> <p>Feedback from science walkthroughs and CP</p> <p>Individualized and small group PD</p> <p>Explicit Science lesson plans that reflect scaffolding and</p>	<p>100% teacher participation in Common Planning Data Wise PD</p> <p>100% implementation of the Data Wise Action Planning during Science CP and PD.</p> <p>100% of the Common Planning Teams are now able to analyze the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teacher scholars the skills that will close the learning gap as evidenced in the teacher action plans.</p> <p>At this point, we have administered classroom assessments, unit and quarterly assessments for general science grades 5 through 8 as well as Earth Science, explicit vocabulary exams and quizzes, and lab assessments in both General and Earth Science classes. We will begin administering interim assessments in both General science grades 5 through 8 as well as Earth Science classes and lead mock lab assessments.</p> <p>Completed cycle one of the Walk-through and Feedback process (November 2017 – January 2018)</p> <p>75% of the Science educators have demonstrated improvement and are progressing toward meeting their individual instructional goals</p> <p>100% educators agreed to participate individualized and small group professional development</p>



					<p>Teacher and scholar on Z-space virtual lab technology and Smart Board functions into the science classroom as an additional resource to be used in conjunction with the Interactive Science Series and grade specific Science Pacing Calendar.</p> <p>Collaboration with REACH Educational Solutions to support Milton L. Olive Middle School is two-fold: 1) To address the ways in which teachers will receive support and 2) School leaders and REACH facilitators collaborate around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor, walk through cycles, feedback sessions and small group PD with a focus on following Danielson indicators:</p> <p><u>Tier 1</u></p> <ul style="list-style-type: none"> 1c. Selecting Instructional goals: Teacher's goals represent valuable learning and are suited for most students in the 	<p>differentiated strategies for ENL and SWD scholars.</p> <p>10 Power Words and then Some with a focus on vocabulary specific to our spiraled Earth, Life, and Physical Science curriculum and Earth Science Regents classes.</p> <p>Tiered Walk-through Feedback Document</p> <p>Teacher Action Plan with Goals</p> <p>Explicit Lesson Plan with differentiate/ tiered tasks</p>	
--	--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1ST Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					<p>class; it reflects opportunities for integration and permit viable methods of assessment</p> <ul style="list-style-type: none">• 1e. Designing Coherent Instruction: Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure• 3b. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion techniques reflects high level questions, true discussion, and full participation by all students.• 3d. Providing feedback to students:		
--	--	--	--	--	--	--	--



					<p>Teacher's feedback to students is timely and of consistently high quality.</p> <p>Tier 2</p> <ul style="list-style-type: none">• 1b. Demonstrating Knowledge of Students: Teachers using student data plan differentiated instruction to meet the needs of all learners.• 3d. Demonstrating knowledge of Resources: Use of Technology in the classroom and approved educational online sites for students and to extend content knowledge• 3c. Engaging Students in Learning: Tiered learning activities, assignments and tasks, flexible groups, appropriate structure and pacing.	
--	--	--	--	--	---	--



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) 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 <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--------------	--	---------------	---	------------	---

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Student Suspension Rate (out of school) #4	23%	3%	Y	Yes	A continuation of previous strategies specifically crafted to address School safety with the addition of monthly Character Education, PBIS incentives in the form of Fun Friday, school trips, implementation of school wide meditation, our building Matrix, and the MLO School Store. MLO has previously adopted the district Code of Conduct as well as our MLO School Climate Plan.	School suspension data Supt. Hearing data MLO Monthly Suspension tables Behavior Major + Minor referrals FBA/BIPs Counseling referrals Mediation referrals Behavior contracts PBIS + Matrix Warrior Bucks Fun Friday Suffolk County Police Dept. Mentoring Program Tues +	Many incentives around the building, including attendance at Fun Friday, have been tied to PBIS points and adherence to the 3 R's – respect, responsibility and readiness. Students have been encouraging their friends to “make the right choice” in order to gain needed points to attend these same events. As we move closer to assessment season, Fun Friday will include a 45-minute academic period. The



Receivership Quarterly Report and Continuation Plan –1ST Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

						<p>Thursday Grades 6-8 Boys and Girls (PBIS Tier 2 Support)</p> <p>Alpha Phi Alpha Fraternity Mentoring Program Saturdays</p> <p>Boys Grades 7+8 (PBIS Tier 2 Support)</p> <p>PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)</p>	<p>Community Engagement Team (CET) supported Fun Friday by donating pizza, beverages, snacks, games and volunteering their personal time by acting as chaperones for the event. CET members participated in many of the activities including Double Dutch.</p> <p>To date, we have experienced 2 serious incidents for the 2017-2018 school year. The expectation is that this trend will continue (no more than 5 for the whole year). An additional 2 security guards have been placed between the portable and the main building to monitor students during passing. These agents have been trained in the PBIS matrix to support the 3 Rs. The Community School Site Coordinator and the Community School Family Social Worker Assistant, along with attendance assistants, have been increasing the number of home visits to strengthen the home-school behavioral connection.</p>
Family and Community Engagement #6	N/A	Movement up one level on HEDI scale	Y	Yes	to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as:	<p>Sign in sheets for CET meetings</p> <p>Sign in sheets for Parental Engagement Activities</p> <p>Adelante progress monitoring tool</p>	<p>This quarter The Office of Community and Family Engagement has participated and facilitated several meetings with Student Support Services in an effort to impact scholars'</p>



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.		<p>academic and behavioral success. (Attachment 2, 2B) The Office of Community and Family Engagement has also worked closely with Attendance Team to address issues around chronic absenteeism. Community Site Coordinator has worked directly with teachers to facilitate family meetings in order to connect families with teachers to help reach learning goals. Additionally, the CSC has established a referral system within district. Teachers, school counselors and others may refer a scholar to Family Engagement Office using this form. We have had referrals from MLO staff as well as LFH social worker. (Attachment 1, 1A)</p> <p>Quarter 2 Events/Services include:</p> <ul style="list-style-type: none">-PTA Paint Night (Attachment 3)-Family Engagement Office -- sponsors Parent University: English as a New Language Orientation (Attachment 4)-Family Engagement Office Coffee Welcome (Attachment 5)-PTA Meeting (Attachment 6)-Title I information Session (Attachment 7)-Family Engagement Office: Medical Insurance Info Session (Attachment 8)
--	--	--	--	--	--	--	---



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							<ul style="list-style-type: none">-Parent Leadership Initiative Information Session (Attachment 9)-Family Engagement Office Sponsors Literacy Workshop (Attachment 10)-Wellness Wednesdays: Cooking Healthy (Attachment 11)-Maternal & Infancy Child Workshop (Attachment 12)-Adult English Classes (Attachment 13)-ZUMBA Thursdays (Attachment 14)-Winter Wonderland Holiday Breakfast (Attachment 15)Thanksgiving Food Drive (Attachment 16)-Parent Teacher Conferences (Attachment 17)-Parent Portal Training-Toys for Tots Referrals <p>We have made good head way in having actively engaged and participatory involvement from parents/guardians. We had parents volunteer for picture day. Meetings with teachers, school personnel and families have resulted in the initiation of academic and behavioral plans for scholars. Community School site workers have shadowed students throughout the day to determine behavioral triggers and pressure points to determine next steps for both</p>
--	--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							<p>school and parents in addressing behavioral issues. One scholar did get his picture taken so that it could be mailed to his grandmother in El Salvador; this was his reward for improving his behavior and academic standing. Family and Community Engagement Office has provided services to over 100 families. Now that we are approaching assessment season more focus on the following Parent University classes in</p> <ul style="list-style-type: none">• Study Skills – limiting screen time, annotation, numbering passages and lines of text, the UNRAAVEL strategy for reading, Read Draw Write (RDW) for math problems• Changes to and layout of the NYS Assessments – reduction of testing days, format of test, use of calculators, sample question types• ELA Assessment – sample test questions by grade level with teacher support to parents, assessment
--	--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1st Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							<p>vocabulary, grade level academic vocabulary</p> <ul style="list-style-type: none">• Math Assessment - sample test questions by grade level with teacher support to parents, assessment vocabulary, grade level academic vocabulary• Science Assessment – lab practical, sample test questions. <p>Parent University classes have been provided on a consistent basis to parents who have students at MLO and other schools in the district. This has allowed all schools in Wyandanch to benefit from the academic and social-emotional supports provided. We have found that a number of students have been absent from school due to the lack of clean laundry in the home. Moving forward, we will be installing a washer and dryer at MLO to be utilized in assisting parents and students, particularly newcomers to the community, in receiving clean laundry. CET member and President of the Hispanic American Association, Mr. Cesar Malaga has donated</p>
--	--	--	--	--	--	--	--



Receivership Quarterly Report and Continuation Plan –1ST Quarter
October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

							over 6 bags of new and lightly used clothing which was distributed through the Community School program.
Providing 200 hours of quality Extended Day Learning Time #94	N/A	N/A	Y	Yes	Expansion of the school day by 1 hour each day using the Community Schools Grant funds.	Attendance for 10 th period classes Progress reports for 10 th period classes Report card grades for 10 th period classes	Each student at MLO continues to attend Extended Learning Time during the school day which has been elongated by one hour (2:38-3:38). These classes include ELA, math, science, social studies and STEAM activities.
Teacher Attendance #95	N/A	96%	Y	Yes	building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks	Teacher Attendance data	Teachers who have been absent 4 or more times continue to receive a counseling memo from the Receiver. An onslaught of the influenza virus however, has hit our area and as many as 18 teachers have been absent on a single day. This virus has severely hampered our ability to maintain homework requirements, implement modules and units to determine academic progress of students. We are considering implementing additional academic sessions on Saturdays, as well as utilizing our 10 th period ELT to provide additional instruction. We will continue monitoring both teacher and student attendance.
Chronic Absenteeism #98	N/A	TBD	Y	Yes	A continuation of previous strategies specifically crafted to address scholar absenteeism with the addition of the Attendance Team members collaborating	2016-2017 Scholar attendance data from Infinite Campus and MLO attendance coordinator, teacher monitoring, Attendance	A continuation of previous strategies utilizing the report provided by central administration staff, bi-weekly



Receivership Quarterly Report and Continuation Plan –1ST Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

					bi-weekly, conducting home visits by Social Worker, guidance staff, Community Engagement office, and administrative team.	team collaboration, and Community Engagement partnership	report from MLO attendance coordinator reviewed by Attendance Team with follow-up calls and home visits by team previously stated. District funds were used to hire 2 attendance aides to make parent outreach and conduct home visits.	
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.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>			
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 			
List the Key Strategy from your approved intervention plan (SIG or SCEP), which may also include PSSG and/or CSG initiatives	Status (R/Y/G)	Analysis/Report Out	
1. Use of technology in the classroom to deliver instruction	Y	All classrooms now have been implemented with SMARTBoards, a ZSpace lab has been installed and 4 Chrome book carts are available for student and teacher use.	
2. EPO (lead partner) for SIG 6 and SIG 7 ONLY			



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

3.	Letters will be sent to teachers and students who are averaging more than one absence per month	Y	In order to more closely monitor student and teacher attendance, letters have been generated for those who are on track to being absent 5% or more of the school year.		
5.	Leadership Mentoring provided by REACH	Y	REACH consultant, Dr. Lisa Gioe, will be providing shoulder to shoulder mentoring for school administration and leadership team.		
6.	Instructional Delivery focus by REACH	Y	REACH, in collaboration with building administrators, will work with teachers to develop instructional strategies to include: appropriate delivery method, building student engagement, provide clear directions, wait time, pacing, and the use of formative assessment (checking for understanding.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – 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. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. **If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.**

Status (R/Y/G)	Analysis/Report Out
Y	Meetings are held monthly, on the last Wednesday of the month. To date we have had meetings in July, September and October. Please see attached agenda, minutes and sign in sheets.

Powers of the Receiver

Describe the use of the School Receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
Y	The Receiver Dr. Jones is currently working with counsel to negotiate a contract with the teachers' union (WTA). Communication with all stakeholders is ongoing. One of the tenets of the negotiation process centers around extending the daily instructional time for teachers, beginning with the 2018/2019 school year. The Receiver continues to conduct daily and weekly walkthroughs of the buildings with principals and teacher. In an effort to ensure that ALL administrators in the district are aware of the happenings in the Receivership school, each principal is provided an opportunity to share out at the monthly districtwide meetings of district and building administrators. The Receiver keeps the Board informed on a monthly basis.



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

	The principals, the Receiver, as well as Community School representatives have hosted public forums/activities to update the community and allow them to ask clarifying questions regarding the efforts to transform Milton L. Olive out of Receivership and into good academic standing.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school that has applied to receive CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	The Office of Community and Family Engagement attends public meetings within and outside of the district to provide information and illicit input from such forums. Community Site Coordinator attends Monthly Community Leadership Meetings, Lion's Club Meetings, PTA meetings at all district schools and PTA council meetings, etc. Community Site Coordinator has also participated in teacher professional development meetings. Calendar of events are shared as well.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Notices for all community events sponsored through The office of Community and Family Engagement are posted on several community websites as well as the WUFSO website. Flyers are distributed to families in their native languages at all 3 schools by mail and/or sent home with scholars. Phone blasts are sent in 3 languages (English, Haitian Creole and Spanish) for all events. Emails are sent to parents who have shared that this is best method of communication. Calendar of events is posted on district site as well as the sites of some of our partners.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	The Bilingual Community Site Coordinator and Office of Community and Family Engagement is housed at the Milton L. Olive Middle School with flexible hours (8 am-9pm) Mon-Fri and Saturdays as necessary. The office and/or Coordinator is accessible to parents, teachers and community members, both during the day and evening. Community Site Coordinator has presented at professional development for staff, met with Teachers' union representative to discuss office services and how teachers may refer. Community Site Coordinator has also presented at various community meetings and has visited local businesses to share services provided.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
 (As required under Section 211(f) of NYS Ed. Law)

3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	There is a monthly CET meetings which addresses all Community School's updates.
Steering Committee (challenges, meetings held, accomplishments)	Continued STEAM activities at MLK Elementary, Robotics, Coding, Drama, and Dance enabling students to compete in county-wide competitions. Continued parent workshops and adult education classes at Milton L. Olive are open to parents district-wide.
Feeder School Services (specific services offered and impact)	<p>It is an accomplishment each time a family, scholar or community member states that we have helped/impacted them in one way or another. Collaborating with Support Services during the Thanksgiving Drive to provide over 50 families with meals was an accomplishment. Assisting a mother in attaining child care so that she may participate in adult classes in order to increase her chances of gainful employment. Having a parent who was new to this district, doubted our abilities and had a negative interaction with school personnel consider becoming a PTA board member, attend family engagement activities including CET meetings is and accomplishment. Forging working collaborative relationships with community agencies that become true partnerships such as the ones we have been able to cultivate is an accomplishment. For Example, we are in the midst of setting up a walking initiative to promote movement and healthy lifestyles. The Office of Community and Family Engagement has been able to help families find gainful employment, eliminate language as a barrier to navigate systems, provide a safe space for scholars, family and community members alike to share what motivates them and how we as a school district, a partner, can assist them with their goals in order to ensure their success academically and personally. In the last 3 months, as Community Site Coordinator, I have personally attended to domestic violence situations, collaborated with police and probation as well as facilitated transportation so that students did not miss classes. I have met with families on Saturdays because it is the only day that a parent is available to meet. The appreciation verbalized by a parent for the value placed on that scholar's success is immeasurable.</p> <p>The challenge still remains to gain the trust of many more families who do not faith in the school system. We are working to change the narrative and that is a process. Another challenge is to have everyone at every level from all disciplines in all schools understand and believe that family engagement is part of their role. From the custodians, security guards, front line staff to all administrators. Active family engagement is necessary for our development and survival.</p>
Community School Site Coordinator (accomplishments and challenges)	The programmatic costs allowed us to provide students with 200 hours of extended learning time, hire both Community Site Coordinator and Family Social Worker Assistant, provide students with additional STEAM enrichment activities, provide teachers and administrators with job embedded coaching, contract with Adelante to provide additional family and parent services.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The capital cost project was amended to provide roof repairs for portables where students have classes at Milton L. Olive middle school, site electrical service, portable HVAC replacement, PA system upgrades and repairs, additional lockers, gym wall padding, data closet cooling system, heating system circulation pumps, power air exhaust system, and variable speed drive replacement.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Office of Community and Family Engagement attends public meetings within and outside of the district to provide information and illicit input from such forums. Community Site Coordinator attends Monthly Community



Receivership Quarterly Report and Continuation Plan –1st Quarter
 October 16, 2017-January 12, 2018
(As required under Section 211(f) of NYS Ed. Law)

			Leadership Meetings. Lion's Club Meetings, PTA meetings at all district schools and PTA council meetings, etc. Community Site Coordinator has also participated in teacher professional development meetings. Calendar of events are shared as well.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 3.
PSSG:		N/A
SIG:		N/A
CSG:	Y	District funds were utilized to hire 2 attendance aides to replace the hiring of a truant officer. Therefore, we will be amending the budget to show the use of the truant officer funds to increase funding needed for the elongated day at Milton L. Olive Middle School. All expenditures are on target. Students are continuing to receive additional instruction in the 4 core areas, as well as STEAM electives. REACH has been procured to provide job embedded support for Math and ELA teachers and Leadership Mentoring for building administrators. Parents are receiving support from Community Site Coordinator, Family Social Worker Assistant and Adelante, Inc.

Part VII: 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. 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 the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – 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: [Signature]
Date: 1-31-2018

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Lisa A. No. Smith
Signature of CET Representative: [Signature]
Date: 1/31/2018