



The University of the State of New York

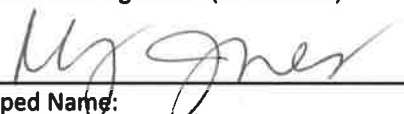
THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Wyandanch Union Free School District	
School Name: Milton L. Olive Middle School	
Contact Person: Dr. Mary Jones	Telephone ( 631) 870-0410
E-Mail Address: mjones@wufsd.net	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink) 	Title of Chief School/Administrative Officer: Superintendent
Typed Name: Dr. Mary Jones	Date: April 30, 2018

## Receivership Schools ONLY

### Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	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:				
				SIG			SCEP	
				Cohort:				
				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	*If new, attach resume.	<ul style="list-style-type: none"> <li>Mr. Kenya Vanterpool, Principal</li> <li>Valena Welch-Woodley, Asst. Principal</li> <li>Darryl Tue, Asst. Principal</li> <li>Fredrika Miller, Dean of Students</li> <li>Gina Talbert, Asst. Supt. For Curric. &amp; Inst.</li> <li>Margaret Guarneri, Director of ELA &amp; Second Language Acquisition</li> <li>Dianna Rivera, Curriculum Associate for RTI</li> <li>Izett Thomas, Curriculum Associate for STEAM</li> <li>Christine Jordan, Director of Math and Science</li> </ul>		5-8		20.2%	18%	798
	Appointment Date:							

#### 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 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 of instruction and improvement strategies
- 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 continue to be 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, Suffolk County Community College, Farmingdale State College, Stony Brook University, social work interns, as well as local representatives including the Suffolk County Executive and the Babylon Town Supervisor.

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 (Elongated Day).
- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks
- addition of 2 security officers to assist with addressing Demonstrable Indicators #4, #5 and #6

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 triennially 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

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto: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.

**Please note** - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



**Directions for Part 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 third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)**

<b><u>LEVEL 1 Indicators</u></b>								
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	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/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
Priority School Makes Yearly Progress #1	N/A	Make Progress	Y	Yes	<ul style="list-style-type: none"><li>to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification</li></ul>	Renaissance STAR 360, Receivership School Data, Out of School Suspension Records, Superintendent's hearings, VADIR Report Data, Student Attendance Data, CET meetings DATA,	Based upon previous Renaissance scores and classroom assessment data teachers continue to provide instruction to students in targeted, small groups.  In grades 3-8, over 95% of students were present for both	The district plans to sustain the work started this year by continuing to provide SIOP training for teachers that have the capacity to share best practices with their colleagues. SIOP trainers will provide training, in partnership with Pearson, for building administrators, teachers and teacher assistants.



					<p>Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</p> <ul style="list-style-type: none"><li>• Math &amp; Science development skills with strong infusion of Technology</li><li>• Expansion of the school day by 1 hour each day using the Community Schools Grant funds.</li><li>• building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</li></ul>	<p>Parent Engagement Meetings Data</p>	<p>parts 1 and 2 of the NYS ELA Assessment.</p> <p>There were no administrations of Renaissance 360 this quarter as it is given to students three times per year, two of which took place already and one will be held in quarter 4. However, we continued to monitor student progress with the use of quarterly tests, quizzes, homework, weekend packets, test preparation and Parent University review of what parents and students need to know and prepare for success on the state assessments.</p>	<p>DataWise and the the DataWise process with continue to guide data inquiry and team meetings with teacher taking on a greater ownership of student data.</p> <p>Utilize the end of year 2017-2018 data sets:</p> <ul style="list-style-type: none"><li>*NYS Assessment data</li><li>* NYSESLAT data</li><li>* Renaissance Spring Benchmark data</li><li>*Final Exams</li><li>* FLACS-A data</li><li>*IEP Goal</li><li>*Cohort data</li><li>* Student attendance and suspension data</li><li>*School Safety &amp; Climate PD data</li><li>*Walk-through and Observation data</li><li>*K-12 Survey data</li><li>*PBIS</li><li>*QIP data to inform decision making and planning, revisions and continuation of school wide systems, instructional practices, and protocols for the 2018-2019. (Data collection tools for sub-groups to create SMART goals, tiered walk-through forms with additional adjustments and components to inform professional development.)</li></ul>
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								<p>June 2018 – August 2018</p> <p>NYSITELL data used to assess English proficiency for new ELL/MLL entrants and to determine English Language Acquisition growth based on year’s end NYSESLAT data.</p>
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School Safety #5	12	20% reduction in serious incidents	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.	<p>School suspension data</p> <p>Supt. Hearing data</p> <p>MLO Monthly Suspension tables</p> <p>Behavior Major + Minor referrals</p> <p>FBA/BIPs</p> <p>Counseling referrals</p> <p>Mediation referrals</p> <p>Behavior contracts</p> <p>PBIS + Matrix</p> <p>Warrior Bucks</p> <p>Fun Friday</p> <p>Suffolk County Police</p> <p>Dept. Mentoring Program Tues + Thursday Grades 6-8</p> <p>Boys and Girls (PBIS Tier 2 Support)</p> <p>Alpha Phi Alpha Fraternity Mentoring Program Saturdays Boys Grades 7+8 (PBIS Tier 2 Support)</p> <p>PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)</p>	<p>Many incentives around the building, including attendance at Fun Friday, Field trips, and Pep Rallies have been tied to PBIS points and the adherence to our Core Values of (respect, responsibility and readiness, the 3 R's.) Students have been encouraging their friends to "make the right choice" in order to gain needed points to attend these 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</p>	<p>The (DST) District Safety Team is meant to be a guiding group for the (BST) Building Safety Team. Any Incident Report collected from the BST will be reviewed by the DST in order to make changes as needed. The goal is monthly coherence and a review of the implementation of best safety practices.</p> <p>For Evacuation Drills, a review and exploration of options for expanding reunification center locations are planned. New Reunification site contact personnel must be identified and shared with parents.</p> <p>Physical Security:</p> <ul style="list-style-type: none"> <li>• Hold a public meeting with the BOE and Community to discuss school security.</li> <li>• Upgrade an electronic door access system with a one-button lockdown in case of emergency, using Smart Schools Bond Money</li> <li>• FOBS (computer chips) for keyless entry</li> </ul>
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							<p>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>	<ul style="list-style-type: none"> <li>Place room numbers on windows facing the outside</li> </ul> <p>Guard Security/Security:</p> <ul style="list-style-type: none"> <li>All guards will have an 800 megahertz radio that will be checked monthly</li> <li>Develop a plan of action for what happens during lock down after school hours when athletic teams are still on the ground.</li> </ul> <p>Quick Reaction Force (QRF). In discussion with SCPD to be link district cameras to the Suffolk County Police Dept.</p>
3-8 ELA, all students level 2 and above #9	37%	6% Increase	Y	Yes	<p>*MLO Administrators provide PD to support grades 5 through 8 during ELA common planning and PD time using the Data Wise Action Plan Process to triangulate students' ELA data (student work, Renaissance 360 quarterly Instructional Planning Report, and daily Pre/Formative Assessments) to drill down on the common learner centered problems across each grade. As a result, we</p>	<p>*Common Planning and PD sign-in sheets (January 2018 – June 2018)</p> <p>*ELA Mock Assessment (February 2018)</p> <p>*Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>*Star Renaissance ELA Comparison Growth Report by Teacher and Grade.</p> <p>*Revised lesson plans that reflect data driven</p>	<p>*100% adherence to the Data Wise Action Planning process across all Common Planning Teams.</p> <p>*100% of the Common Planning Teams including the Department Coordinator have analyzed the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills to close the learning gap as evidenced in Action Plans. The learner centered</p>	<p>Utilize the end of year 2017-2018 data sets:</p> <ul style="list-style-type: none"> <li>*NYS Assessment data</li> <li>* NYSESLAT data</li> <li>* Renaissance Spring Benchmark data</li> <li>*Final Exams</li> <li>* FLACS-A data</li> <li>*IEP Goal</li> <li>*Cohort data</li> <li>* Student attendance and suspension data</li> <li>*School Safety &amp; Climate PD data</li> <li>*Walk-through and Observation data</li> <li>*K-12 Survey data</li> <li>*PBIS</li> </ul>





					<p>used the data to develop a school wide Test Sophistication Plan tailored to engage students in plenty of practice for individual and flexible group learners to close the skills gap. (See Attachments)</p> <p><b>*Educators use the Milton L. Olive PBIS Matrix</b> to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p><b>*Collaboration with REACH Educational Solutions</b> 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>flexible groups, scaffolding and differentiated strategies for MLLs and SWD.</p> <p><b>*Strategic Test Sophistication Plan 2018</b> implemented February 2018</p> <p><b>*Six Step Routine for Explicit Vocabulary</b> Instruction by Dr. Jennifer Schnakenberg including Larry Bell 12 Powerful Words PD/Common Planning agenda and sign-in sheet</p> <p><b>*MLO P.B.I.S Behavioral Matrix</b> *Explicit Lesson Plans</p> <p><b>*Collaborative tiered Walk-throughs</b> Feedback Document</p> <p><b>*All educators are expected to use the following resources and educational sites to enhance student engagement. (Engage NY, PNW BOCES Integrated Social Studies/ELA,</b></p>	<p>problem that was identified across all grades demonstrates that more than 60% of the scholars have an academic vocabulary deficit. As a result, All ELA/SS Common Planning team members implemented explicit academic vocabulary during daily instruction and or during the elongated day.</p> <p><b>P.B.I.S. (From a baseline of 0)</b> 74% (14 out of 19) of ELA/SS educators plan and implement explicit lessons that include the behavioral expectations for PBIS and or character education.</p> <p><b>*Progression to cycle two of the Tiered Walk- through cycles (February 2018 – on-going)</b></p> <p><b>*17 of the 19 (80%) ELA/SS educators have made progress toward meeting their individual instructional goals. Of the 80% making progress 9 out of 19 (47%) have met their goals to date.</b></p> <p><b>*100% of ELA/SS educators have participated in whole group and individualized/small group PD.</b></p>	<p><b>*QIP data to inform decision making and planning, revisions and continuation of school wide systems, instructional practices, and protocols for the 2018-2019. (Data collection tools for sub-groups to create SMART goals, tiered walk-through forms with additional adjustments and components to inform professional development.)</b></p> <p>June 2018 – August 2018</p> <p>NYSITELL data used to assess English proficiency for new ELL/MLL entrants and to determine English Language Acquisition growth based on year's end NYSESLAT data.</p>
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					<p><b><u>Tier 1</u></b></p> <p><b>1c.</b> Setting Instructional Outcomes: Teacher’s develop clear lesson goals</p> <p><b>1e.</b> 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</p> <p><b>3b.</b> 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.</p> <p><b>3d.</b> Using Assessment in Instruction: Providing feedback to students: Teacher’s feedback to students is timely and of consistently high quality.</p> <p><b>4F.</b> Showing Professionalism: Order and structure, opening and</p>	<p>Moby-max, Ready NY, Read 180, Renaissance Accelerated, Flocabulary, Vocabulary.com, Pearson Realize Platform ELA/ Science classroom, and Google Classrooms)</p> <p>*All educators are expected to incorporate technology into their lessons for student engagement and differentiated instruction during whole and or flexible group learning experiences.</p> <p>*MLO Administrators in collaboration with the District Office Curriculum Associate for STEAM have partnered with “LogicWing Inc., a Professional Development Company to infuse technology into targeted classrooms as part of a pilot program. This initiative was launched on 4/18/18 and is ongoing.</p> <p><b>MLO administrators and BOCES SESIS</b> provided PD during common planning and Faculty</p>	<p>Renaissance 360 ELA Testing Comparison Results by Teacher (See attachment)</p> <p><b>Instructional Practice 1</b> *137/188 = 72.9% (Met goal of 70%)</p> <p><b>Instructional Practice 2</b> *147/188 =78.1% (Met goal of 70%) <b>Average</b> 75.5% (Met goal)</p> <p><b>System Capacity Goal</b> 10/12 = 83% Approaching goal of 100%</p>	
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				<p>closing of lesson, standing in hall/doorway, implementation of mandated initiatives and providing targeted, instructional strategies for MLL/ IEP scholars.</p> <p><b><u>Tier 2</u></b></p> <p><b>1b.</b> Demonstrating Knowledge of Students: Differentiated instruction during flexible/tiered grouping</p> <p><b>1d.</b> Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extend content knowledge.</p> <p><b>3c.</b> Engaging Students in Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.</p> <p><b>4a.</b> Reflecting on Teaching: Implementing the takeaways from whole and</p>	<p>Conference to Special Education teachers on: (IEP Goals, Renaissance Benchmark Assessment Comparison and, student engagement strategies (February 2018 – March 2018)</p> <p><b>Instructional Practice 1</b> *Students can state or paraphrase the learning and language objective correctly</p> <p><b>Instructional Practice 2</b> * Students can state the purpose of the lesson correctly by the end of the lesson.</p> <p><b>System Capacity</b> sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following: Math Shift for Mastery: Coherency ELA Shift for Mastery: Academic Vocabulary</p>		
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					<p>small group PD sessions, and use of formative assessments to inform instruction.</p> <p><b>*Collaboration with RSE-TASC SESIS</b> to support students with Disability in ELA/SS</p> <p><b>*Student Achievement Goal:</b> By June 2018 at least 60% of 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> <p><b>Collaboration with District Curriculum Department</b></p> <p>Met with Assistant Superintendent of Pupil Personnel, Director of ELA and Second Language Acquisition and Director of Math&amp; Science and MLO</p>			
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					<p>building leadership team to provide framework for the rollout of 10<sup>th</sup> period Academic Vocabulary initiative</p> <p>Director of ELA &amp; Second Language Acquisition met with Assistant Principal to provide recommendations to improve instructional practice leading to increased academic outcomes for MLLs based on walkthroughs and observations. Assistant Principal has provided ongoing support to teachers.</p> <p><b>*Instructional Practice</b> 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</p>			
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					<p>Walkthrough component items.</p> <p><b>System Capacity</b> 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)</p>			
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 during Math common planning and PD time using the Data Wise Action Plan Process to triangulate students' Math data (student work, Renaissance 360 quarterly Instructional Planning Report, and daily Pre/Formative Assessments) to drill down on the common learner centered problems across each</p>	<p>*Common Planning and PD sign-in sheets (January 2018 – June 2018)</p> <p>*Math Mock Assessment (February 2018)</p> <p>*Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>*Star Renaissance Math Comparison Growth Report by Teacher and Grade.</p>	<p>*100% adherence to the Data Wise Action Planning process across all Common Planning Teams.</p> <p>*100% of the Common Planning Teams including the Department Coordinator have analyzed the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills to close the learning gap as evidenced in Action Plans. The learner-centered</p>	<p>Utilize the end of year 2017-2018 data sets:</p> <ul style="list-style-type: none"> <li>*NYS Assessment data</li> <li>* Renaissance Spring Benchmark data</li> <li>*Final Exams</li> <li>*IEP Goal</li> <li>*Cohort data</li> <li>* Student attendance and suspension data</li> <li>*School Safety &amp; Climate PD data</li> <li>*Walk-through and Observation data</li> <li>*K-12 Survey data</li> <li>*PBIS</li> </ul>



					<p>grade. As a result, we used the data to develop a school wide Test Sophistication Plan tailored to engage students in plenty of practice for individual and flexible group learners to close the skills gap. (See Attachments)</p> <p><b>*Educators use the Milton L. Olive PBIS Matrix</b> to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p><b>*Collaboration with REACH Educational Solutions</b> 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><b>*Revised lesson plans</b> that reflect data driven flexible groups, scaffolding and differentiated strategies for ENL and SWD.</p> <p><b>*Strategic Test Sophistication Plan 2018</b> implemented February 2018</p> <p><b>*Six Step Routine for Explicit Vocabulary Instruction</b> by Dr. Jennifer Schnakenberg including Larry Bell 12 Powerful Words PD/Common Planning agenda and sign-in sheet</p> <p><b>*MLO P.B.I.S Behavioral Matrix</b> *Explicit Lesson Plans</p> <p><b>*Collaborative tiered Walk-throughs Feedback Document</b></p> <p><b>*All educators are expected to use the following resources and educational sites to enhance student engagement.</b> (Engage NY, Moby-max, Ready NY,</p>	<p>problem that was identified across all grades demonstrates that more than 60% of the scholars have an academic vocabulary deficit. As a result, All Math Common Planning team members implemented explicit academic vocabulary during daily instruction and or during the elongated day.</p> <p>From a baseline of (0) 61% (8 out of 13) of Math educators plan and implement explicit lessons that include the behavioral expectations for PBIS.</p> <p><b>*Progression to cycle two of the Tiered Walk- through cycles (February 2018 – on-going)</b></p> <p><b>*6 of the 12 (50%) Math educators have made progress toward meeting their individual instructional goals. Of the 50% making progress (2 out of 6) 33% have met their goals to date.</b></p> <p><b>*100% of Math educators have participated in whole group and individualized/small group PD.</b></p>	<p><b>*QIP data to inform decision making and planning, revisions and continuation of school wide systems, instructional practices, and protocols for the 2018-2019.</b> (Data collection tools for sub-groups to create SMART goals, tiered walk-through forms with additional adjustments and components to inform professional development.)</p> <p>June 2018 – August 2018</p>
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					<p><b><u>Tier 1</u></b></p> <p><b>1c.</b> Setting Instructional Outcomes: Teacher’s develop clear lesson goals</p> <p><b>1e.</b> 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</p> <p><b>3b.</b> 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.</p> <p><b>3d.</b> Using Assessment in Instruction: Providing feedback to students: Teacher’s feedback to students is timely and of consistently high quality.</p> <p><b>4F.</b> Showing Professionalism: Order and structure, opening and</p>	<p>Renaissance Accelerated, Flocabulary, Vocabulary.com, and Google Classrooms)</p> <p>*All educators are expected to incorporate technology into their lesson for student engagement and differentiated instruction during whole and or flexible group learning experiences.</p> <p>*MLO Administrators in collaboration with the District Office Curriculum Associate for STEAM have collaborated with “Logic Wing Inc., a Professional Development Company to infuse technology into targeted classrooms as part of a pilot program. This initiative was launched on 4/18/18 and is on going.</p> <p><b>MLO administrators and BOCES SESIS</b> provided PD during common planning and Faculty Conference to Special Education teachers on: (IEP Goals, Renaissance</p>	<p>Renaissance 360 Math Testing Comparison Results by Teacher (See attachment)</p> <p><b>Instructional Practice 1</b> *137/188 = 72.9% (Met goal of 70%)</p> <p><b>Instructional Practice 2</b> *147/188 =78.1% (Met goal of 70%) <b>Average</b> 75.5% (Met goal)</p> <p><b>System Capacity Goal</b> 10/12 = 83% Approaching goal of 100%</p>	
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				<p>closing of lesson, standing in hall/doorway, implementation of mandated initiatives and providing targeted, instructional strategies for MLL/ IEP scholars.</p> <p><b><u>Tier 2</u></b></p> <p><b>1b.</b> Demonstrating Knowledge of Students: Differentiated instruction during flexible/tiered grouping</p> <p>1d. Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extend content knowledge.</p> <p><b>3c.</b> Engaging Students in Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.</p> <p><b>4a.</b> Reflecting on Teaching: Implementing the takeaways from whole and</p>	<p>Benchmark Assessment Comparison and, student engagement strategies (February 2018 – March 2018)</p> <p><b>Instructional Practice 1</b> *Students can state or paraphrase the learning and language objective correctly</p> <p><b>Instructional Practice 2</b> * Students can state the purpose of the lesson correctly by the end of the lesson.</p> <p><b>System Capacity</b> sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following: Math Shift for Mastery: Coherency ELA Shift for Mastery: Academic Vocabulary</p>		
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					<p>small group PD sessions, and use of formative assessments to inform instruction.</p> <p><b>*Collaboration with RSE-TASC SESIS</b> to support students with Disability in ELA/SS</p> <p><b>*Student Achievement Goal:</b> By June 2018 at least 60% of 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> <p><b>Collaboration with District Curriculum Department</b></p> <p>Met with Assistant Superintendent of Pupil Personnel, Director of ELA and Second Language Acquisition and Director of Math&amp; Science and MLO building leadership team to provide framework for the</p>			
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					<p>rollout of 10<sup>th</sup> period Academic Vocabulary initiative</p> <p><b>*Instructional Practice</b> 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><b>System Capacity</b> 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)</p>			
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3-8 ELA All Students MGP #33	40.99	2% increase	Y	Yes	<p>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.</p> <p>Expansion of the school day by 1 hour each day using the Community Schools Grant funds.</p> <p>building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</p>	<p>Renaissance Data to support guided reading activities</p> <p>NYSESLAT data</p> <p>NYSITELL data</p> <p>ELA assessments</p> <p>Unit tests</p> <p>Read 180 data</p> <p>Quarterly class grades</p> <p>Moby Max formative assessments</p> <p>Feedback from REACH</p> <p>ELA coach</p>	<p>During the 2017/2018 school year, RTI has been rolled out at MLO. Currently there is a Part Time RTI Lead</p> <p>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>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</p> <p>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</p>	<p>It is anticipated that MLO will continue providing RTI to students in the 2018-19 school year through the RTI Lead</p> <p>Facilitator/Interventionist and part time reading teachers.</p> <p>Renaissance testing will continue to occur three times per year(fall, winter and spring) to identify students in need and monitor progress.</p>



							<p>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>There were no administrations of Renaissance 360 this quarter as it is given to students three times per year, two of which took place already and one will be held in quarter 4. However, we continued to monitor student progress with the use of quarterly tests, quizzes, homework, weekend packets, test preparation and Parent University review of what parents and students need to know and prepare for success on the state assessments.</p>	
3-8 Math All Students MGP #39	38.99	2% increase	Y	yes	-to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of	Renaissance Data to support small group activities, building fluency and deepening skills Math assessments Unit tests	A part time math teacher was hired at MLO to push into larger classes during their modified block. The part time teacher works with small groups, as identified by the	For the 2018-2019 school year MLO will employ a part time/AIS math teacher from the beginning of the school year to provide targeted instruction to small groups of



					<p>Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</p> <p>Math &amp; Science development skills with strong infusion of technology expansion of the school day by 1 hour each day using the Community Schools Grant funds.</p> <p>- building pedagogical content and instructional knowledge of staff through, focused Instructional Learning Walks</p>	<p>Quarterly class grades</p> <p>Moby Max formative assessments</p> <p>Feedback from REACH Math coach</p>	<p>math teacher, to provide targeted instruction.</p> <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.</p>	<p>students using a push in model.</p> <p>Renaissance testing will continue to occur three times per year (fall, winter and spring) to identify students in need and monitor progress.</p>
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							There were no administrations of Renaissance 360 this quarter as it is given to students three times per year, two of which took place already and one will be held in quarter 4. However, we continued to monitor student progress with the use of quarterly tests, quizzes, homework, weekend packets, test preparation and Parent University review of what parents and students need to know and prepare for success on the state assessments.	
4 & 8 Science, all students level 3 and above # 85	24%%	6% Increase	Y	Yes	*MLO Administrators provide PD to support grades 5 through 8 Science common planning and PD time using the Data Wise Action Plan Process to triangulate students' ELA and Math data (student work, Renaissance 360 quarterly Instructional Planning Report, and daily Pre/Formative Assessments) to drill down on the common learner centered problems across each grade. As a result, we used the data to develop a school wide Test Sophistication Plan tailored to engage students in plenty of	*Common Planning and PD sign-in sheets (January 2018 – June 2018)  *Science Interim Assessment (January 2018 – June 2018)  *Renaissance STAR 360 Quarterly Instructional Planning Report  *Star Renaissance ELA and Math Comparison Growth Report by Teacher and Grade.  *Revised lesson plans that reflect data driven flexible groups, scaffolding and	*100% adherence to the Data Wise Action Planning process across all Common Planning Teams.  *100% of the Common Planning Teams including the Department Coordinator have analyzed the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills to close the learning gap as evidenced in Action Plans. The learner centered problem that was identified across all grades demonstrates that more than 60% of the scholars have an academic	Utilize the end of year 2017-2018 data sets: *NYS Assessment data *NYS ILS Written and Performance * Earth Science Regents * Renaissance Spring Benchmark data *Final Exams *IEP Goal *Cohort data * Student attendance and suspension data *School Safety & Climate PD data *Walk-through and Observation data *K-12 Survey data *PBIS *QIP data to inform decision making and planning, revisions and continuation of school wide systems,



					<p>practice for individual and flexible group learners to close the skills gap. (See Attachments)</p> <p><b>*Educators use the Milton L. Olive PBIS Matrix</b> to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p><b>*Collaboration with REACH Educational Solutions</b> 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><b><u>Tier 1</u></b></p> <p><b>1c. Setting Instructional Outcomes:</b> Teacher's develop clear lesson goals</p>	<p>differentiated strategies for ENL and SWD.</p> <p><b>*Strategic Test Sophistication Plan 2018</b> implemented February 2018</p> <p><b>*Six Step Routine for Explicit Vocabulary</b> Instruction by Dr. Jennifer Schnakenberg including Larry Bell 12 Powerful Words PD/Common Planning agenda and sign-in sheet</p> <p><b>*MLO P.B.I.S</b> Behavioral Matrix <b>*Explicit Lesson Plans</b></p> <p><b>*Collaborative tiered Walk-throughs</b> Feedback Document</p> <p><b>*All educators are expected to use the following resources and educational sites to enhance student engagement. (Engage NY, Pearson Interactive</b></p>	<p>vocabulary deficit. As a result, All ELA/SS Common Planning team members implemented explicit academic vocabulary during daily instruction and or during the elongated day.</p> <p>80% (8 out of 10) of Science educators plan and implement explicit lessons that include the behavioral expectations for PBIS.</p> <p><b>*Progressed to cycle two of the Tiered Walk- through cycles (February 2018 – on-going)</b></p> <p><b>*8 of the 10 (80%) Science educators have made progress toward meeting their individual instructional goals. Of the 80% making progress 80% have met their goals to date.</b></p> <p><b>*100% of Science educators have participated in whole group and individualized/small group PD.</b></p> <p><b>Instructional Practice 1</b> <b>*137/188 = 72.9% (Met goal of 70%)</b></p>	<p>instructional practices, and protocols for the 2018-2019. (Data collection tools for sub-groups to create SMART goals, tiered walk-through forms with additional adjustments and components to inform professional development.)</p> <p>June 2018 – August 2018</p>
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				<p><b>1e. Designing Coherent Instruction:</b> 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</p> <p><b>3b. Using Questioning and Discussion techniques:</b> Teacher's use of questioning and discussion techniques reflects high level questions, true discussion, and full participation by all students.</p> <p><b>3d. Using Assessment in Instruction:</b> Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.</p> <p><b>4F. Showing Professionalism:</b> Order and structure, opening and closing of lesson, standing in hall/doorway, implementation of mandated initiatives and providing targeted,</p>	<p>Science Series, Ready NY, Renaissance Accelerated, NYSED.gov, Flocabulary, Vocabulary.com, and Google Classrooms)</p> <p>*All educators are expected to incorporate technology into their lesson for student engagement and differentiated instruction during whole and or flexible group learning experiences.</p> <p>*MLO Administrators in collaboration with the District Office Curriculum Associate for STEAM have partnered with "Logic Wing Inc., a Professional Development Company to infuse technology into targeted classrooms as part of a pilot program. This initiative was launched on 4/18/18 and is ongoing.</p> <p><b>MLO administrators and BOCES SESIS</b> provided PD during common planning and Faculty Conference to Special Education teachers on:</p>	<p><b>Instructional Practice 2</b> *147/188 =78.1% (Met goal of 70%) <b>Average</b> 75.5% (Met goal)</p> <p><b>System Capacity Goal</b> 10/12 = 83% Approaching goal of 100%</p>	
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					<p>instructional strategies for MLL/ IEP scholars.</p> <p><b><u>Tier 2</u></b></p> <p><b>1b.</b> Demonstrating Knowledge of Students: Differentiated instruction during flexible/tiered grouping</p> <p><b>1d.</b> Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extend content knowledge.</p> <p><b>3c.</b> Engaging Students in Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.</p> <p><b>4a.</b> Reflecting on Teaching: Implementing the takeaways from whole and small group PD sessions, and use of formative assessments to inform instruction.</p>	<p>(IEP Goals, Renaissance Benchmark Assessment Comparison and, student engagement strategies (February 2018 – March 2018)</p> <p><b>Instructional Practice 1</b> *Students can state or paraphrase the learning and language objective correctly</p> <p><b>Instructional Practice 2</b> * Students can state the purpose of the lesson correctly by the end of the lesson.</p> <p><b>System Capacity</b> sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following: Math Shift for Mastery: Coherency ELA Shift for Mastery: Academic Vocabulary</p>		
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					<p><b>*Collaboration with RSE-TASC SESIS</b> to support students with Disability in Science.</p> <p><b>*Student Achievement Goal:</b> By June 2018 at least 60% of 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> <p><b>Collaboration with District Curriculum Department</b></p> <p>Met with Assistant Superintendent of Pupil Personnel, Director of ELA and Second Language Acquisition and Director of Math&amp; Science and MLO building leadership team to provide framework for the rollout of 10<sup>th</sup> period Academic Vocabulary initiative</p>			
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					<p><b>*Instructional Practice</b> 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><b>System Capacity</b> 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)</p>			
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<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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## Part II – Demonstrable Improvement Indicators (Level 2)

### 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	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/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
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, P.B.I.S. 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 adapted the District Code of Conduct as well as the MLO School Climate Plan.	*School suspension data (OSS) Sept. - Dec. GE (6.4%) SPED. (2.3%) Total = (8.7%)  Jan. – March GE (8.2%) SPED. (2.4%) Total = 10.6%  *FBA Oct. 2017 (8) Jan. 2018 (9)	Many incentives around the building, including attendance at Fun Friday, have been tied to PBIS pints and adherence to the 3R's—respect, responsibility and readiness. Students have been encouraging their friends to make the right choice in order to gain needed points to attend the same events.	*The PBIS Framework will continue with additional supports to all teachers on how to capture and input data into our Student Management System. *Our 3rd period Mindfulness break will remain in place for all students Restorative Circles will remain a part of (ISS) In-School Suspension *Strong Youth, will continue to partner with our PBIS Tier 2 students



Receivership Quarterly Report and Continuation Plan – 3<sup>rd</sup> Quarter

January 15, 2018-April 20, 2018

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

						<p>*BIPs Oct. 2017 (5) Jan. 2018 (16)</p> <p>*Supt. Hearing data Sept – Dec. (7) Jan. – March (12)</p> <p>*Behavior contracts Oct. 2017 (13) Jan. 2018 (6)</p> <p>*Fun Friday (100 Scholars by invitation only) *Suffolk County Police Dept.</p> <p>Mentoring Program on Tues. and Thurs.</p>		<p>*PBIS Tier 3: We will continue to use and FBA/BIP and Daily progress sheet. Additionally 1-on-1 mentoring will be conducted.</p> <p>*Character Education will be embedded into the Social Studies Curriculum</p> <p>*The Alpha Phi Alpha Mentoring Program will continue on Saturdays along with the Suffolk County</p> <p>*Mentoring Program on Tuesdays and Thursdays (during lunch for boys and girls in grades 6- 8)</p> <p>*The MLO Social Worker will provide small and larger group counseling. Administration will conduct mediations</p> <p>*The Earth Rangers will focus on healthy food choices &amp; recycling</p> <p>*Development of other after school clubs based on student choices (survey results)</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 PBIS, counseling support, BIPS,	<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 continued to build upon the outreach efforts of the first two quarters.</p> <p>Community Site Coordinator regularly meets with</p>	<p>We will continue to search for grant funds to continue with this worthwhile initiative during the 2018-2019 year. It is our hope that the state will grant us additional funds this year to pursue Parent University, TASC, ESL classes as well as other necessary offerings.</p>



					504's, behavior contracts, parental involvement, academic and enrichment supports.		<p>community stakeholders and local community based organizations to ensure that families are being served holistically.</p> <p>Community Site Coordinator outreaches to community by going to local businesses as well as reaching community members on street.</p> <p>Community Site Coordinator continues to work closely with Student Support Services in an effort to impact scholars' academic and behavioral successes.</p> <p>The Community Site Coordinator-as an Attendance Team member, has also worked closely with other school personnel to address issues around chronic absenteeism.</p> <p>Community Site Coordinator has worked directly with teachers to facilitate family meetings in order to connect families with teachers to help reach learning goals.</p>	
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							<p>Community Site Coordinator continues to build relationships with families and continues to actively engage and foster participatory involvement from parents/guardians. Meetings with teachers, school counselors and families continue to result in the initiation of academic and behavioral plans for scholars.</p> <p>Community Site Coordinator continues to work with partner agency Cornell Cooperative to bring Wellness Wednesdays to our families. Family and Community Engagement Office hosted an Immigration Forum for the community.</p> <p>Apprenticeship opportunities were presented to community members through the office of Family and Community Engagement.</p> <p>Community Site Coordinator collaborated with WMHS to ensure families/scholars attended HBCU event. Family</p>	
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							<p>Engagement Office had a table and marketed series provided.</p> <p>Community Site Coordinator collaborated with Student Support Services for Academic Awards Ceremony.</p> <p>Community Site Coordinator secured donations of snacks and giveaways for participants and attendees.</p> <p>Financial Literacy workshops also took place this quarter.</p> <p>Family Engagement Office hosted a Defensive Driving Workshop for Community within the school.</p> <p>Family and Community Engagement Office has provided services to over 100 families.</p> <p>During assessment season Community Site Coordinator collaborated with Curriculum Administrative Team to provide the following Parent University classes in</p> <ul style="list-style-type: none"><li>• Study Skills – limiting screen time, annotation, numbering passages and lines of text, the</li></ul>	
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							<p>UNRAAVEL strategy for reading, Read Draw Write (RDW) for math problems</p> <ul style="list-style-type: none"><li>• Changes to and layout of the NYS Assessments – reduction of testing days, format of test, use of calculators, sample question types</li><li>• ELA Assessment – sample test questions by grade level with teacher support to parents, assessment vocabulary, grade level academic vocabulary</li><li>• Math Assessment - sample test questions by grade level with teacher support to parents, assessment vocabulary, grade level academic vocabulary</li><li>• Science Assessment – lab practical, sample test questions. A Parent University Series of workshops were provided on a consistent basis to families who have students at MLO and other district schools. This has allowed all schools in Wyandanch to benefit from the academic</li></ul>	
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							<p>and social-emotional supports provided.</p> <p>Community Site Coordinator has started a pilot program with community partners Northwell and Cohen’s Children Hospital to get our scholars moving. It is proven that students who are physically active perform better academically.</p> <p>Events during this quarter include:</p> <ul style="list-style-type: none"><li>-Wellness Wednesdays</li><li>Healthy Cooking</li><li>-Immigration Forum (district wide)</li><li>-Employment Opportunities Workshop</li><li>-Educational Forum-HBCU</li><li>-Immigration Workshop</li><li>-Financial Literacy Workshop</li><li>-Academic Awards Ceremony</li><li>-Adult Classes</li><li>-Fatherhood Initiative</li><li>-Parent Universities focused on grades 3-8 for Math &amp; ELA</li></ul>	
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Receivership Quarterly Report and Continuation Plan – 3<sup>rd</sup> Quarter

January 15, 2018-April 20, 2018

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

							Assessments, Parts 1-3 and Science Assessments, as well as how to connect to parent portal and read report cards.  -Defensive Driving Workshop  -Parent Teacher Conferences  -Parent Teacher Association Meetings	
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 <sup>th</sup> period classes Progress reports for 10 <sup>th</sup> period classes  Report card grades for 10 <sup>th</sup> 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.	For the 2018-2019 school year students will be provided with additional instruction in ELA, math, science and social studies as well as STEAM activities after the school day. Additionally, students will be provided with assessment preparation in ELA, math and science on Saturdays through the school year.
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 6 or more times continue to receive a counseling memo from the Receiver.  Teacher absences have improved with the lessening of the flu epidemic. The middle school is experiencing better daily attendance with	In the 2018-19 school year, the Wyandanch Union Free School District will continue to monitor teacher attendance and offer financial incentives to teachers who maintain perfect attendance. The district will continue to encourage staff to reach out



							an average of 6 teachers absences per day. This figure is inclusive of those who are out on approved absences such as FMLA, child care leave and maternity.  We will continue monitoring both teacher and student attendance.	to the BOCES EAP to provide assistance in times of need.
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 bi-weekly, conducting home visits by Social Worker, guidance staff, Community Engagement office, and administrative team.	2016-2017 Scholar attendance data from Infinite Campus and MLO attendance coordinator, teacher monitoring, Attendance team collaboration, and Community Engagement partnership	A continuation of previous strategies utilizing the report provided by central administration staff, bi-weekly 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.	The 2018-2019 school year will see a continuation of strategies from this year.
<b>Green</b>	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> .				<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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)**

*(This section should only be completed as needed, for strategies not already listed in Parts I and II.)*

<b>Key Strategies</b> Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan
1.	Use of technology in the classroom to deliver instruction	Y	All classrooms now have been equipped with SMARTBoards, a ZSpace lab has been installed and 4 Chrome book carts are available for student and teacher use.	1. A partnership with LogicWing will provide teachers with Professional Development on infusing technology into instruction using the SAMR model. A cohort of teachers has been chosen and will begin training soon.
2.	Leadership Mentoring provided by REACH	Y	REACH consultant, Dr. Lisa Gioe, will be providing shoulder to shoulder mentoring for school administration and leadership team. Principal Vanterpool and Dean of Students Miller attended the REACH conference in February to receive additional training and network with colleagues.	2. It is anticipated that REACH will continue providing leadership training for school administrators. Additionally, administrators will begin implementing strategies that they have learned over the year, particularly as it pertains to scheduling.
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b> Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.