

#### 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

Continuation Flan 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					
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.					
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer:				
Superintendent					
Typed Name:	Date:				
Dr. Mary Jones	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 pla	an below applies:		11.	
Middle School				SIG			4	SCEP
				Cohort:  Model: Commun	ity School			
Superintendent/EPO	School Principal	Additional District Staff wo Program Oversight	orking on	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> <li>Mr. Kenya Vanterpool, Pr</li> <li>Valena Welch-Woodley, A</li> <li>Darryl Tue, Asst. Principa</li> <li>Fredrika Miller, Dean of S</li> </ul>	Asst. Principal	5-8		20.2%	18%	798
	Appointment Date:	Gina Talbert, Asst. Supt. I Margaret Guarneri, Direct Language Acquisition Dianna Rivera, Curriculum Izett Thomas, Curriculum	For Curric. & Inst. ctor of ELA & Second m Associate for RTI					
		Christine Jordan, Director						

#### **Executive Summary**

Please provide a <u>plain-language summary</u> 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 <u>no more than 500 words</u>.

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. 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 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.



#### Receivership Quarterly Report and Continuation Plan - 3rd Quarter

January 15, 2018-April 20, 2018

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

<u>Directions for Part I and II</u> - 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. <u>2018-19 Continuation Plan</u> 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)

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	to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification	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.



#### 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)

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	Assessment.  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.  DataWise process with continue to guide data inquiry and team meetings with teacher taking on a greater ownership of student data.  Utilize the end of year 2017-2018 data sets: *NYS Assessment data *NYSESLAT data *Renaissance Spring Benchmark data *Final Exams *FLACS-A data *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, instructional practices, and protocols for the 2018-2019.
	revisions and continuation of school wide systems, instructional practices, and



#### 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)

10			IK.		<u> </u>	
						June 2018 – August 2018
						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.
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					III
#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.

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 + 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)

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

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

Dutch.

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.

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.

#### Physical Security:

- Hold a public meeting with the BOE and Community to discuss school security.
- Upgrade an electronic door access system with a one-button lockdown in case of emergency, using Smart Schools Bond Money
- FOBS (computer chips) for keyless entry



							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.	<ul> <li>Place room numbers on windows facing the outside</li> <li>Guard Security/Security:</li> <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> <li>Quick Reaction Force (QRF). In discussion with SCPD to be link district cameras to the Suffolk County Police Dept.</li> </ul>
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 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	*Common Planning and PD sign-in sheets (January 2018 – June 2018)  *ELA Mock Assessment (February 2018)  *Renaissance STAR 360 Quarterly Instructional Planning Report  *Star Renaissance ELA Comparison Growth Report by Teacher and Grade.  *Revised lesson plans that reflect data driven	*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	Utilize the end of year 2017- 2018 data sets: *NYS Assessment data * NYSESLAT data * Renaissance Spring Benchmark data *Final Exams * FLACS-A data *IEP Goal *Cohort data * Student attendance and suspension data *School Safety & Climate PD data *Walk-through and Observation data *K-12 Survey data *PBIS



used the data to develop a school wide Test	flexible groups, scaffolding and	problem that was identified across all grades demonstrates	*QIP data to inform decision making and planning,
Sophistication Plan	differentiated strategies	that more than 60% of the	revisions and continuation of
tailored to engage	for MLLs and SWD.	scholars have an academic	school wide systems,
students in plenty of		vocabulary deficit. As a result,	instructional practices, and
practice for individual and flexible group learners to	*Strategic Test	All ELA/SS Common Planning	protocols for the 2018-2019. (Data collection tools for sub-
close the skills gap. (See	Sophistication Plan 2018 implemented February	team members implemented	groups to create SMART
Attachments)	2018	explicit academic vocabulary	goals, tiered walk-through
		during daily instruction and or	forms with additional
	*Six Step Routine for	during the elongated day.	adjustments and components
*= 1	Explicit Vocabulary	during the elongated day.	to inform professional
*Educators use the Milton L. Olive PBIS Matrix to plan	Instruction by Dr. Jennifer Schnakenberg	P.B.I.S. (From a baseline of 0)	development.) June 2018 – August 2018
lessons, acknowledge and	including Larry Bell 12	74% (14 out of 19) of ELA/SS	Julie 2010 Magast 2010
redirect behavior toward	Powerful Words	educators plan and implement explicit lessons that include the	NYSITELL data used to assess
improved classroom	PD/Common Planning	behavioral expectations for	English proficiency for new
management.	agenda and sign-in sheet	PBIS and or character	ELL/MLL entrants and to
		education.	determine English Language Acquisition growth based on
*Collaboration with REACH	*MLO P.B.I.S Behavioral		year's end NYSESLAT data.
Educational Solutions to	Matrix *Explicit Lesson	*Progression to cycle two of the Tiered Walk- through cycles	,
support Milton L. Olive Middle is two-fold: a) To	Plans	(February 2018 – on-going)	
address the ways in which		(residuity 2010 on going)	
teachers will receive	*Collaborative tiered	*17 of the 19 (80%) ELA/SS	
support and b) School	Walk-throughs Feedback	educators have made	
leaders and REACH	Document	progress toward meeting	
 facilitators collaborate		their individual instructional goals. Of the 80% making	
around the creation of a strategic system that is	*All educators are	progress 9 out of 19 (47%)	
used to identify teacher	expected to use the	have met their goals to	
needs, assign a	following resources and	date.	
coach/mentor walkthrough	educational sites to		
cycles, feedback sessions	enhance student	*100% of ELA/SS educators	
and small group PD with a	engagement. (Engage NY,	have participated in whole group and individualized/small	
focus on the following Danielson indicators:	PNW BOCES Integrated Social Studies/ELA,	group PD.	
Danicison mulcators.	Journ Studies/ LLA,	J	



	Moby-max, Ready NY,	
	Read 180, Renaissance	Renaissance 360 ELA Testing
<u>Tier 1</u>	Accelerated, Flocabulary,	Comparison Results by Teacher
1c. Setting Instructional	Vocabulary.com, Pearson	(See attachment)
Outcomes: Teacher's	Realize Platform ELA/	(SES detailment)
develop clear lesson goals	Science classroom, and	Instructional Practice 1
	Google Classrooms)	*137/188 = 72.9% (Met goal of
1e. Designing	,	70%)
Coherent Instruction: Most	*All educators are	
of the elements of the	expected to incorporate	
instructional design support	technology into their	Instructional Practice 2
the stated instructional	lessons for student	*147/188 =78.1% (Met goal of
goals and engage students	engagement and	70%) <b>Average</b> 75.5% (Met
in meaningful learning, and	differentiated instruction	goal)
the lesson or unit has a	during whole and or	
	flexible group learning	System Capacity Goal
clearly defined structure	experiences.	10/12 = 83% Approaching goal
<b>3b</b> . Using Questioning and		of 100%
Discussion techniques:	*MLO Administrators in	
Teacher's use of	collaboration with the	
questioning and discussion	District Office Curriculum Associate for STEAM	
techniques reflects high	have partnered with	
level questions, true	"LogicWing Inc., a	
discussion, and full	Professional	
participation by all	Development Company	
students.	to infuse technology into	
	targeted classrooms as	
<b>3d.</b> Using Assessment in	part of a pilot program.	
Instruction: Providing	This initiative was	
feedback to students:	launched on 4/18/18 and	
Teacher's feedback to students is timely and of	is ongoing.	
consistently high quality.		
consistently high quality.	MLO administrators and	
<b>4F.</b> Showing	BOCES SESIS provided	
Professionalism: Order and	PD during common	
structure, opening and	planning and Faculty	



in half/doorway, implementation of mandated initiatives and providing targeted, instructional strategies for MLL/ IEP Scholars.  Tier 2  1b. Demonstrating Knowledge of Students: Differentiated instruction during flexible/fired and approved educations listes for students and to extend content knowledge.  1d. Demonstrating knowledge of resources: Use of technology and approved educations listes for students and to extend content knowledge.  3c. 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.  4a. Reflecting on Teaching: Implementing the takeways from whole and takeways from the following:  4a. Reflecting to take for the following		
implementation of mandated initiatives and providing targeted, instructional strategies for MLL/ IEP scholars.  Tier 2  1b. Demonstrating Knowledge of Students: Differentiated instruction during flexible/tiered grouping  Ld. Demonstrating knowledge of respurces: Use of technology and approved educational sites for students and to extend content knowledge.  3c. 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.  4a. Reflecting on Teaching: implementing the	closing of lesson, standing Conference to Special	
mandated initiatives and providing targeted, instructional strategies for MLL/ IEP scholars.  Te2  1b. Demonstrating Knowledge of Students: Differentiated instruction during flexible/filered grouping knowledge of fresources: Use of technology and approved educational sites for students and to extend content knowledge.  3c. Engaging Students in Learning: Tiered learning activities, flexible student groups; instructional materials and resources, appropriate structure and packing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the		
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Instructional strategies (rebrusy 2018 – March 2018)  Tier 2  1b. Demonstrating Knowledge of Students: Differentiated instruction during flexible/tiered grouping  1d. Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extent knowledge.  3c. 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.  4a. Reflecting on Teaching: Implementing the		
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during flexible/tiered grouping  1d. Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extend content knowledge.  3c. Engaging Students in Learning: Tiered learning activities, flexible student groups, instructional materialis and resources, appropriate student groups, instructional materialis and resources, appropriate student groups objective correctly  Instructional Practice 2  * Students can state or paraphrase the learning and language objective correctly  Instructional Practice 2  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state or paraphrase the learning and language objective correctly  * Students can state on purpose of the lesson correctly by the end of the lesson.  * System Capacity sample of differentiated tiered learning and language objective correctly  * Students can state or paraphrase the purpose of the lesson correctly by the end of the lesson.  * System Capacity sample of differentiated tiered learning and language objective correctly  * Students can state or paraphrase the purpose of the lesson correctly by the end of the lesson.  * System Capacity sample of differentiated tiered learning and language objective correctly	Differentiated instruction Instructional Practice 1	
Id. Demonstrating knowledge of resources: Use of technology and approved educational sites for students and to extend content knowledge.  3c. 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.  4a. Reflecting on Teaching: Implementing the	during flevible/tiered *Students can state or	
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approved educational sites for students and to extend content knowledge.  3c. Engaging Studens in Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the  System Capacity sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following:  Math Shift for Mastery:  Academic Vocabulary	Use of technology and Instructional Practice 2	
for students and to extend content knowledge.  3c. 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.  4a. Reflecting on Teaching: Implementing the	approved educational sites   * Students can state the	
content knowledge.  3c. 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.  System Capacity 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	for students and to extend   purpose of the lesson	
3c. 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.  3ystem Capacity 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	content knowledge   correctly by the end of	
Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	the lesson.	
Learning: Tiered learning activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	3c. Engaging Students in	
activities, flexible student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	Learning: Tiered learning System Capacity	
groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	activities, flexible student   sample of differentiated	
materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	groups instructional   tiered learning	
appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	materials and resources experiences for flexible	
pacing (Bell to Bell), accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	appropriate structure and   groups that are informed	
accountable talk/questioning and discussion.  4a. Reflecting on Teaching: Implementing the	pacing (Bell to Bell). by one or more of the	
talk/questioning and discussion.  Hat Note that the state of the state		
discussion.  Coherency  ELA Shift for Mastery:  4a. Reflecting on Teaching: Implementing the	North Chiff for North will	
4a. Reflecting on Teaching: Implementing the		
4a. Reflecting on Teaching: Academic Vocabulary Implementing the		
Implementing the		
	Academic Vocabulary	
takeaways from whole and		
	takeaways from whole and	



small group PD sessions,	
and use of formative	
assessments to inform	
instruction.	
mistration in	
*Collaboration with RSE-	
TASC SESIS to support	
students with Disability in	
ELA/SS	
*Student Achievement	
Goal:	
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	
Collaboration with District	
Curriculum Department	
Met with Assistant	
Superintendent of Pupil	
Personnel, Director of ELA	
and Second Language	
Acquisition and Director of	
Math& Science and MLO	



building leadership team to
provide framework for the
rollout of 10 <sup>th</sup> period
Academic Vocabulary
initiative
Director of ELA & 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.
*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.  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)			
3-8 Math, all students level 2 and above #15	29%	6% Increase	Υ	Yes	*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	*Common Planning and PD sign-in sheets (January 2018 – June 2018)  *Math Mock Assessment (February 2018)  *Renaissance STAR 360 Quarterly Instructional Planning Report  *Star Renaissance Math Comparison Growth Report by Teacher and Grade.	*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	Utilize the end of year 2017- 2018 data sets: *NYS Assessment data * 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



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)  *Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward improved classroom management.  *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	*Revised lesson plans that reflect data driven flexible groups, scaffolding and differentiated strategies for ENL and SWD.  *Strategic Test Sophistication Plan 2018 implemented February 2018  *Six Step Routine for Explicit Vocabulary Instruction by Dr. Jennifer Schnakenberg including Larry Bell 12 Powerful Words PD/Common Planning agenda and sign-in sheet  *MLO P.B.I.S Behavioral Matrix *Explicit Lesson Plans	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.  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.  *Progression to cycle two of the Tiered Walk- through cycles (February 2018 – on-going)  *6 of the 12 (50%) Math educators have made progress toward meeting their individual instructional goals.	*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 subgroups to create SMART goals, tiered walk-through forms with additional adjustments and components to inform professional development.)  June 2018 – August 2018
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	*MLO P.B.I.S Behavioral Matrix *Explicit Lesson	the Tiered Walk- through cycles (February 2018 – on-going)  *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.	
cycles, feedback sessions and small group PD with a focus on the following Danielson indicators:	following resources and educational sites to enhance student engagement. (Engage NY, Moby-max, Ready NY,	*100% of Math educators have participated in whole group and individualized/small group PD.	



Ter 1   Fenal Sance Accelerated,   Fenal						
1. Setting Instructional Outcomes: Teacher's develop clear lesson goals are cheered to incorporate technology into their lesson or unit has a clearly defined structure.  3. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion, and full participation by all students.  3. Using Assessment in instruction all participation by all students.  3. Using Assessment in instruction all participation by all students.  3. Using Assessment in instruction. Providing feedback to students: Teacher's feedback to students: Teacher's feedback to students. Teacher's feedback to students: Teacher's feedback to studen				· · · · · · · · · · · · · · · · · · ·	9	
1c. Setting Instructional Outcomes: Teacher's develop clear Jesson goals develop clear Jesson goals develop clear Jesson goals of the elements of the lastructional 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, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback			Tier 1	• • • • • • • • • • • • • • • • • • • •		
Outcomes: Teacher's develop clear lesson goals to the develop clear lesson goals and engage students in meaningful fearning, 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 highler level questions, true discussion, and full participation by all students.  3d. Using Assessment in instruction by all students.  3d. Using Assessment in instruction providing feedback to students: Teacher's feedback to students to students to students and professional perforesional per					(See attachment)	
develop clear lesson goals  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 highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in instruction: Providing feedback to students: Teacher's feedback to students: Teacher's feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and Professional Seed and Professionalism: Order and Professio			_	Google Classrooms)		
1e. Designing Coherent Instruction: Most of the elements of the instructional design support the stated 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 highlevel questions, and full participation by all students.  3d. Using Assessment in instruction: Providing feedback to students: Teacher's feedback to students: Teacher's feedback to students: Teacher's feedback to students: It is on going.  4f. Showing Professionallim: Order and Professionalism: Order and Professio						
Coherent instruction: Most of the elements of the instructional design support the stated instruction all 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 highlevel questions, strue discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students: Teac			develop clear lesson goals	*All educators are	Instructional Practice 1	
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 highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students: Teacher				expected to incorporate	*137/188 = 72.9% (Met goal of	
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 Questroing and Discussion techniques: Teacher's use of questioning and discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and Provided additional dufferentiated instruction differentiated instruction differentiated instruction dufferentiated instruction flexible group learning experiences.  1st. MLO Administrators and Polyce (MLO Administrators and Polyce) Average 75.5% (Met goal				technology into their	70%)	
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, rue discussion, rue discussion, rue discussion, reflect and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and Instructional practice 2  14.7/188 = 78.1% (Met goal of 70%) Average 75.5% (Met goal)  **MLO Administrators in collaboration with the collaborated with "Logic Wing Inc., a Professional **Collaborated with "Logic Wing Inc., a Professional **Discussion technology into targeted class rooms as part of a pilot program. This initiative was launched on 4/18/18 and is on going.  **MLO Administrators in collaboration with the double or STEAM have Collaborated with "Logic Wing Inc., a Professional **Tuctional Practice 2  14.7/188 = 78.1% (Met goal of 70%) Average 75.5% (Met goal)  **System Capacity Goal 10/12 = 83% Approaching goal of 100%  10/12 = 83% Approaching goal of 100%  **WILD Administrators in collaboration with the Logic Wing Inc., a Professional  Boyler Capacity Goal 07/12 = 83% Approaching goal of 100%  **WILD Administrators in collaboration with the Logic Wing Inc., a Professional  Boyler Capacity Goal 07/12 = 83% Approaching goal of 100%  **WILD Administrators and Boyler Capacity Goal 07/12 = 83% Approaching goal of 100%  **WILD Administrators in collaboration with the Logic Wing Inc., a Professional  Boyler Capacity Goal 07/12 = 83% Approaching and of 100%  **WILD Administrators in collaboration with the Logic Wing Inc., a Professional  Boyler Capacity Goal 07/12 = 83% Approaching and of 100%  **Offerenticality Goal 10/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 07/12 = 83% 0				lesson for student		
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 highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students is timely and of consistently high quality.  4f. Showing Professionalism: Order and Profe						
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 highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and Professionalism: Ord			T ''			- 1
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. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and the lesson or unit has a clearly defined structure collaboration with the bistrict Office Curriculum Associate for STEAM have collaborated with "Cugic 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.  4F. Showing Professionalism: Order and the lesson or unit has a clearly defined structure collaboration with the bistrict Office Curriculum Associate for STEAM have collaborated with "Cugic 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.  4MLO Administrators in collaborated with approaching goal of 100%  5ystem Capacity Goal  10/12 = 83% Approaching goal of 100%  10/10 = 10/10			the stated instructional		- I	
th measingful 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. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and			goals and engage students			
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. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professionalism: Order and Professionalism: Order			in meaningful learning, and	experiences.	goai,	
clearly defined structure  3b. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion techniques reflects highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students			the lesson or unit has a	*MLO Administrators in		
Discussion techniques: Teacher's use of questioning and discussion techniques reflects high- level questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.  4F. Showing Professional 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.  MLO administrators and BOCES SESIS provided PD during common planning and Faculty Conference to Special Education teachers on:  (100%  10/12 = 83% Approaching goal of 100%			clearly defined structure			
Professionalism: Order and USD Cooks Page 1997			3b. Using Questioning and Discussion techniques: Teacher's use of questioning and discussion techniques reflects highlevel questions, true discussion, and full participation by all students.  3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of	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.  MLO administrators and BOCES SESIS provided PD during common	10/12 = 83% Approaching goal	
/IFD Cools Devisions			_	•		
structure, opening and (IEP Goals, Kenalssance						
			structure, opening and	(IEP Goals, Kenaissance		



	closing of lesson, standing	Benchmark Assessment
	in hall/doorway,	Comparison and, student
	implementation of	engagement strategies
	mandated initiatives and	(February 2018 – March
	providing targeted,	2018)
	instructional strategies for	
	MLL/ IEP scholars.	Instructional Practice 1
		*Students can state or
	Tier 2	paraphrase the learning
		and language objective
	<b>1b</b> . Demonstrating	correctly
	Knowledge of Students:	
	Differentiated instruction	Instructional Practice 2
	during flexible/tiered	* Students can state the
	grouping	purpose of the lesson
		correctly by the end of
	1d. Demonstrating	
	knowledge of resources:	the lesson.
	Use of technology and	
	approved educational sites	
	for students and to extend	System Capacity
	content knowledge.	sample of differentiated
	Č	tiered learning
3	Bc. Engaging Students in	experiences for flexible
	Learning: Tiered learning	groups that are informed
	activities, flexible student	by one or more of the
	groups, instructional	following:
	materials and resources,	Math Shift for Mastery:
	·	Coherency
	appropriate structure and	ELA Shift for Mastery:
	pacing (ben to ben),	Academic Vocabulary
	accountable	, readening to capacity
	talk/questioning and	
	discussion.	
	la. Reflecting on Teaching:	
	Implementing the	
	Implementing the takeaways from whole and	



		small group PD sessions,		
		and use of formative		
		assessments to inform		
		instruction.		
		*Collaboration with RSE-		
		TASC SESIS to support		
		students with Disability in		
		ELA/SS		
		*Student Achievement		
		Goal:		
		By June 2018 at least 60%		
		of the students with	1	
		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		
		Collaboration with District		
		Curriculum Department		
		A A A A A A A A A A A A A A A A A A A		l l
		Met with Assistant		
		Superintendent of Pupil		
		Personnel, Director of ELA		
		and Second Language		
		Acquisition and Director of Math& Science and MLO		
		building leadership team to		
		provide framework for the		<u> </u>



				·	·
			rollout of 10 <sup>th</sup> period		
			Academic Vocabulary		
			initiative		
			*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.		
			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)		
			5.255, 6511, 633,646,615,		
U					· · · · · · · · · · · · · · · · · · ·



#### Receivership Quarterly Report and Continuation Plan - 3rd Quarter

January 15, 2018-April 20, 2018 (As required under Section 211(f) of NYS Ed. Law)

To identify and address During the 2017/2018 school 3-8 ELA All 2% Υ It is anticipated that MLO will 40.99 Yes Renaissance Data to increase root causes of chronic continue providing RTI to support guided reading year, RTI has been rolled out at Students underperformance students in the 2018-19 MLO. Currently there is a Part activities specific to literacy across school year through the RTI MGP NYSESLAT data Time RTI Lead disciplines, chronic Lead Facilitator/Interventionist who Facilitator/Interventionist and absenteeism (students and #33 NYSITELL data is using data from various staff), implementation of part time reading teachers. **ELA** assessments Behavior Modification sources (Renaissance and the Renaissance testing will Programs to reduce NYS ELA Assessments) to help Unit tests continue to occur three times suspensions such as: PBIS, identify students who are in per year(fall, winter and Read 180 data counseling support, BIPS, need of Tier 2 interventions. spring) to identify students in 504's, behavior contracts, Quarterly class grades need and monitor progress. parental involvement, Moby Max formative Facilitator/Interventionist also assessments pushes into classrooms to academic and enrichment provide Tier 2 instruction. The supports. Feedback from REACH Tier 2 instruction is provided in Expansion of the school day a small group setting of no ELA coach by 1 hour each day using more than 5-6 students per the Community Schools group. The Part Time RTI Lead Grant funds. Facilitator/Interventionist also building pedagogical pulls out identified students content and instructional who need Tier 3 interventions. knowledge of staff through, These sessions are comprised focused Instructional of groups of 1-3 students (all Learning Walks who are MLLs). 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).  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.	
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



	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	Quarterly class grades Moby Max formative assessments Feedback from REACH Math coach	math teacher, to provide targeted instruction.  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.  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 jobembedded coaching from the REACH math coach as well as the Pearson math coach.  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.	students using a push in model.  Renaissance testing will continue to occur three times per year (fall, winter and spring) to identify students in need and monitor progress.
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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	*Common Planning and PD sign-in sheets (January 2018 – June 2018) *Science Interim	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.  *100% adherence to the Data Wise Action Planning process across all Common Planning Teams. *100% of the Common	Utilize the end of year 2017- 2018 data sets: *NYS Assessment data *NYS ILS Written and Performance
					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	*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	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	* 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
					a school wide Test Sophistication Plan tailored to engage students in plenty of	flexible groups, scaffolding and	across all grades demonstrates that more than 60% of the scholars have an academic	*QIP data to inform decision making and planning, revisions and continuation of school wide systems,



		differentiated strategies	vocabulary deficit. As a result,	instructional practices, and
	0 1	for ENL and SWD.	All ELA/SS Common Planning	protocols for the 2018-2019.
	se the skills gap. (See		team members implemented	(Data collection tools for sub-
Atta	achments)	*Strategic Test	explicit academic vocabulary	groups to create SMART
		Sophistication Plan 2018	· ·	goals, tiered walk-through
*Educ	cators use the Milton	implemented February	during daily instruction and or	forms with additional
L. Oliv	ve PBIS Matrix to plan	2018	during the elongated day.	adjustments and components
lesson	ns, acknowledge and			to inform professional
redire	ect behavior toward	*Six Step Routine for		development.)
		Explicit Vocabulary		June 2018 – August 2018
manag		Instruction by Dr.	80% (8 out of 10) of Science	
		Jennifer Schnakenberg	educators plan and implement	
*Colla		including Larry Bell 12	explicit lessons that include the	
Educa		Powerful Words	behavioral expectations for	
suppo		PD/Common Planning	PBIS.	
Middle		agenda and sign-in sheet		
	ess the ways in which	-B		
	ners will receive		*Progressed to cycle two of the	
	art and b) Cabaal	***********	Tiered Walk- through cycles	
	ore and DEACH	*MLO P.B.I.S Behavioral	(February 2018 – on-going)	
facilita	tators collaborate	Matrix *Explicit Lesson		
	nd the creation of a	Plans	*8 of the 10 (80%) Science	
	egic system that is		educators have made	
	to identify teacher		progress toward meeting	
	s, assign a		their individual instructional	
	/mentor walkthrough		goals. Of the 80% making	
	s feedback sessions	*Collaborative tiered	progress 80% have met their	
	mall group PD with a	Walk-throughs Feedback	goals to date.	
	on the following	Document		
	elson indicators:		*100% of Science educators	
Danier	eisoii iiidicators.		have participated in whole	
		*All educators are	group and individualized/small	
	ier 1	expected to use the	group PD.	
		following resources and		
	etting Instructional	educational sites to		
	omes: Teacher's	enhance student	Instructional Practice 1	
develo	lon cloar loccon goals	engagement. (Engage NY,	*137/188 = 72.9% (Met goal of	
		Pearson Interactive	70%)	



G-1 - 1024				
	1e. Designing	Science Series, Ready NY,		
	Coherent Instruction: Most	Renaissance Accelerated,		
	of the elements of the	NYSED.gov, Flocabulary,		
	instructional design support	Vocabulary.com, and	Instructional Practice 2	
	the stated instructional	Google Classrooms)	*147/188 =78.1% (Met goal of 70%) <b>Average</b> 75.5% (Met	
	goals and engage students	*All educators are	goal)	
	in meaningful learning, and	expected to incorporate		
	the lesson or unit has a	technology into their	System Capacity Goal	
	clearly defined structure	lesson for student	10/12 = 83% Approaching goal of 100%	
	<b>3b</b> . Using Questioning and	engagement and differentiated instruction	01 100%	
	Discussion techniques:	during whole and or		
	Teacher's use of	flexible group learning		
	questioning and discussion	experiences.		
	techniques reflects high			
	level questions, true	*MLO Administrators in		
	discussion, and full	collaboration with the		
	participation by all	District Office Curriculum		
	students.	Associate for STEAM		
	2d Using Assessment in	have partnered with		
	<b>3d.</b> Using Assessment in Instruction: Providing	"Logic Wing Inc., a		
	feedback to students:	Professional		
	Teacher's feedback to	Development Company		
	students is timely and of	to infuse technology into	1	
	consistently high quality.	targeted classrooms as part of a pilot program.		
	, , , , , , ,	This initiative was		
	4F. Showing	launched on 4/18/18 and		
	Professionalism: Order	is ongoing.		
	and structure, opening and		1	
	closing of lesson, standing	MLO administrators and	1	
	in hall/doorway,	BOCES SESIS provided		
	implementation of	PD during common		
	mandated initiatives and	planning and Faculty	1	
	providing targeted,	Conference to Special		
		Education teachers on:		



			instructional strategies for	(IEP Goals, Renaissance		
			MLL/ IEP scholars.	Benchmark Assessment		
				Comparison and, student		
			Tier 2	engagement strategies		
				(February 2018 – March		
	1		1b. Demonstrating	2018)		
			Knowledge of Students:			
	- 1		Differentiated instruction	Instructional Practice 1		
			during flexible/tiered	*Students can state or		
			grouping	paraphrase the learning		
				and language objective		
			1d. Demonstrating	correctly		
	1		knowledge of resources:			
			Use of technology and	Instructional Practice 2		
			approved educational sites	* Students can state the		
			for students and to extend	purpose of the lesson		
			content knowledge.	correctly by the end of		
1				the lesson.		
	1		<b>3c.</b> Engaging Students in			
			Learning: Tiered learning	System Capacity		
			activities, flexible student	sample of differentiated		
			groups, instructional	tiered learning		
			materials and resources,	experiences for flexible		
			appropriate structure and	groups that are informed		
			pacing (Bell to Bell),	by one or more of the		
			accountable	following:		
			talk/questioning and	Math Shift for Mastery:		
			discussion.	Coherency		
		71	<b>4a.</b> Reflecting on Teaching:	ELA Shift for Mastery:		
		)	Implementing the	Academic Vocabulary		
			takeaways from whole and			
			small group PD sessions,			
			and use of formative			
			assessments to inform			
			instruction.		1	



*Collaboration with RSE-
TASC SESIS to support
students with Disability in
Science.
*Student Achievement
Goal:
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
Collaboration with District
Curriculum Department
Met with Assistant
Superintendent of Pupil
Personnel, Director of ELA
and Second Language
Acquisition and Director of
Math& Science and MLO
building leadership team to
provide framework for the
rollout of 10 <sup>th</sup> period
Academic Vocabulary
initiative



Goal: By June 203 special education educators in grad Milton L. Olive M School will intera CAN Statements a Learning/Language objectives with sta means for check understanding at times within the I (Beginning, Middle from a baseline of (0/136) to a goal measured by RSE Walkthrough comitems.	es 5-8 at iddle ct with I and ge udents as king for least 3 esson le, End) f 0% of 70% as - TASC	
System Capacity June 2018, special education teacher grades 5-8 of the Middle School will demonstrate the and implementate differentiated tier for the flexible grades from a baseline of target of 100% (1 classroom educated).	I rs in MLO II planning ion of red tasks oups f zero to a 0/10	



#### Receivership Quarterly Report and Continuation Plan $-3^{rd}$ Quarter

January 15, 2018-April 20, 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	Yellow	Some barriers to implementation /	Red	Major barriers to implementation / outcomes / spending encountered;
	implementing this strategy with impact.		outcomes / spending exist; with		results are at-risk of not being realized; major strategy adjustment is
			adaptation/correction school will be		required.
			able to achieve desired results.		

#### <u>Part II</u> – Demonstrable Improvement Indicators (Level 2)

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	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) Inschool Suspension  *Strong Youth, will continue to partner with our PBIS Tier



						*BIPs Oct. 2017 (5) Jan. 2018 (16)  *Supt. Hearing data Sept – Dec. (7) Jan. – March (12)  *Behavior contracts Oct. 2017 (13) Jan. 2018 (6)  *Fun Friday (100 Scholars by invitation only) *Suffolk County Police Dept.  Mentoring Program on Tues. and Thurs.		*PBIS Tier 3: We will continue to use and FBA/BIP and Daily progress sheet. Additionally 1-on-1 mentoring will be conducted. *Character Education will be embedded into the Social Studies Curriculum *The Alpha Phi Alpha Mentoring Program will continue on Saturdays along with the Suffolk County *Mentoring Program on Tuesdays and Thursdays (during lunch for boys and girls in grades 6-8) *The MLO Social Worker with provide small and larger group counseling. Administration will conduct mediations *The Earth Rangers will focus on healthy food choices & recycling *Development of other after school clubs based on student choices (survey results)
Family and Community Engagement #6	N/A	Movement up one level on HEDI scale	Υ	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,	Sign in sheets for CET meetings Sign in sheets for Parental Engagement Activities Adelante progress monitoring tool	This quarter The Office of Community and Family Engagement has continued to build upon the outreach efforts of the first two quarters. Community Site Coordinator regularly meets with	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.



parental involvement, academic and enrichment supports.  Ical community based organizations to ensure that families are being served holistically.  Community Site Coordinator autreaches to community by going to local businesses as well as reaching community machines on street.  Community Site Coordinator continues to work closely with Student Support Services in an effort to impact scholars' academic and behavioral successes.  The Community Site Coordinator continues to work closely with students Support Services in an effort to impact scholars' academic and behavioral successes.  The Community Site Coordinator-as an Attendance Team member, has also worked closely with other school personnel to address issues around dronic absenceism.  Community Site Coordinator has worked directly with teachers to facilitate families with teachers to facilitate family meetings in order to connect families with teachers to help reach learning goals.				504's, behavior contracts,	community stakeholders and
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meetings in order to connect families with teachers to help					
families with teachers to help					
reach learning goals.					
					reach learning goals.



1		·	T	T	
					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.
					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.
					Apprenticeship opportunities
					were presented to community
					members through the office of
					Family and Community
					Engagement.
					Community Site Coordinator
					collaborated with WMHS to
			on.		ensure families/scholars
					attended HBCU event. Family
	\				, , , , , , , , , , , , , , , , , , , ,



	Engagement Office had a table
	and marketed series provided.
	Community Site Coordinator
	collaborated with Student
	Support Services for Academic
	Awards Ceremony.
	Community Site Coordinator
	secured donations of snacks
	and giveaways for participants
	and attendees.
	Financial Literacy workshops
	also took place this quarter.
	Family Engagement Office
	hosted a Defensive Driving
	Workshop for Community
	within the school.
	Family and Community
	Engagement Office has
	provided services to over 100
	families.
	During assessment season
	Community Site Coordinator
	collaborated with Curriculum
	Administrative Team to
	provide the following Parent
	University classes in
	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
		1
		vocabulary, grade level academic vocabulary
		academic vocabulary
	l l	Math Assessment - sample
	L D	test questions by grade level
		with teacher support to
		parents, assessment
	I	vocabulary, grade level
		academic vocabulary
		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



	-		<b> </b>	T	
				and social-emotional supports	
				provided.	
				Community Site Coordinator	
				has started a pilot program	
				with community partners	
				Northwell and Cohen's	
				Children Hospital to get our	<b>9</b> .0
				scholars moving. It is proven	
				that students who are	
				physically active perform	
				better academically.	
				Events during this quarter	
				include:	
				-Wellness Wednesdays	
				Healthy Cooking	
				-Immigration Forum (district	
				wide)	
				-Employment Opportunities	
				Workshop	
				-Educational Forum-HBCU	
				-Immigration Workshop	
				-Financial Literacy Workshop	
				-Academic Awards Ceremony	
				-Adult Classes	
				-Fatherhood Initiative	
				-Parent Universities focused	
				on grades 3-8 for Math & ELA	
				T. O. GOLGO O C. ST. IVIGGII & ELA	



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 Expansion of the school day by N/A N/A Attendance for 10th Providing 200 Yes Each student at MLO For the 2018-2019 school hours of quality 1 hour each day using the period classes Progress continues to attend Extended year students will be Community Schools Grant Extended Day Learning Time during the provided with additional reports for 10th period funds. school day, which has been instruction in ELA, math, classes Learning Time elongated by one hour (2:38science and social studies as Report card grades for 3:38). These classes include well as STEAM activities after #94 10<sup>th</sup> period classes ELA, math, science, social the school day. Additionally, students will be provided studies and STEAM activities. with assessment preparation in ELA, math and science on Saturdays through the school year. building pedagogical content N/A 96% In the 2018-19 school year, Teacher Yes Teacher Attendance data Teachers who have been and instructional knowledge absent 6 or more times the Wyandanch Union Free Attendance of staff through, focused continue to receive a School District will continue Instructional Learning Walks counseling memo from the to monitor teacher #95 Receiver. attendance and offer financial incentives to Teacher absences have teachers who maintain perfect attendance. The improved with the lessening of the flu epidemic. The district will continue to middle school is experiencing encourage staff to reach out better daily attendance with



								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	Υ	Yes	strategies to address absenteeis of the Atte members of weekly, co visits by So guidance s	em with the addition endance Team collaborating bi- nducting home ocial Worker, etaff, Community nt office, and	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.
Green Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.					Yellow	Some barriers to implementation / outcom spending exist; with adaptation/correction schwill be able to achieve de results.	nes / being realized; m	implementation / outcomes / spending en najor strategy adjustment is required.	ncountered; results are at-risk of not

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

#### 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.

projected school im intervention Plan. R	ategies being implemented during the current report provement outcomes. Identify the evidence that su Responses should be directly aligned with approved 2	pports your 017-18 inter	hat are <u>not described in Part I or II above but</u> are embedded in assessment of implementation/impact of key strategies, the cventions plans (SIG or SCEP), and should include evidence and/of effectiveness of the lead partner working with the school if no	onnection t or data use	to goals, and the likelihood of meeting targets set forth in the d to make determinations. If the school has selected the SIG 6
	gy from your approved intervention plan (SIG,	Status (R/Y/G)	Analysis / Report Out	1	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.	Professi instructi	tnership with LogicWing will provide teachers with onal Development on infusing technology into on using the SAMR model. A cohort of teachers has osen 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.	training will begi	nticipated that REACH will continue providing leadership for school administrators. Additionally, administrators in implementing strategies that they have learned over to particularly as it pertains to scheduling.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.