



Part VIII – Assurance and Attestation

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

Name of Receiver (Print): DR. MARY JONES

Signature of Receiver: Mary Jones

Date: 1/3/2019

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: _____

Signature forthcoming under separate cover.

Receivership Schools ONLY

Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

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 (5, 6, or 7):			
				Model: Community School			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Mary Jones	Kenya Vanterpool	<ul style="list-style-type: none"> Dr. Gina Talbert, Asst. Supt for Curriculum & Instruction Margaret Guarneri, Director of ELA & Second Language Acquisition Christine Jordan, Director of Math & Science Darryl Tue, Assistant Principal Dr. Darlene White, Assistant Principal 		6-8	22.4%	16.5%	576
	Appointment Date: July 9, 2015						

Executive Summary

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

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

- transformational leadership
- monitoring and instruction improvement
- using data to inform our work



- creating and sustaining a culture of high expectations, instructional excellence and achievement.
- delivering high-quality professional development provided by educational partners including REACH, CET, PTA, STRONG Youth, SRO
- expanding opportunities for meaningful parent and community engagement.

Monthly community engagement activities continue to be scheduled for the 2018-2019 school year. The work of the CET group continues to be centered around formulating recommendations, soliciting input, and sharing information in a timely manner with the public (see minutes of meetings). This work continues to grow with the cooperation of Suffolk County Police Department Mentoring Program, STRONG Youth, Inc., Stony Brook Rise Program, Liberty Partnership Program, social work interns.

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

- to identify and address root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.
- to develop Math, ELA, Science, and Social Studies skills with strong infusion of technology and SIOP strategies
- to build staff members' pedagogical content and instructional knowledge based on feedback from Instructional Learning Walks

During the 2016-2017, 2017-2018 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 and during common planning time, staff members use multiple data sources to identify skills and to implement strategies that will help MLO exceed Demonstrable Improvement targets. In addition to teacher-prepared summative and formative assessments, typical assessment data analyzed are: Renaissance STAR 360 -ELA and Math assessments, which provide baseline and progress monitoring data; Read 180 (Students with Disabilities); and NYSITELL/NYSESLAT results (for ELLs/MLLs).

Grades 6-8 teacher-prepared assessments, as well as those from the Pearson Common Core Literature Series, support differentiated instructional initiatives. The ELA department collaborates with the Social Studies and Spanish Home Language Arts departments to foster Reading, Writing, Speaking and Listening, Next Generation Learning Standards are collaborating on

- 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 schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

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

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
Priority School Makes Yearly Progress #1	N/A	Make Progress	N/A	N/A	N/A	N/A	No longer an indicator
School Safety #5	12	20% Reduction in Serious Incidents	Y	Yes	A My Brother's Keeper Grant partnership will provide Milton L. Olive students with the opportunity to participate in SILOS (Seminars in Lieu of Suspensions). These workshops will take place in the evening and must be attended by both parent and student. There are three topics and each topic	School suspension data Supt. Hearing data MLO Monthly Suspension tables Behavior Major + Minor referrals FBA/BIPs Counseling referrals Mediation referrals Behavior contracts	Many incentives around the building, including attendance at upcoming Fun Fridays, have been tied to PBIS points and adherence to the 3 R's – respect, responsibility and readiness. Students have been encouraging their friends to



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					<p>will occur once every three weeks on a cyclical basis. The topics are attendance, respect (for self and others) and healthy relationships. Currently, district and building personnel are being trained on implementing the SILOS process and setting up systems and structures to sustain the process. The SILOS will allow students to attend one of these seminars, for minor infractions, to avoid suspension.</p> <p>A continuation of previous strategies specifically crafted to address School safety with the addition of monthly Character Education, PBIS incentives in the form of Fun Friday, school trips, implementation of school wide meditation, our building Matrix, and the MLO School Store. MLO has previously adopted the district Code of Conduct as well as our MLO School Climate Plan.</p>	<p>PBIS + Matrix Warrior Bucks PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)</p>	<p>"make the right choice" in order to gain needed points to attend these same events. As we move closer to assessment season, Fun Friday will include a 45-minute academic period. The Community Engagement Team (CET) will once again support Fun Friday by donating pizza, beverages, snacks, games and volunteering their personal time by acting as chaperones for the event. CET members are planning to participate in many of the activities including Double Dutch.</p> <p>To date, we have experienced 1 serious incident for the 2018-2019 school year. The expectation is that this trend will continue (no more than 5 for the whole year).</p> <p>An additional 2 security guards have been placed between the portable and the main building to monitor students during passing. These agents have been trained in the PBIS matrix to support the 3 Rs. The School Based Support Team, along with attendance assistants, have been increasing the number of home visits to strengthen the home-school behavioral connection</p>
3-8 ELA, all	37%	6%	Y	Yes	MLO Administrators provide PD to	*Common Planning and PD sign-in	*100% adherence to the Data



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students level 2 and above #9		increase		<p>support grades 6 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 will use 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.</p> <p>Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p>Continuation of processes developed in collaboration with REACH Educational Solutions to support Milton L. Olive Middle a) To address the ways in which teachers will receive support and b) School leaders and REACH facilitators collaborated around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor walkthrough cycles, feedback sessions and small group PD with a focus on the following Danielson indicators:</p> <p><u>Tier 1</u> 1c. Setting Instructional Outcomes: Teacher's develop clear lesson goals</p>	<p>sheets (September 2018 – October 2018) *ELA Mock Assessment (September 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 flexible groups, scaffolding and differentiated strategies for ENL and SWD. *Strategic Test Sophistication Plan 2019 to be implemented February 2019 *Six Step Routine for Explicit Vocabulary Instruction by Dr. Jennifer Schnakenberg, ACE, and Larry Bell's 12 Powerful Words and UNRAAVEL strategies *PD/Common Planning agenda and sign-in sheet *MLO P.B.I.S Behavioral Matrix *Explicit Lesson Plans *Collaborative tiered Walk-throughs Feedback Document *All educators are expected to use the following resources and educational sites to enhance student engagement. (Engage NY, PNW BOCES Integrated Social Studies/ELA, Moby Max, Ready NY, Read 180, Flocabulary, Vocabulary.com, Pearson Realize Platform ELA/ Science classroom, and Google Classrooms)</p>	<p>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 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>P.B.I.S. -ELA/SS educators plan and implement explicit lessons that include the behavioral expectations for PBIS and or character education.</p> <p>*100% of ELA/SS educators have participated in whole group and individualized/small group PD.</p> <p>Renaissance 360 ELA Testing</p>
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				<p>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</p> <p>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.</p> <p>3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.</p> <p>4F. Showing Professionalism: Order and structure, opening and closing of lesson, standing in hall/doorway, implementation of mandated initiatives, aware of ENL/ IEP scholars.</p> <p><u>Tier 2</u></p> <p>1b. 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>*All educators are expected to incorporate technology into their lessons for student engagement and differentiated instruction during whole and or flexible group learning experiences. *MLO Administrators in collaboration with the District Office Curriculum Associate for STEAM has partnered with "Logic Wing Inc., a Professional Development Company to infuse technology into seven targeted classrooms, as part of a pilot program. This initiative was launched on 4/18/18 and is expanding during the 2018-19 school year. MLO administrators and BOCES SESIS provided PD during common planning and Faculty Conference to Special Education teachers on: (IEP Goals, Renaissance Benchmark Assessment Comparison and, student engagement strategies (September 2018 – October 2018)</p> <p>Instructional Practice 1 *Students can state or paraphrase the learning and language objective correctly</p> <p>Instructional Practice 2 * Students can state the purpose of the lesson correctly by the end of the lesson.</p> <p>System Capacity</p>	<p>Comparison Results by Teacher – Renaissance screening will take place. The window for assessment is October 29-November 9, 2018. Assessment data will be used in the quarter 2 report.</p>
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					<p>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.</p> <p>4a. Reflecting on Teaching: Implementing the takeaways from whole and small group PD sessions and use of formative assessments to inform instruction.</p> <p>*Collaboration with RSE-TASC SESIS to support students with Disability in ELA/SS</p> <p>*Student Achievement Goal: By June 2019 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>*Instructional Practice Goal: By June 2019, the special education educators in grades 6-8 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</p>	<p>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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					times within the lesson (Beginning, Middle, End).		
					System Capacity Goal: By June 2019, special education teachers in grades 6-8 of the MLO Middle School will demonstrate the planning and implementation of differentiated tiered tasks for the flexible groups.		
3-8 Math, all students level 2 and above #15	29%	6% increase	Y	Yes	<p>The Go Math! Curriculum was adopted for the 2018-2019 school year. Teachers have received implementation training as well as job-embedded coaching. Additional supports such as differentiation kits, manipulatives and online resources were purchased to close the achievement gap and provide support for teachers in differentiating instruction and providing scaffolds for learners.</p> <p>A My Brother's Keeper partnership grant has allowed MLO to begin implementing Algebra for All for 50% of 8th grade students. Additional supports and curriculum resources have been provided in conjunction with the grant. MLO Administrators provide PD to support grades 6 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 grade.</p>	<p>*Common Planning and PD sign-in sheets (September 2018 – October 2018)</p> <p>*Math Mock Assessment (September 2018)</p> <p>*Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>*Star Renaissance Math Comparison Growth Report by Teacher and Grade.</p> <p>*Revised lesson plans that reflect data driven flexible groups, scaffolding and differentiated strategies for ENL and SWD.</p> <p>*Strategic Test Sophistication Plan 2019 to be implemented February 2019</p> <p>*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</p> <p>*MLO P.B.I.S Behavioral Matrix</p> <p>*Explicit Lesson Plans</p> <p>*Collaborative tiered Walk-throughs Feedback Document</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 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>*100% of Math educators have</p>



				<p>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.</p> <p>*Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p>*Continuation of processes developed in 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 collaborated around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor walkthrough cycles, feedback sessions and small group PD with a focus on the following Danielson indicators:</p> <p><u>Tier 1</u></p> <p>1c. Setting Instructional Outcomes: Teacher's develop clear lesson goals</p> <p>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</p> <p>3b. Using Questioning and Discussion</p>	<p>*All educators are expected to use the following resources and educational sites to enhance student engagement. (Go Math!, Engage NY, Moby-max, Ready NY, 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 has 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 has been expanded with additional support</p> <p>MLO administrators and BOCES SESIS provided PD during common planning and Faculty Conference to Special Education teachers on: (IEP Goals, Renaissance Benchmark Assessment Comparison and, student engagement strategies (September 2018 – October 2018) Instructional Practice 1</p> <p>*Students can state or paraphrase the learning and language objective</p>	<p>participated in whole group and individualized/small group PD.</p> <p>Renaissance 360 Math Testing Comparison Results by Teacher Renaissance screening will take place outside of the first reporting window. The window for assessment is October 29-November 9, 2018. Assessment data will be used in the quarter 2 report.</p>
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				<p>techniques: Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p> <p>3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.</p> <p>4F. Showing Professionalism: Order and structure, opening and closing of lesson, standing in hall/doorway, implementation of mandated initiatives, aware of ENL/ IEP scholars.</p> <p><u>Tier 2</u></p> <p>1b. 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>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.</p> <p>4a. Reflecting on Teaching:</p>	<p>correctly Instructional Practice 2 * Students can state the purpose of the lesson correctly by the end of the lesson. 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</p>	
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					<p>Implementing the takeaways from whole and small group PD sessions and use of formative assessments to inform instruction.</p> <p>*Student Achievement Goal: By June 2019 at least 60% of the students with disabilities in the Middle School cohort of grade six will show an average of 100 Scaled score points growth or a grade equivalent increase of 2 grade levels in their STAR 360 Math Assessment score from their individual September 2018 baseline score as measured by the Renaissance 360 STAR Assessment</p> <p>*Instructional Practice Goal: By June 2018, the special education educators in grades 5-8 at Milton L. Olive Middle School will interact with I CAN Statements and Learning/Language objectives with students as a means for checking for understanding at least 3 times within the lesson (Beginning, Middle, End)</p> <p>System Capacity Goal: By June 2019, special education teachers in grades 6-8 of the MLO Middle School will demonstrate the planning and implementation of differentiated tiered tasks for the flexible groups.</p>		
3-8 ELA All Students MGP #33	40.99	2% increase	Y	Yes	In order to meet the needs of our diverse students, teachers have received both job-embedded coaching and schoolwide professional	NYSED 3-8 Data to support guided reading activities NYSESLAT data	100% of educators have received at least one training on culturally relevant and



					<p>development on culturally relevant and responsive curriculum. This initiative has provided teachers with skills and strategies to use existing data sources to develop activities that are culturally relevant and responsive, more engaging and more rigorous.</p> <p>In addition, all staff members have received a training on implicit bias. More trainings are planned for later this school year to allow staff the opportunity to confront their own bias and develop stronger, more meaningful rapport with students and parents.</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 CPT meetings</p> <p>Feedback from ELA coordinator</p>	<p>responsive curriculum.</p> <p>90% of all staff members have received one training on Implicit Bias</p> <p>100% of CPT meetings adhere to the Data Wise protocols in using meeting times to focus on analyzing 2018 3-8 data to identify learner-centered problems as well as problems of practice.</p> <p>A school-wide academic vocabulary focus continues to gain traction as 90% of educators have embedded vocabulary activities into their lessons.</p>
3-8 Math All Students MGP #39	38.99	2% increase	Y	Yes	<p>In order to meet the needs of our diverse students, teachers have received both job-embedded coaching and schoolwide professional development on culturally relevant and responsive curriculum. This initiative has provided teachers with skills and strategies to use existing data sources to develop activities that are culturally relevant and responsive, more engaging and more rigorous.</p> <p>In addition, all staff members have</p>	<p>NYSED 3-8 Data to support intervention 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 Mobv Max formative assessments</p> <p>Feedback from CPT meetings</p>	<p>100% of educators have received at least one training on culturally relevant and responsive curriculum.</p> <p>90% of all staff members have received one training on Implicit Bias</p> <p>100% of CPT meetings adhere to the Data Wise protocols in using meeting times to focus on</p>



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					received a training on implicit bias. More trainings are planned for later this school year to allow staff the opportunity to confront their own bias and develop stronger, more meaningful rapport with students and parents.	Feedback from Math coordinator	analyzing 2018 3-8 data to identify learner-centered problems as well as problems of practice. A school-wide focus on providing students with hands-on activities in the math classes continues to gain momentum as 86% of classes evidenced manipulatives on the first round of walk-throughs.
4 & 8 Science, all students Level 3 and above #85	24%	6% increase	Y	Yes	<p>A seasoned Living Environment teacher has been placed in the school to develop cohesion among the grade level science hands-on activities in order to better prepare students for laboratory and inquiry activities. Additionally, the school has shifted from administering the Earth Science Regents to 20% of the students to administering the Living Environment Regents to 40% of students.</p> <p>Professional Development on the infusion of hands-on, minds on laboratory activities have been provided to all teachers by Pearson, including elementary teachers who are teaching science classes.</p> <p>MLO Administrators provide PD to support grades 6 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</p>	<p>*Common Planning and PD sign-in sheets (September 2018 – October 2018)</p> <p>*Science Interim Assessment (September 2018 – October 2018)</p> <p>*Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>*Star Renaissance ELA and Math Comparison Growth Report by Teacher and Grade.</p> <p>*Revised lesson plans that reflect data driven flexible groups, scaffolding and differentiated strategies for ENL and SWD.</p> <p>*Strategic Test Sophistication Plan 2018 to be implemented February 2018</p> <p>*Six Step Routine for Explicit Vocabulary Instruction by Dr. Jennifer Schnakenberg including</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 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</p>



				<p>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 practice for individual and flexible group learners to close the skills gap.</p> <p>*Educators use the Milton L. Olive PBIS Matrix to plan lessons, acknowledge and redirect behavior toward improved classroom management.</p> <p>*Continuation of processes developed in collaboration with REACH Educational Solutions to support Milton L. Olive Middle is two-fold: a) To address the ways in which teachers will receive support and b) School leaders and REACH facilitators collaborate around the creation of a strategic system that is used to identify teacher needs, assign a coach/mentor walkthrough cycles, feedback sessions and small group PD with a focus on the following Danielson indicators:</p> <p style="text-align: center;"><u>Tier 1</u></p> <p>1c. Setting Instructional Outcomes: Teacher's develop clear lesson goals</p> <p>1e. Designing</p> <p>Coherent Instruction: Most of the elements of the instructional design support the stated instructional goals</p>	<p>Larry Bell 12 Powerful Words</p> <p>PD/Common Planning agenda and sign-in sheet</p> <p>*MLO P.B.I.S Behavioral Matrix</p> <p>*Explicit Lesson Plans</p> <p>*Collaborative tiered Walk-throughs Feedback Document</p> <p>*All educators are expected to use the following resources and educational sites to enhance student engagement. (Go Math!, Engage NY, Pearson Interactive 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 has 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 has been expanded across the school.</p>	<p>during daily instruction.</p> <p>*100% (10 out of 10) of Science educators plan and implement explicit lessons that include the behavioral expectations for PBIS.</p> <p>*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.</p> <p>*100% of Science educators have participated in whole group and individualized/small group PD.</p>
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					<p>and engage students in meaningful learning, and the lesson or unit has a clearly defined structure</p> <p>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.</p> <p>3d. Using Assessment in Instruction: Providing feedback to students: Teacher's feedback to students is timely and of consistently high quality.</p> <p>4F. Showing Professionalism: Oder and structure, opening and closing of lesson, standing in hall/doorway, implementation of mandated initiatives, aware of ENL/ IEP scholars.</p> <p><u>Tier 2</u></p> <p>1b. Demonstrating Knowledge of Students:</p> <p>Differentiated instruction during flexible/tiered grouping</p> <p>1d. Demonstrating knowledge of resources:</p> <p>Use of technology and approved educational sites for students and to extend content knowledge.</p> <p>3c. Engaging Students in Learning: Tiered learning activities, flexible</p>	<p>MLO administrators and BOCES SESIS provided PD during common planning and Faculty Conference to Special Education teachers on: (IEP Goals, Renaissance Benchmark Assessment Comparison and, student engagement strategies (September 2018 – October 2018)</p> <p>Instructional Practice 1</p> <p>*Students can state or paraphrase the learning and language objective correctly</p> <p>Instructional Practice 2</p> <p>* Students can state the purpose of the lesson correctly by the end of the lesson.</p> <p>Math Shift for Mastery: Coherency</p> <p>ELA Shift for Mastery:</p> <p>Academic Vocabulary</p>	
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				<p>student groups, instructional materials and resources, appropriate structure and pacing (Bell to Bell), accountable talk/questioning and discussion.</p> <p>4a. Reflecting on Teaching: Implementing the takeaways from whole and small group PD sessions and use of formative assessments to inform instruction.</p> <p>*Collaboration with RSE-TASC SESIS to support students with Disability in Science.</p> <p>*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</p> <p>*Instructional Practice Goal: By June 2018, the special education educators in grades 5-8 at Milton L. Olive Middle School will interact with I CAN Statements and Learning/Language objectives with students as a means for checking for understanding at least 3 times within the lesson (Beginning, Middle, End)</p> <p>System Capacity Goal: By June 2019, special education teachers in grades 6-8</p>		
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					of the MLO Middle School will demonstrate the planning and implementation of differentiated tiered tasks for the flexible groups			
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .				Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Student Suspension Rate (out of school) #4	23%	3% decrease	Y	Yes	A My Brother's Keeper Grant partnership will provide Milton L. Olive students with the opportunity to participate in SILOS (Seminars in Lieu of Suspensions). These workshops will take place in the evening and must be attended by both parent and student. There are three topics and each topic will occur once every three weeks on a cyclical basis. The topics are attendance, respect (for self and others) and healthy relationships. Currently, district and building personnel are being trained on implementing the SILOS process and setting up systems and structures to sustain the process. The SILOS will allow students to attend one of	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 PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)	Many incentives around the building, including attendance at Fun Friday, have been tied to PBIS points and adherence to the 3 R's – respect, responsibility and readiness. Students have been encouraging their friends to "make the right choice" in order to gain needed points to attend these same events. As we move closer to assessment season, Fun Friday will include a 45-minute academic period. The Community Engagement Team (CET) will continue their



					<p>these seminars, for minor infractions, to avoid suspension.</p> <p>A continuation of previous strategies specifically crafted to address School safety with the addition of monthly Character Education, PBIS incentives in the form of Fun Friday, school trips, implementation of school wide meditation, our building Matrix, and the MLO School Store. MLO has previously adopted the district Code of Conduct as well as our MLO School Climate Plan</p>		<p>tradition of supporting Fun Friday by donating pizza, beverages, snacks, games and volunteering their personal time by acting as chaperones for the event. CET members will also participate in many of the activities including Double Dutch.</p> <p>To date, we have experienced 1 serious incident for the 2018-2019 school year. The expectation is that this trend will continue (no more than 5 for the whole year). An additional 2 security guards have been placed between the portable and the main building to monitor students during passing. These agents have been trained in the PBIS matrix to support the 3 Rs. The School Based Support Team along with attendance assistants, have been increasing the number of home visits to strengthen the home-school behavioral connection.</p>
Family and Community Engagement #6	N/A	Movement up one level on the HEDI scale	Y	Yes	As in previous years, Family & Community Engagement continues to focus on identifying and addressing root causes of chronic underperformance specific to literacy across disciplines,	Sign in sheets for CET meetings Sign in sheets for Parental Engagement Activities	<p>Quarter 1 Events:</p> <p>CET Meeting – July 11, 2018</p> <p>CET Meeting – August 29, 2018</p> <p>CET Meeting – Public Hearing – September 20, 2018</p>



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 July 1, 2018-October 13, 2018
 (As required under Section 211(f) of NYS Ed. Law)

					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.		Open School Night – September 26, 2018 ENL Parent Night – October 17, 2018 Alexander's Angels – Buddy Walk – October 20, 2018 Making Strides Breast Cancer Walk – October 21, 2018 Hispanic Heritage Night – October 27, 2018 CET Meeting – October 31, 2018
Providing 200 hours of quality Extended Day Learning Time #94	N/A	N/A	Y	Yes	As discussed in previous Receivership meetings the district's efforts to hire additional bus drivers to provide transportation for Extended Learning Time has impacted the number of students who are able to attend afterschool core classes and STEAM electives. However, traction has gained in these efforts and the district plans to provide ELT after school, Saturdays and during the school day to meet the 200 hours beginning in January 2019. In the interim, students have been provided with weekend and holiday packets to provide additional instruction.	Sign in sheets for Extended Learning Opportunities	Farmingdale State College Liberty Partnership Program Farmingdale State College C-STEP Stony Brook University – HOPE Program Milton L. Olive Middle School Band Milton L. Olive Middle School Chorus
Teacher Attendance #95	N/A	96%	Y	Yes	A schoolwide faculty meeting held with the high school, focused on providing staff with the impact staff attendance has on student achievement and school climate. Indicator data was shared with all attendees to provide transparency and highlight the impact both teacher and student attendance has on the school. Teachers who have perfect attendance	Teacher attendance data.	Teachers who have been absent more than 2 times have received a counseling memo from the Receiver who receives a monthly, comprehensive report from central office.



					are eligible to sell back those days twice yearly.			
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, and administrative team.	2017-2018 Scholar attendance data from Infinite Campus and MLO attendance coordinator, teacher monitoring, and Attendance team collaboration.	A continuation of previous strategies utilizing the Chronic Absenteeism 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.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

Key Strategies <ul style="list-style-type: none">Do not repeat strategies described in Parts I and II.If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.Every school must discuss the use of technology in the classroom to deliver instruction.			
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction	Y	A partnership with LogicWing has provided all staff Professional Development on implementing technology using Chromebook carts and SMART Boards. Teachers who have full-time access to Chromebook carts have received additional job-embedded coaching on the use of Chromebook carts in everyday instruction. All classrooms now have been equipped with SMARTBoards, a ZSpace lab has been installed and 12 technology stations including Chromebook carts, iPad carts and laptop carts are available for student and teacher use.



2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY		
3.	Letters will be sent to teachers and students who are averaging more than one absence per month	Y	In order to more closely monitor student and teacher attendance, letters have been generated for those who are on track to be absent 5% or more of the school year. Attendance team meets monthly and monitors students who are in danger of becoming chronically absent.
4.	Instructional Delivery focus by district and building administrators	Y	Continuing to build upon the work that began in collaboration with REACH during the 2017-18 school year, building administrators will work with teachers to develop instructional strategies to include: appropriate delivery method, building student engagement, provide clear directions, wait time, pacing, and the use of formative assessment (checking for understanding).
5.	Leadership Network Walkthrough Meetings	Y	To build upon best practices happening at Milton L. Olive Middle School and other schools in the district Principal Vanterpool will participate in monthly Leadership Network Walkthrough Meetings. Principals will be joined by central office administrators and their own leadership team to conduct walkthroughs of classrooms through the lenses of Expectations, Instruction and Assessment. School Leadership Teams are provided with Glows and Grows in the three areas as well as an action plan with next steps for improvement.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u> Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
Y	Meetings are held monthly, on the last Wednesday of the month. To date we have had meetings in July, August, September and October. Please see attached agenda, minutes and sign in sheets. CET members discussed various topics pertaining to the academic and social emotional success of MLO students and the impact of parent engagement activities such as Parent University and various workshops. CET members have a reciprocal relationship with the district's parents and share available community resources at the state, county and local level.



Powers of the Receiver			
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.			
Status (R/Y/G)	Analysis/Report Out		
Y	As members of the NYS SIG A Professional Learning Community focused on integration, Dr. Jones will use her Powers of Receiver to drive the momentum behind this initiative. Dr. Jamel Hudson was hired as a guest speaker for Superintendent's Conference Day to speak to staff about implicit bias and cultural responsiveness. He has been contracted to provide two additional trainings at each school in the district. Professional Development on creating culturally relevant curriculum and accompanying job-embedded coaching has also been organized for 2018-19 rollout in each school. During the 2018-2019 school year, the Receiver will continue monitoring instruction through walkthroughs and assessment analysis. Monthly meetings with district and building will allow for progress monitoring and adjustments of initiatives. The Receiver continues to conduct daily and weekly walkthroughs of the buildings with principals and teacher. To ensure that ALL administrators in the district are aware of the happenings in the Receivership school, each principal is provided an opportunity to share out at the monthly districtwide meetings of district and building administrators. The Receiver keeps the Board informed on a monthly basis.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

Community Schools Grant (CSG)	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	At this time a Needs Assessment is planned for Spring 2019
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	During the 2017-2018 there were significant Parent and Community Engagement opportunities including monthly Community Engagement Team meetings, Parent University workshops in the months leading up to state assessments and bi-weekly parent workshops held in partnership with Adelante and Community Site Coordinator. As most funds have been exhausted, the school district is looking to partner with local colleges and universities to host classes for parents such as computer usage, financial literacy and workforce development at no cost to parents or district.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	All flyers regarding upcoming events are backpacked home in three different languages (English, Spanish and Haitian Creole). Additionally, these flyers are posted on the district website and robocalls leading up to the event are translated into those same three languages. Translation devices and human translators are provided at each event held in the district.



3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee		The Community School Site Coordinator and key members of the Steering Committee were housed in an office open to parents, teachers and community members both during and after school. Additionally, members of the committee attend every parent and community event and are introduced at the event so that assistance can be provided.	
Steering Committee (challenges, meetings held, accomplishments)		Steering Committee members met weekly and communicated daily via email and telephone.	
Feeder School Services (specific services offered and impact)		Feeder school parents and staff members were invited to attend all Parent University series at Milton L. Olive Middle School. Parents of younger children were provided with onsite childcare during the event so that their focus could be on the workshop content. The grades 3 and 4 scores showed significant growth in the 2017-2018 school year and over the course of the Parent University series, attendance by feeder school parents and staff increased.	
Community School Site Coordinator (accomplishments and challenges)		The Community School Site Coordinator was instrumental in creating a climate of parent-staff partnerships within not only Milton L. Olive Middle School, but across the district. Because the grant funding was not sustained, the Community School Site Coordinator shifted into a new role as School Social Worker at the elementary level. A Community Aide replaced her in the Community School Office and has been tasked with continuing to build partnerships with parents and community members.	
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)		The CSG provided MLO parents and community members with access to health and nutrition through partnerships with local healthcare services and Wellness and Healthy cooking workshops. Parents were also provided with English, Computer and Resume Writing courses in order to secure more stable, higher paying jobs. Teachers and other school staff were provided with professional development on parent outreach and implicit bias training in order to strengthen the home-school connection.	
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)		CSG funding provided the school district with the ability to construct and maintain a Parent workshop room with computers as well as a Community School Office. These spaces were instrumental in demonstrating to parents the district's commitment to strengthening its partnerships with parents and community members. The parent workshop room provided dedicated space and equipment for parents and workshop providers to fully engage with the content.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part VI – Budget

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



<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		
SIG:		
CSG:	G	District funds were utilized to hire 2 attendance aides to replace the hiring of a truant officer. The budget was amended to show the use of the truant officer funds to increase funding needed for the elongated day at Milton L. Olive Middle School during the 2017-18 school year. All expenditures are on target. Students will continue to receive additional instruction in the 4 core areas, as well as STEAM electives.

Part VII: Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	