

# *Board of Education Educational and Business Meeting*

*November 6, 2017*

**“Whether you think  
you can or you think  
you can’t – you are  
right.”**

**~Henry Ford**





**Youth Sector Presentation to  
Sag Harbor Board of Education  
Monday, November 6, 2017**

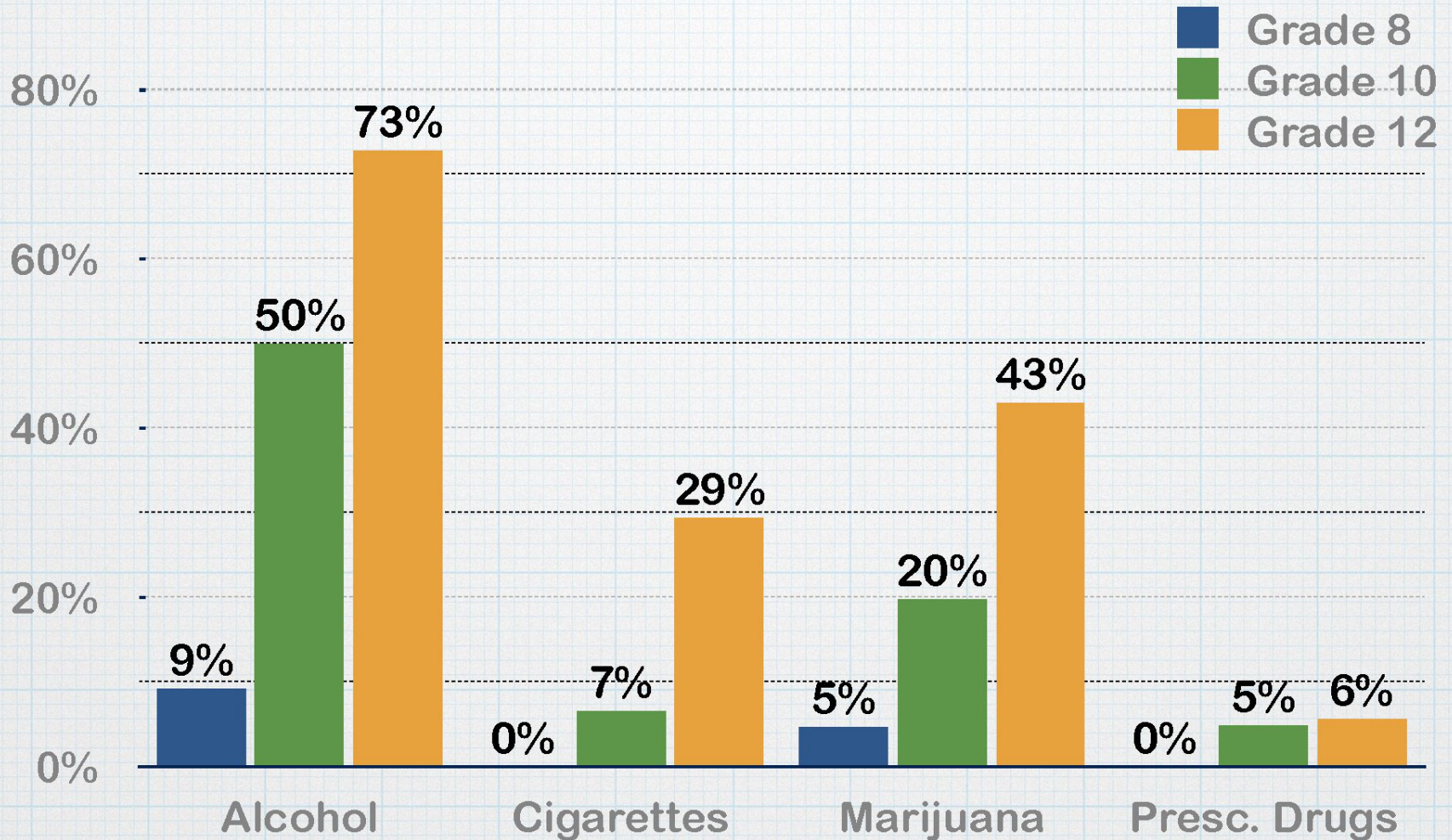


# Sag Harbor YDS Survey

- ❖ NY State Office of Alcohol & Substance Abuse Services (OASAS) - The Youth Development Survey (YDS)
- ❖ YDS Survey Administered: Fall 2016, Fall 2014
- ❖ 344 Students Surveyed in 2016
- ❖ Grades: 7-12
- ❖ YDS Survey is designed to rule out anomalies and falsified answers



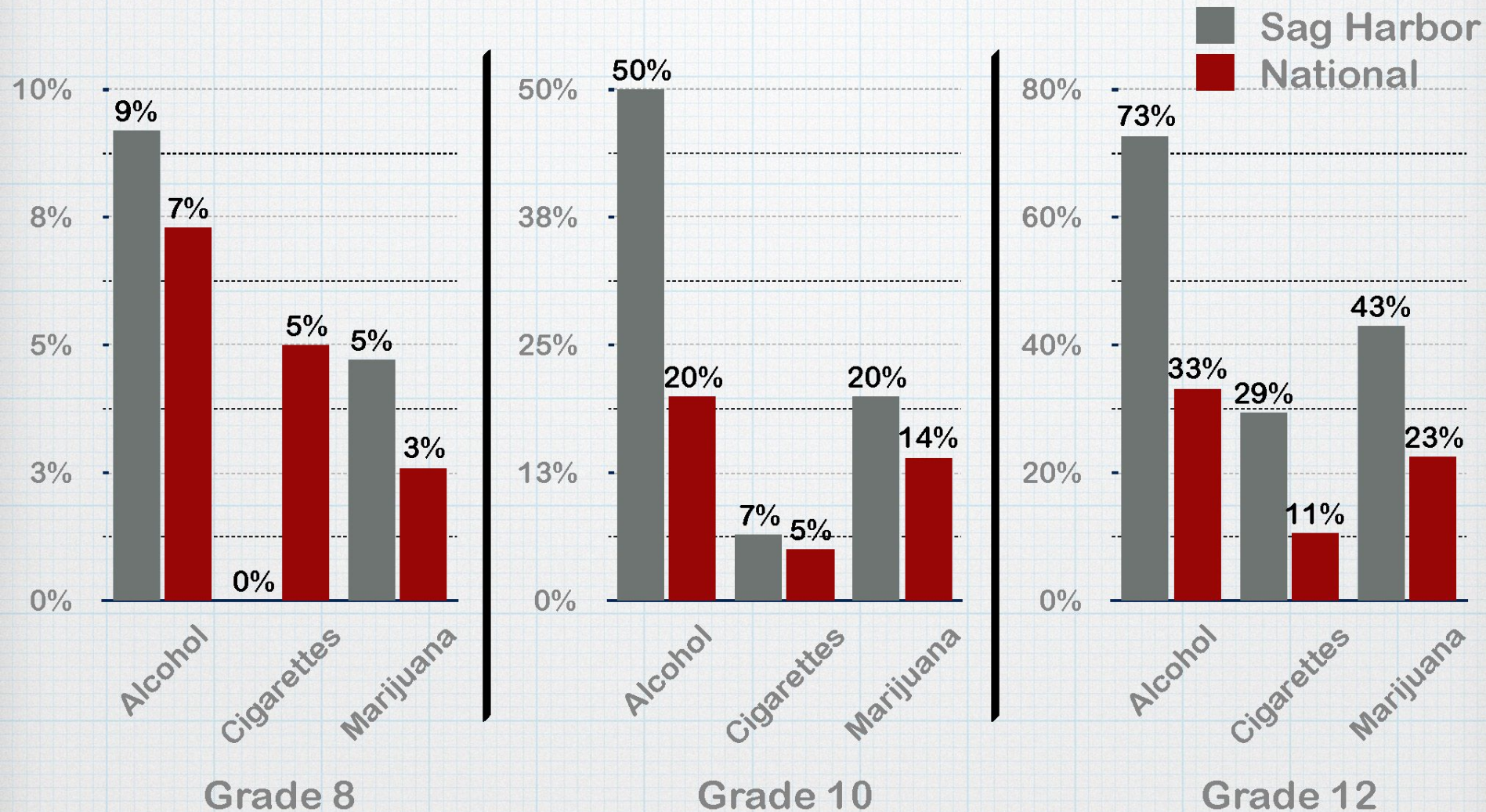
# Sag Harbor: Past 30 Day Substance Use



SOURCES OF DATA:  
2016-17 NYS OASAS YDS SURVEY

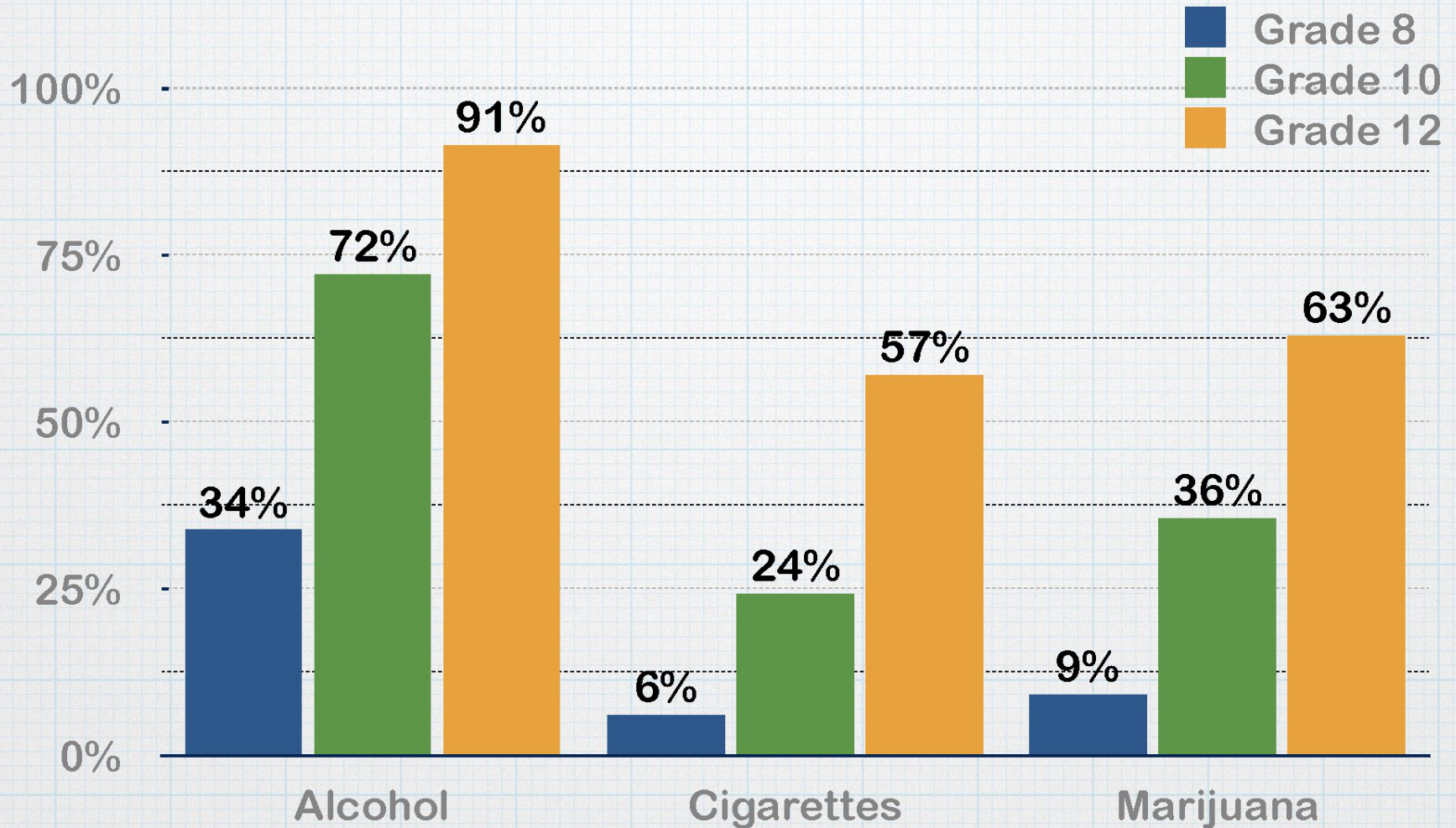


# Sag Harbor vs. National: Past 30 Day Substance Use





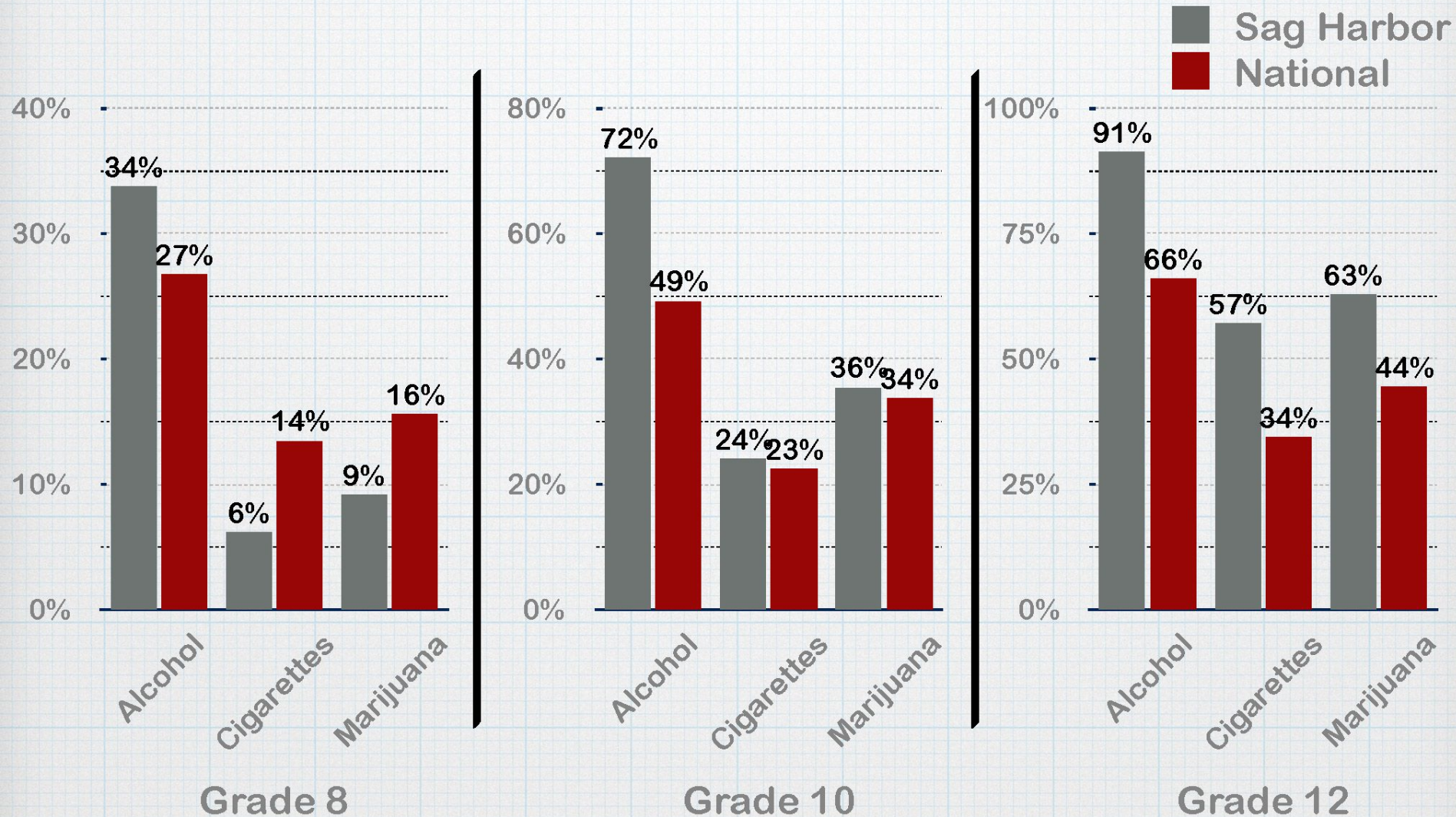
# Sag Harbor: Lifetime Substance Use



SOURCES OF DATA:  
2016-17 NYS OASAS YDS SURVEY



# Sag Harbor vs. National: Lifetime Substance Use





# The Strategic Prevention Framework (SPF)





# SAFE in Sag Harbor: Youth Sector





# Problem: Underage Drinking in Sag Harbor

- ❖ In addition to the survey data, we know this problem exists because:
  - ❖ Our peers are proud of, and open about, their alcohol use
  - ❖ Misinformation/Lack of education/Disbelief about consequences of underage alcohol use
- ❖ Drinking is seen as a right of passage among adults and youth in Sag Harbor



# Our Community

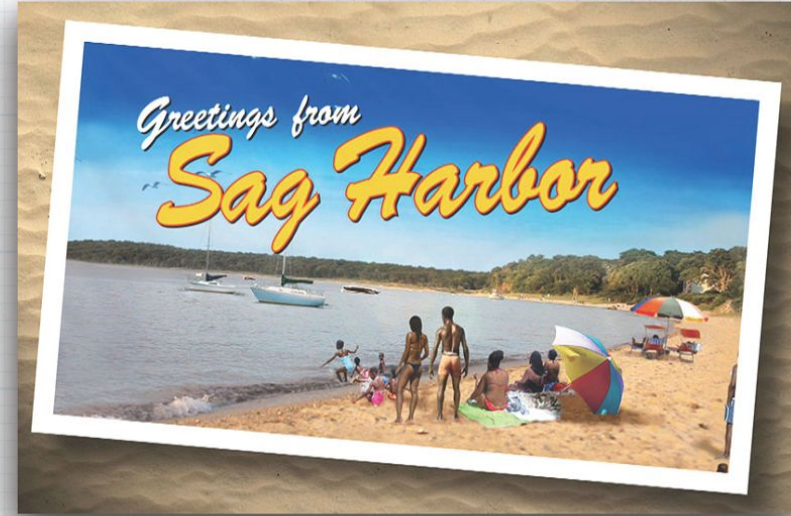
Year-Round Population = est. 2,268

✘ MUCH higher in summer

Median family income = \$100,532

Large tourism destination

23 liquor licenses in downtown Sag Harbor



Sources:

[www.city-data.com/city/Sag-Harbor-New-York.html](http://www.city-data.com/city/Sag-Harbor-New-York.html)

[www.lamp.sla.gov/nysla/index.htm](http://www.lamp.sla.gov/nysla/index.htm)



# Our Peers Report...

## Protective Factors

- ❖ Opportunities for pro-social involvement in school and community
- ❖ Rewards for pro-social involvement in school
- ❖ Great social skills

## Risk Factors

- ❖ Favorable attitudes toward underage drinking
- ❖ Family conflict
- ❖ Low commitment to school
- ❖ Perceived availability of alcohol, tobacco, and drugs

Source:

2016-17 Sag Harbor YDS Survey





# National Youth Leadership Initiative

- July 24-27, 2017 in Atlanta, GA
- 300+ youth attended from coalitions and communities across the US
- What we learned at CADCA YLI
  - We CAN have an impact!
  - We are not alone! Teens like us exist in communities all over the US
  - How we can utilize local civic, public, and volunteer organizations
  - Successful youth/adult partnerships
  - Scientific tools for Success: SPF and Logic Model





# Our Logic Model

56% OF YOUTH REPORT THEY ARE ACCEPTING OF UNDERAGE DRINKING

**UNDERAGE DRINKING IN SAG HARBOR**

SAG HARBOR RATES OF LIFETIME USE EXCEED EACH NATIONAL LEVEL:  
8th Grade: SH is 7% higher  
10th Grade: SH is 23% higher  
12th Grade: SH is 25% higher

**FAVORABLE/  
SUPPORTIVE  
ATTITUDES**

ADULTS SUPPORT/  
ALLOW UNDERAGE  
YOUTH TO DRINK

FOCUS GROUP RESPONSE:  
"A MOTHER GAVE THEIR CHILD  
A HUGE BOTTLE OF VODKA  
TO TAKE TO A HOUSE PARTY"

PARENTS DO NOT  
PROVIDE  
CONSEQUENCES  
FOR ALCOHOL USE

51% OF YOUTH REPORT  
MINOR TO NO  
CONSEQUENCES FROM  
THEIR PARENTS

**ALCOHOL IS  
ACCESSIBLE**

YOUTH GETTING  
ALCOHOL FROM HOME  
WITHOUT PARENT'S  
PERMISSION

14% OF YOUTH  
WHO DRINK REPORT  
TAKING IT FROM  
THEIR HOME

YOUTH GETTING  
ALCOHOL FROM THEIR  
PEERS

18.9% OF YOUTH  
WHO DRINK REPORT  
GETTING IT FROM  
SOMEONE UNDER 21

## SOURCES OF DATA:

2016 MONITORING THE FUTURE SURVEY  
2016-17 NYS OASAS YDS SURVEY  
2016 FOCUS GROUP AT PIERSON HS



# Strategies for Change

1. Educational community forums and workshops for adults and teens
2. Sticker Shock/Two Will Do
3. Public awareness campaigns promoting anti-drug messaging





# What Works?

- \* Setting ground rules and consequences
- \* Asking where your child is going
- \* Family dinners and meetings
- \* Role-modeling healthy behaviors
- \* Alternative “Natural High” Activities
- \* Getting involved with SAFE in Sag Harbor!



# Sag Harbor Schools Prevention Education Initiatives thus far...

- Red Ribbon Week
  - Find your Passion - Dan Ochiogrosso
  - Natural High - Dr. Matt Bellace
  - Natural High Videos and reflections grades 7 & 8
  - Library field trip grade 8
  - Mix it up at Lunch grades 6-8
  - Tying Red Ribbons in Town grades 6-8
  - Mayor Signing Proclamation trip MS and HS student council
  - Dodgeball Tournament grades 6-8
  - Spirit Days grades 6-8
  - Adventure Park Trip grades 6-8
  - Bully Documentary grade 6
- Mindfulness Mondays
- Mindfulness Practice in PE 3 Week unit grades 6-8
- Life Skills grades 6-12
- Reverse the Stigma Documentary at Bay Street
- Health Classes 7th and 9th graders
- Homecoming Friday Night Event
- John Jermain Library Workshops and Trivia Nights
- Class of 2018 Halloween Fest
- Gaga Tournament
- Retreat Teen Leadership Project
- Youth Court
- Email Blast about Vaping and Juuls





# MYP ANALYSIS PART II





# Our Goal

- To prepare students for success in IB Diploma Program, certificate courses, and increase participation
- Creating a school environment that instills academic rigor and culturally responsive behaviors



# Agenda

- With MYP vs Without MYP
- Grades 9 and 10 Option
- Training
- Data
- Teacher reflections
- Valuable elements
- Concerning elements
- School culture impact
- What Pierson would look like without MYP
- Fees



# With MYP vs Without MYP

## If MYP is at Pierson..

- Same course offerings and programs no changes
  - There is no special MYP course like TOK for DP
- Teachers all use the MYP Unit Planner for lessons
- Learners Profile, Approaches to Learning and Global Context jargon utilized
- Professional Learning Communities:
  - Grade Team, Department, Common Planning
- Extra positions
  - MYP, Assessment Coordinator, Personal Project Coordinator
- Assessments: Regent , State, Interim, MYP

## If MYP is NOT at Pierson...

- Same Course offerings and programs
  - There is no special MYP course like TOK for DP
- Teachers all use the UBD lesson plan template
- Learner Profile, Mindfulness, Growth mindset instruction, inquiry based learning, interdisciplinary learning and culturally responsive curriculum
- Professional Learning Communities:
  - Grade Team, Department, Common Planning
- Data Driven Instruction practices
- Assessments: Regents, State, Interim



# Can we just do MYP for grades 9 and 10?

- There is an option to just implement MYP for years 4 and 5 (Grades 9 and 10)
- IB MYP authorizer explained that as a 6-12 building they strongly recommend to implement all years
  - Keep consistent with the building and how it is a shared staff
  - Not gaining the full program with just 9 and 10
  - Could delay process of authorization as there will be a shift



# Training

- Entire Staff excluding the 6 new hires have been trained in MYP
  - Training Included:
    - IB Consultants Training
    - Outside IB Firm Trained teachers
    - Department, Grade Team and Common Planning time
    - 10 teachers sent to MYP training
    - Training for DP Program
      - 19 out of 20 IB Diploma Teachers also teach grades 6-10
      - 12 out of 20 IB Diploma Teachers teach grades 6-8
      - 16 out of 20 IB Diploma Teachers teach grades 9-10



# Data

- IBO research paper states MYP program promotes greater success in DP
  - However, IBO published survey
- Teacher Qualitative Data from other IB schools:
  - “My issue with it is that it's not properly aligned with the Diploma Programme.”
  - “Take for example the Personal Project: a rather interesting assignment that allows students to explore interests, connect with the real world, and produce something of their own for all to see. Great, no? But as a culminating MYP type of activity, shouldn't it really tie all things IB together and provide that bridge toward the DP? This is the real issue - the DP is highly rigorous, and has a very distinct philosophy. The MYP, however interesting in theory or even practice (depending on your school/leadership/whatever), doesn't really provide the opportunity to hone the skills needed to be successful DP students.”
  - “My conclusion: the MYP is not evil or a waste of time. It simply is not aligned with the DP. This does not have to do with how it's implemented; it's just a fact.”
  - “While MYP provides some of the foundations of the Diploma (language around the Learner Profile, the Personal Project the final year of MYP, etc.), it is not "Pre- DP" in terms of curriculum. In other words, MYP is much more about a philosophy of learning and much less about specific content. The same philosophy of learning continues into the Diploma, but, in the Diploma, specific content is required to prepare students for the end of course exams and, ultimately, earning the Diploma.”



# Teacher Reflections

- Chase Mallia
- Ruth White-Dunne

# Valuable elements that we implement anyway

- Professional Development ongoing with DP focus
- Common planning time allows for more growth
- Curriculum and instructional shifts to align to IB DP demands
  - Learner Profile
  - Interdisciplinary Units
  - Inquiry- driven TOK practices
  - Culturally responsive perspectives
  - International mindedness
- Common jargon to align with IB DP demands
- Increased rigor for all students



# Concerning Elements

- E-assessments
  - over assessing our student body
- Personal Project made mandatory
  - time demands
  - distracting focus
  - feedback not aligned with DP requires
    - i.e. Extended Essay and C.A.S.
- Approaches to learning expansion
- IB MYP Jargon not to the point more philosophical
- Assessment criteria shift necessitating grading policy in grades 6-10
- Cost

# Assessment Shift

## MYP Assessment Criterion by Subject

## MYP Science Criterion B Rubric Example

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

### Criterion B: Using Knowledge

Achievement Level	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	With minimal teacher support: <ul style="list-style-type: none"> <li>The student is able to <b>recall</b> scientific knowledge.</li> <li>The student is able to <b>apply</b> scientific knowledge and understanding to <b>suggest</b> solutions to problems set in familiar situations.</li> <li>The student is able to <b>analyze</b> information to make judgments.</li> </ul>
3-4	With minimal teacher support: <ul style="list-style-type: none"> <li>The student is able to <b>outline</b> scientific explanations using knowledge and understanding</li> <li>The student is able to <b>apply</b> scientific knowledge and understanding to <b>solve</b> problems set in familiar situations</li> <li>The student is able to <b>analyze</b> information to make scientifically supported judgments.</li> </ul>
5-6	With minimal teacher support: <ul style="list-style-type: none"> <li>The student is able to <b>explain</b> scientific explanations using knowledge and understanding</li> <li>The student is able to <b>apply</b> scientific knowledge and understanding to <b>solve</b> problems set in familiar and <b>some</b> unfamiliar situations.</li> <li>The student is able to <b>analyze</b> and begin to <b>evaluate</b> information to make scientifically supported judgments.</li> </ul>
7-8	With minimal teacher support: <ul style="list-style-type: none"> <li>The student is able to <b>construct</b> scientific explanations using knowledge and understanding</li> <li>The student is able to <b>apply</b> scientific knowledge and understanding to <b>solve</b> problems set in familiar and unfamiliar situations.</li> <li>The student is able to <b>analyze</b> and <b>evaluate</b> information to make scientifically supported judgments.</li> </ul>



# School Culture Impact

- Already have structures without paying MYP cost
  - UBD Unit Planners
  - Common Planning in grades 6-8
  - Grade Teams
  - Department Meetings
  - Educational Jargon that makes sense to staff without re-teaching new terms
  - Mindfulness goal in grades 6-8 that allows students to learn to be global citizens
  - Culturally responsive educational practices implemented and continued growth
  - International Mindedness
- Already an IB minded school without approval from IBO (International Baccalaureate Organization)
- Teachers are well-trained in IB best practices
- Professional development is planned around IB Diploma Program skills and needs for our students

# What Pierson would look like without MYP

- Continued growth towards IB Diploma Program by scaffolding assessments from grade 6-12
- Professional Development: Common Planning time, Interdisciplinary units, Department Meetings, IB training, Mindfulness, Growth Mindset and Data Driven Instruction
- IB Learner Profile
- TOK (Theory of Knowledge) principles



# Fees

Additional yearly costs:

- MYP Annual fee = \$9,800
- Cost of MYP Certificate at the end of 10th grade
  - Can opt to not do assessments with no certificate
  - Registration per student is \$52 per student
  - E-Assessments per student is \$74 per student
    - Plans for E-Assessments in each grade
      - Estimated cost would be around \$200,000 per year to qualify at full proposed implementation grade 6-8
      - Estimated cost would be around \$66,000 per year to qualify at full proposed implementation grade
- Extra-Curricular position needs
  - Personal Project Coordinator
  - Personal Project Mentors
  - E-Assessment Coordinator
  - MYP Coordinator (possibly)

Pierson Enrollment	
6	94
7	75
8	80
9	76
10	81
11	70
12	65

Questions?



## Pierson Middle/High School Past Events:

10/23-10/27 Red Ribbon Week

10/26 & 10 27 Natural High Speaker for Middle and High School

10/27 Middle School Dodgeball Tournament  
Middle School Gym 3:00 pm

10/26-10/30 NYS College Application Week



# Red Ribbon Week - Dan Ochiogrosso





# Dodgeball



# Dodgeball





# Mindfulness Practice



# Door Decorating







THE FUTURE IS A KEY



SO STAY DRUG FREE

¿Qué me perdí?



martes

Se







# Pajama Day





# Dress to impress





# Mix it up at Lunch



# Dr. Matt Bellace - Natural High Speaker

















# Team Building



















# Tying Red Ribbons





# Pierson Middle/High School Upcoming Events:

11/8                      6th Grade Rube Goldberg Science Fair  
Middle School Gym 5:00 pm

11/9                      HS trip to *Death of a Salesman* at Bay Street Theater

11/10                     Veterans Day - School Closed

11/16-11/18            High School Fall Play  
*You Can't Take it With You*  
11/16 7:00 pm  
11/17 7:00 pm  
11/18 2:00 pm & 7:00 pm

11/17                     Conversation with Administrators  
Guidance Conference Room 8:00 am



## Sag Harbor Elementary Update:

10/26 Project Adventure - 4th Grade

10/26 Partners in Print Continues (10/26, 11/2, 11/9, 11/16)

10/31 Halloween Parade

11/2 Food Drive Kick Off

11/2 PTA meeting

11/3 Tie Day





## Sag Harbor Elementary Upcoming Events:

11/9 - Veterans Day Recognition - Morning Program

11/10 - Veterans Day - School Closed

11/13 - 11/17 Vision Screening

11/17 - Last Day for our Holiday Food Drive

11/20 - Early Dismissal  
Parent Teacher Conference  
11:30 - 3:15 PM, 5:00 - 7:00 PM

11/21 - Early Dismissal  
Parent Teacher Conference  
12:00 - 2:00 PM





Project Adventure - 4th Grade on Campus





# Halloween Parade





















Fun Activities *And* Healthy Snacks for class Halloween Parties!













SHES at Brick Kiln Fire House practicing E.D.I.T.H.





## Eric Bramoff - Past Athletics Events:

**10/13 & 14** Homecoming Weekend

**10/13 & 14** Senior Days:

Volleyball, Girls' Soccer, Boys' Soccer, Field  
Hockey

**10/24** Cross Country Division Championships  
Sunken Meadow

**10/25** Boys Soccer Playoff Game  
Pierson vs. Stony Brook

**10/28** Field Hockey  
Pierson vs. Babylon

**11/2** Volleyball Home Playoff Match

**11/3** Cross Country Section XI Championship  
Sunken Meadow



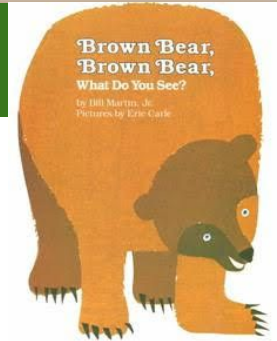


## Eric Bramoff - Upcoming Athletics Events:

- 11/6**            First Day of Early Winter Sports
- 11/11**           Cross Country NYSPHSAA Championship  
Wayne Central School
- 11/13**           First Day of JV/Varsity Winter Sports
- 1/26**            Spirit Night



# Director of Technology Updates:



## Distance Learning

- "It is **MONSTAR MATCH** time!
- This a free video conference collaboration between two classrooms K-3<sup>rd</sup> grade! Two classrooms will be paired and each class will create a monster using materials from the materials list. The class will then write a description of their monster and send the description to their partner class via email. Each class will recreate the monster based only the written description. The classes will then connect via a videoconference to compare their recreated monsters with the original monster sharing similarities, differences as well as how the monster descriptions were written and interpreted.
  - **Brown Bear, Brown Bear, What Do You See** by Bill Martin and Eric Carle Students in Pre-K through 1st grade will practice reading, speaking, listening, and math through an interactive video-conference project. Two classrooms will pair up and students will compare what they see and experience within their local communities and create a class book or poster. Students may suggest they see various animals, landscapes, town, city, etc. The book, *Brown Bear, Brown Bear, What Do You See?*, will be used as the model. Each student will also create a puppet of his or her favorite animal in the story and share it with the partner class.



# Director of Technology Updates: **MONSTAR MATCH**



# Director of Technology Updates: MONSTAR MATCH





# Facilities Report



# Facilities Report

## Marcus Da Silva:

### **School Maintenance Crew Leader**

- First Day - Wednesday, November 8
- Five Years as a Facilities' Administrator
  - Greenport/Southold UFSD
  - East Islip UFSD
- Five Years as a Construction Manager
  - Managed an \$8.75 million project for Greenport Schools and a \$100 million project for Brentwood Schools.

