

Receivership Schools ONLY

Quarterly Report #2: *October 14, 2018 to January 15, 2019 (Due January 31, 2019)*

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	21.7%	16.9%	571
	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 continues to implement a specialized research-based set of strategies to address the 12 Demonstrable Improvement Indicators that lead 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, and 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 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).

Each Friday students receive math questions from previous assessments to complete with their parents and better prepare students to answer open-ended questions. Science teachers have collaborated with their English counterparts to develop literacy in the science classes. The Test Sophistication Plan will commence in January to close identified instructional gaps before the spring NYS assessment administrations and Regents exams.

The extended day program will be offered to all students, three days per week, two hours per day. The extended day program will provide students with additional instruction aligned to the NYS assessments and Regents exams.

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 will occur once every three weeks on a cyclical basis. The topics	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 “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



					<p>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</p> <p>Warrior Bucks</p> <p>PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)</p>	<p>are planning to participate in many of the activities including Double Dutch.</p> <p>To date, we have experienced 2 serious incidents for the 2018-2019 school year. The expectation is that this trend will continue (no more than 5 for the whole year).</p>
3-8 ELA, all students level 2 and above #9	37%	6% increase	Y	Yes	<p>The study of English Language Arts and Social Studies are thoroughly integrated. We support a shared responsibility for students' literacy development and emphasize that, while students learn to read and write in ELA, they apply and develop specific literacy skills through engagement in Social</p>	<p>*Common Planning and PD sign-in sheets (September 2018 – October 2018)</p> <p>*ELA Mock Assessment (September 2018)</p> <p>*Renaissance STAR 360 Quarterly Instructional Planning Report</p> <p>*Star Renaissance ELA Comparison Growth Report by Teacher and Grade.</p>	<p>*100% adherence to the Data Wise Action Planning process across all Common Planning Teams.</p> <p>*100% of the Common Planning Teams including the Department Coordinator have analyzed the learner-centered problem and teacher problem of practice to drill down on the strategies that must be implemented to teach scholars the skills to close the learning gap as evidenced in Action</p>



				<p>Studies content.</p> <p>Social Studies is incorporated in the 6-8 ELA Common Core Standards and Next generation standards with expectations for reading, writing, speaking, listening and language applicable to a range of subjects with an emphasis on informational texts.</p> <p>Assignments that routinely support ELA daily include essay writing, academic vocabulary, research reports, short responses, DBQ's, interpreting primary documents, text based evidence, exit and entrance tickets, explain and make an argument in various written forms (notes, summaries and short responses).</p> <p>MLO Administrators provide PD to 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</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, ACE, and Larry Bell's 12 Powerful Words and UNRAAVEL strategies</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. (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>*All educators are expected to incorporate technology into their lessons for student engagement and differentiated instruction during whole and or flexible group learning experiences.</p>	<p>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>Reading Percentages Based on Renaissance Star 360 Benchmark Report as January 2019 Winter Screening.</p> <table><tr><th>At/Above Benchmark</th><th>Below Benchmark On Watch</th><th>Below Benchmark Intervention</th><th>Below Urgent</th></tr><tr><td>Grade 6 22%</td><td>Grade 6 12%</td><td>Grade 6 21%</td><td>Grade 6 45%</td></tr><tr><td>Grade 7 15%</td><td>Grade 7 12%</td><td>Grade 7 22%</td><td>Grade 7 51%</td></tr><tr><td>Grade 8 12%</td><td>Grade 8 15%</td><td>Grade 8 25%</td><td>Grade 8 48%</td></tr></table>	At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent	Grade 6 22%	Grade 6 12%	Grade 6 21%	Grade 6 45%	Grade 7 15%	Grade 7 12%	Grade 7 22%	Grade 7 51%	Grade 8 12%	Grade 8 15%	Grade 8 25%	Grade 8 48%
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				<p>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: 1c, 1e, 3b, 3d, 4f (Tier 1) and 1b. 1d,</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 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.</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>System Capacity</p> <p>sample of differentiated tiered learning experiences for flexible groups that are informed by one or</p>	<p>This data reflects an overall comparison of Renaissance Reading Benchmark assessment results from Quarter one and Quarter two. There was an increase in all grade levels performance on the Renaissance STAR Reading from the Fall 2018 to the Winter 2019. Grade 6 showed a 6% increase at/above grade level performance. Grade 7 showed a 2% increase at/above grade level performance. Grade 8 showed a 3% increase at/above grade level performance.</p> <p>The ELA Department began the implementation of our Strategic Test Sophistication Plan. The Strategic Test Sophistication Plan includes the implementation of ready workbooks, using the video clips through i-Ready, State test question review. Implementation of UNRAAVEL strategies and cross curriculum writing assignments. In terms of Renaissance, our students that are below and on watch, teachers have been working with flexible groups, addressing smart goals using text dependent questions, Focus skill worksheets, Rubric based feedback and peer editing. We are tackling state test questions and reviewing them against the 2 point and 4-point rubric.</p>
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					<p>3c, 4a (Tier 2)</p> <p>*Collaboration with RSE-TASC SEIS 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 times within the</p>	<p>more of the following: Math Shift for Mastery: Coherency ELA Shift for Mastery: Academic Vocabulary</p>	
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					<p>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>		
<p>3-8 Math, all students level 2 and above</p> <p>#15</p>	29%	6% increase	Y	Yes	<p>In September 2018, Math Department began to send home weekend packets with one math released questions for grades 6-8. In January 2019, Math department sent home weekend packets with three released questions- one multiple choice question, one short answer question and one extended response question. Each of the questions in the weekend packets were aligned to the New York State Common Core Math Standard. Teachers assess the weekend packets individually and as a grade level group. During the week, weekend packet was reviewed as DO Now. This provided an opportunity for teachers to reteach the topics and provide a rubric-based feedback which was student</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</p> <p>PD/Common Planning agenda and</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 participated in whole group and individualized/small group PD.</p> <p>Math Percentages Based on Renaissance Star 360</p>



				<p>friendly. The rubric-based student friendly feedback provided the students the opportunity to take ownership and responsibility for increasing their level of achievement in area of studies and teacher’s feedback provides a positive culture of learning.</p> <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.</p> <p>MLO Administrators provide</p>	<p>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, 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</p>	<p>Benchmark Report as January 2019 Winter Screening.</p> <table><tr><th>At/Above Benchmark</th><th>Below Benchmark On Watch</th><th>Below Benchmark Intervention</th><th>Below Urgent</th></tr><tr><td>Grade 6 39%</td><td>Grade 6 12%</td><td>Grade 6 19%</td><td>Grade 6 30%</td></tr><tr><td>Grade 7 27%</td><td>Grade 7 11%</td><td>Grade 7 22%</td><td>Grade 7 40%</td></tr><tr><td>Grade 8 34%</td><td>Grade 8 16%</td><td>Grade 8 20%</td><td>Grade 8 30%</td></tr></table> <p>This data reflects an overall comparison of Renaissance Math Benchmark assessment results from Quarter one and Quarter two. There was an increase in grade 6 and 8 performance on the Renaissance STAR Math from the Fall 2018 to the Winter 2019. Although Grade 7 performance remain at 27%^m, there was a slight increase regarding the total number of students performing at the at/above grade level performance. Grade 6 showed a 20% increase at/above grade level performance. Grade 8 showed a 10% increase at/above grade level performance.</p>	At/Above Benchmark	Below Benchmark On Watch	Below Benchmark Intervention	Below Urgent	Grade 6 39%	Grade 6 12%	Grade 6 19%	Grade 6 30%	Grade 7 27%	Grade 7 11%	Grade 7 22%	Grade 7 40%	Grade 8 34%	Grade 8 16%	Grade 8 20%	Grade 8 30%
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				<p>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. 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</p>	<p>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>System Capacity</p> <p>sample of differentiated tiered learning experiences for flexible groups that are informed by one or more of the following:</p> <p>Math Shift for Mastery: Coherency</p> <p>ELA Shift for Mastery: Academic Vocabulary</p>	
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				<p>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: 1c, 1e, 3b, 3d, 4f (Tier 1) and 1b, 1d, 3c, 4a (Tier 2)</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</p>		
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					<p>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	<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 received a training on implicit bias. More trainings are planned for later this</p>	<p>NYSED 3-8 Data to support guided reading activities</p> <p>NYSESLAT data</p> <p>NYSITELL data</p> <p>ELA assessments</p> <p>Unit tests</p> <p>Read 180 data</p> <p>Quarterly class grades</p> <p>Moby Max formative assessments</p> <p>Feedback from CPT meetings</p> <p>Feedback from ELA coordinator</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 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>



					school year to allow staff the opportunity to confront their own bias and develop stronger, more meaningful rapport with students and parents.		
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 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>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 Moby Max formative assessments</p> <p>Feedback from CPT meetings</p> <p>Feedback from Math coordinator</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 analyzing 2018 3-8 data to identify learner-centered problems as well as problems of practice.</p> <p>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.</p>
4 & 8 Science, all	24%	6%	Y	Yes	A seasoned Living	During the months of September 2018	Living Environment Data:



students Level 3 and above #85		increase		<p>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 quarterly Instructional Planning Report, and daily Pre/Formative Assessments) to drill down on the common learner centered problems across each grade. As a</p>	<p>through December 2018, the Science Department was required to send home a weekend packet which consisted of one state review question (Part1) from a prior New York State Grade 8 Intermediate-Level Science Test or Living Environment Regent Examination.</p> <p>Currently, the Science Department is required to send home a weekend packet which consists of a part 2 question either a written response or graphing question from a prior New York State Grade 8 Intermediate-Level Science Test or Living Environment Regent Examination. Teachers assesses the weekend packet and reviewed with class as a Do Now to enhance their test taking skills/strategies.</p> <p>Grade-Level Midterm Assessments were administered which included state level questions: Part 1 and 2 based on the pacing calendar. Purpose is for our students to build test taking skills with plenty of practice.</p>	<p>11/29/18 Cumulative Examination Total 24/77= 31% passing rate African American: 9 Females/1 Male =10 Hispanic: 12 Females/2 Males=14</p> <p>1/10/19 Unit Transport Examination Total 23/79= 29 % passing rate African American: 12 Females/ 3 Males =15 Hispanic: 6 Females/2 Males=8</p> <p>1/15/19 Midterm Examination Total 26 /76 = 34 % passing rate African American: 12Females/3 Males =15 Hispanic: 11 Females/0 Males=11</p> <p>The weekend packets provide teachers with feedback to see where our scholars are and what learning needs to focus on to accomplish S.M.A.R.T Goals. Grade-level Midterm Assessments provided information to help teacher planning and guide differentiated instruction. The student's feedback provides ownership and responsibility for their learning and teacher's feedback provides a positive culture of learning.</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</p>
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				<p>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: 1c, 1e, 3b, 3d, 4f (Tier 1) and 1b, 1d, 3c, 4a (Tier 2)</p> <p>*Instructional Practice Goal:</p>		<p>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.</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>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>			
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	Status (R/Y/G)	Based on the current implementation status, does the	What are the SCEP/SIG goals and or key strategies which have supported	List the formative data points being used to assess progress	Based upon those formative data points, provide quantitative
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		Target		school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	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.	towards meeting the target for this indicator?	and/or qualitative statement(s) which demonstrate impact towards meeting the target.
Student Suspension Rate (out of school) #4	23%	3% decrease	Y	Yes	<p>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 these seminars, for minor infractions, to avoid suspension.</p> <p>Mentorship is a relationship in which a more experienced or knowledgeable person(s) helps to guide a less experienced or less knowledgeable person. It is a learning and development partnership between someone with vast experience and someone who wants to learn. A collective of dedicated volunteer mentors and educators are committed to working with our children on an ongoing basis. Our framework is that of a family dynamic where we support each other in identifying, developing, and achieving</p>	<p>School suspension data</p> <p>Supt. Hearing data</p> <p>MLO Monthly Suspension tables</p> <p>Behavior Major + Minor referrals</p> <p>FBA/BIPs</p> <p>Counseling referrals</p> <p>Mediation referrals</p> <p>Behavior contracts</p> <p>PBIS + Matrix</p> <p>Warrior Bucks</p> <p>Fun Friday</p> <p>PBIS Tier 3 1:1 Support (Mrs. Edwards and Mrs. Farber)</p> <p>Saturday Programming includes:</p> <p>Interpersonal Social Skills</p> <p>Black History Boot Camp</p> <p>Yoga/Mindfulness</p> <p>Journaling</p> <p>Recreation (Basketball, soccer, running, walking, jump rope, kickball, and calisthenics)</p> <p>Writing/Reading Exercises</p> <p>DIY Projects focusing on natural/organic creations</p> <p>Arts and Crafts</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>Please see attachment for more information about the Kid Talk/RTI procedures</p>



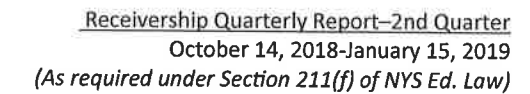
				<p>S.M.A.R.T. goals.</p> <p>The Warrior Group Mentoring Program is an initiative providing mentoring to students in the Wyandanch school district. Currently, some of our volunteers include a School Counselor, Teacher Assistant, Certified English Language Arts Teacher, Bi-lingual (English/Spanish) Certified Mathematics Teacher, and a Bi-lingual (English/Spanish) School Social Worker. You may know us as Monique DeMory, Barbara Haynes, Jennifer Mignanelli, Carmen Massi, Kelly Ureña, and Renee Williamson.</p> <p>The mentors serve in a collaborative manner with parents and families to ensure progress and success. Services offered include homework help; tutoring; informal counseling; cultural and educational trips; career education; financial literacy; organizational skills building; oral presentation/public speaking skills; social skills; conflict resolution/mediation; leadership skills; advocacy; and civic education.</p> <p>Kids Matter Mentoring is a new initiative that began this year. MLO Teachers, Teacher Assistants, Lunch Monitors, and Secretaries have been trained by NYS OCFS Diane Urso to provide mentoring to scholars referred by MLO Staff to participate in weekly mentoring sessions. Activities include SMART Goal Writing; Vision Boards; and interpersonal social</p>	<p>Discussions on current events</p> <p>Rap Sessions</p> <p>Debate/Oral Presentations</p> <p>Community Service</p> <p>Financial Literacy</p> <p>Cooking</p> <p>Daily Living Skills</p>	
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Family and Community Engagement #6	N/A	Movement up one level on the HEDI scale	Y	Yes	<p>skills building.</p> <p>As in previous years, Family & Community Engagement continues to focus on identifying and addressing root causes of chronic underperformance specific to literacy across disciplines, chronic absenteeism (students and staff), implementation of Behavior Modification Programs to reduce suspensions such as: PBIS, counseling support, BIPS, 504's, behavior contracts, parental involvement, academic and enrichment supports.</p> <p>Warrior Mentoring Program: Our mentees will experience growth and success when we work TOGETHER with parents. We provide a safe space to support each other as we support OUR children. Regular and ongoing communication via telephone, text, e-mail, home visits, meetings, and family activities take place. The Parent is the FIRST TEACHER and we respect that role. We also understand that parents want and need support.</p>	<p>Sign in sheets for CET meetings</p> <p>Sign in sheets for Parental Engagement Activities</p>	<p>Quarter 2 Events:</p> <p>Family/Parent Training – November 14, 2018</p> <p>CET/Parent University – November 15, 2018</p> <p>CET Meeting – December 19, 2018</p> <p>Winter Concert – December 19, 2018</p> <p>CET Meeting – January 30, 2019</p> <p>Parent University – January 31, 2019</p>
Providing 200 hours of quality Extended Day Learning Time #94	N/A	Movement up one level on the HEDI scale	Y	Yes	<p>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</p>	<p>Sign in sheets for Extended Learning Opportunities</p>	<p>Participating students will be provided opportunities to participate in additional Core Classes, e.g. Math and ELA, as well as enrichment courses, e.g. Band, African Drumming, Home and Careers, Chorus, 3D Printing, Coding, Videography, Dram and Art.</p>



					<p>interim, students have been provided with weekend and holiday packets to provide additional instruction.</p> <p>In our continued effort to help students meet and exceed high academic standards, while ensuring the cultivation of a rich and stimulating learning environment, we have developed <i>The MLO We are Rising Extended Day Afterschool Program</i>.</p>		
<p>Teacher Attendance</p> <p>#95</p>	N/A	96%	Y	Yes	<p>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.</p> <p>Teachers who have perfect attendance are eligible to sell back those days twice yearly.</p>	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.
<p>Chronic Absenteeism</p> <p>#98</p>	N/A	TBD	Y	Yes	<p>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.</p>	2017-2018 Scholar attendance data from Infinite Campus and MLO attendance coordinator, teacher monitoring, and Attendance team collaboration.	<p>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</p>



Part III – Additional Key Strategies – (As applicable)

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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.
<u>Powers of the Receiver</u> 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 <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 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)					
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)					
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)					
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.)

Budget Analysis		
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:		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.
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Part VII: Best Practices (Optional)

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



Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Dr. Mary Jones
Signature of Receiver: *Mary Jones*
Date: 1/31/19

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): Vanessa B. Streeter
Signature of CET Representative: *Vanessa B. Streeter*
Date: 1/30/19

Milton L. Olive Middle School

Kid-Talk & Pupil Services Support Team (PSST)/RTI Procedures

The Kid-Talk procedure is a way for teachers to share their ideas, experiences, and creativity with each other to help students succeed. It enables teachers to expand their tool box and think beyond it. ***Please note that before referring a child to PSST, a documented Kid-Talk must take place.*** If you have a student whom you believe needs additional intervention in a non-crisis situation, please follow these steps:

- **Step #1-Preliminary Paperwork:** Teachers identify student(s) in need of assistance. Complete **Preliminary Meeting Request Form-Kid Talk Step 1** (*1st 2 pages of 3*) and submit to your Department Coordinator.
- **Step #2-Kid Talk Meeting:** Team Coordinator will place student on agenda for a teacher facilitated discussion during common planning meetings. Please come to that meeting with the requested materials/documentation. Meetings may either be ***Teacher Only meetings*** to discuss student or ***Parent/Student/Teacher meetings***. During the meeting, the referring teacher must complete the attached **Strategies Form- Kid Talk Step 2** and hold for the follow-up Outcome Meeting.

At the meeting, Discuss the presenting problem/concern, strategies you have already tried, and why they have not been effective. Brainstorm with team teachers to develop new strategies and ideas to address the presenting problem/concern. Complete the Strategies Form and implement the strategies for a *minimum of 2 weeks* (can be longer).

- **Step #3 Outcome Meeting:** An Outcome Meeting or follow-up meeting will be held after the allotted time period of intervention strategies. The referring teacher must complete the attached **Outcome Form-Kid Talk Step 3** and submit to the School Counselor/Department Coordinator.
- **Step #4 Decision:** 3 decisions can be made following the outcome meeting:
 - 1) NO additional Kid-Talk/PSST meetings are needed (*strategies were found effective*)
 - 2) Additional Kid-Talk meetings needed (*may include parent/student at this time/new strategy form & try something new*)
 - 3) Student recommended for PSST Referral (*strategies were not successful*)
The completed Kid-Talk packet (including preliminary meeting, strategies & outcome forms) must be submitted to the School Counselor.

- **Step #5 PSST Meeting:** A PSST meeting will take place. Recommendations will be discussed, documented, and distributed. A follow-up meeting will be scheduled at that time to review progress lead by the School Counselor. The Team will consist of: Administrator, School Counselor, Gen-Ed Teacher, Sped Teacher, ENL Teacher, Social Worker, School Nurse as needed.

A Brief Teacher Check List will be needed by all teachers involved with the specific student **TWO DAYS PRIOR** to the PSST meeting. A request will be made by the School Counselor. This report can be sent via-email to PSST team School Counselor.