

**2021-2022 Receivership School Quarterly Report #1**  
Report Period: July 1, 2021 to October 15, 2021 (Due October 29, 2021)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with or be adaptations to the previously approved intervention plans and require explicit engagement and input from community engagement teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:			
Clary Middle School	421800010003	Syracuse City School District	N/A	<a href="http://www.syracusecityschools.com/clary">http://www.syracusecityschools.com/clary</a>			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD
Jaime Alicea	Lisa Costanzo Appointment Date: 6/27/2018	Laura Kelley, Chief Academic Officer Pamela Odom, Executive Director of Secondary Schools	6-8	N/A	305	1%	25%



## Executive Summary

Please provide a *plain-language summary* of this completed report and related continuation plan(s) with a focus on the implementation of key strategies, engaging the community, and enacting Receivership. 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*.

Clary Middle School has been working to engage students and families in their return to both full-time in-person instruction and in students and staff returning to their renovated home school after a year spent in a swing space building. Additionally, the school is in its third year of implementing the International Baccalaureate Middle Years Programme (IB MYP), supported daily by instructional coaches and it infused in each week's Thursday professional development after school. Weekly planning and collaboration time is used for analyzing data, personalizing instruction for students, and creating interdisciplinary units in accordance with IB MYP training. Clary regularly monitors student data regarding chronic absenteeism, math, ELA, and science and is completing the first administration of the district's newly introduced NWEA Math and Reading assessment to assess growth in each of these areas by student subgroup. intensified efforts continue to be made to call and visit student homes to support student attendance, engagement, and achievement, and the school partners with feeder elementary schools to provide engagement opportunities across the quadrant.



**Directions for Parts I, II, and III** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that were implemented in the first quarter and include the process used to assess strategy impact on student learning outcomes.

This is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations included in the school's 2021-2022 Continuation Plan with a focus on progress made through continuous and comprehensive planning, articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement. 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 State academic standards. District and school staff should consider the impact of identified key strategies on student learning, and connection with and alignment to diagnostic review feedback to ensure long-term sustainable growth.

### **Part I –Lead Strategies for Improvement**



**Lead Strategies for School Improvement**

*Identify 3-4 of the core lead strategies that are central to the school’s improvement plan and outline the progress made applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.*

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during  
 July 1, 2021 – October 15, 2021**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
IBMYP International Baccalaureate Middle Years Program	G	Clary continues to work towards authorization as an IBMYP school in this school year. Utilizing the MYP philosophy students are provided with an education that crosses disciplinary, cultural, national, and geographical boundaries and that champions critical engagement, stimulating ideas, and meaningful relationships. Our teachers continue to hone unit and lesson plans to support students to reach their goals. Unit and lesson plans are tracked on our OneNote, through administrative feedback and walkthroughs, and with the support of our MYP Coordinator. This strategy supports us in reaching our demonstrable improvement targets by providing consistency in instructional planning and delivery for students schoolwide.
SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices	G	Clary continues utilizing SEL/CRSP including “Second Step” to support our students’ needs during a morning meeting/advisory period that is built into the schedule. Teachers also have been meeting with students in small groups to afford them the opportunity to set goals for themselves based on the MYP Learner Profile, create action steps to achieve their goals, and provide a time to reflect on this cycle. We continue with restorative practices, weekly climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners. This strategy supports us in reaching our demonstrable improvement targets by building positive relationships between students and staff members and creating a welcoming and affirming environment.
DDI Data Driven Instruction	G	Clary continues to utilize Data Driven Instructional Cycles this year. Teachers look at all of the data sources that are available to us, including NWEA Map Reports, to target standards and focus instruction to allow for maximum growth for our students. This data cycle has become an integral part of instructional meetings and PLCs. This key strategy has supported us in reaching and exceeding eight of our twelve indicators in the past. It has also been crucial in identifying areas of improvement in the four of the twelve indicators where we look to improve.

**Part II – Demonstrable Improvement Indicators-Level 1**



**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
 July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>
#5 – School Safety		<p>Specific data on serious incidents that have occurred at the school is used to determine progress on this indicator and to calculate the SVI used as the measure for the school safety indicator. At this time we have had one serious incident occur at the school. Based on this data, we have made progress toward meeting the progress target of 0.5 for this indicator.</p> <p>At Clary, we have made it a priority to build relationships with students and their families, which has translated into a welcoming and affirming environment for our students. Teachers, support staff, and agency partners are in contact with families weekly for academic and behavioral supports. Our SIT team meets weekly with administration, teams, and agency partners to identify student needs and track the data. Our support staff continue to provide assistance for students and families in the areas of academic, attendance, and behavioral supports for targeted students including Tier 3 interventions for counseling. Our counselors provided weekly office hours for students in need of individual support, small group skill-building to address social emotional needs, and counseling. We incorporated the ten attributes of the MYP Learner Profile, such as inquirers, reflective, principled, into daily lessons and unit planning, and tied to monthly them to Cougar Shout Outs. All of these efforts have resulted in a more positive school climate.</p>	<p>Based on the data from the first quarter, we will continue to support students and families through our SIT team meetings, counseling, restorative practices, integrating the MYP Learner Profile into daily activities, agency supports, and family outreach, providing students and families support in the areas of academics, attendance and behavior. We will continue our monthly assemblies based on the trends that we observe from the District Code of Conduct. Following the District lead, we instituted a Student Support room, promoting a more positive tone and supportive expectations for students.</p> <p>We have had 82 referrals, 46 ISS, and 71 OSS incidents for the school year. Each child that receives a referral took part in a restorative conference or a mediation, which resulted in only 19 students with repeat referrals. Tier three interventions are in place for the 19 students with repeat referrals this year. These students receive support both at home and at school. In addition, each student in the building has been assigned a coach for any supports that they need. Our agency supports and social workers have also made themselves available for our special education students.</p>
#33 – 3-8 ELA All Students MGP		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders</p>	<p>Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions.</p> <p>Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



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		<p>(Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.</p>	
#39 – 3-8 Math All Students MGP		All students were screened during the first two weeks of school using a SOAR Screener. Students were then placed into groups according to their needs.	Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions.



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		<p>Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic Reasoning) at all grade levels.</p> <p>Student data from the Fall administration of the district-wide NWEA Math assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide Math AIS classes for all students.</p>	<p>Once all students have been assessed on NWEA Math, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>
#100 – 3-8 ELA All Students Core Subject Performance Index		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs.</p> <p>Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3</p>	<p>Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions.</p>



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		<p>interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.</p>	<p>Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>





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#110 – 3-8 Math All Students Core Subject Performance Index		<p>All students were screened during the first two weeks of school using a SOAR Screener. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic Reasoning) at all grade levels. A Math Teacher Lead was hired to support math instruction and provide a model classroom for all Math teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Math assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide Math AIS classes for all students.</p>	<p>Using the SOAR screener data, students were targeted to receive Tier 2 and Tier 3 interventions. Once all students have been assessed on NWEA Math, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



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#150 – Grades 4 and 8 Science All Students Core Subject Performance Index		<p>Clary has hired three new science teachers for the 2021-2022 school year, including an NYU intern from last year and a Living Environment Teacher from one of the high schools in the district who is also serving as a Teacher Lead to support science instruction.</p> <p>Castle Learning science assessments will help to support our academic progress and growth. Science standards are highlighted based on previous years' performance as target standards, and additional curriculum and instructional activities are provided for high-leverage content. These assessments will be followed by data meetings with teachers, administrators, and the District science coach. Clary continues to plan science units and lessons utilizing the MYP philosophy with teachers during instructional meetings and infuse AVID strategies in lessons.</p>	<p>Students are in the process of taking their first set of interim assessments. Once all students have been assessed, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>
#160 – Chronic Absenteeism- All Students		<p>As of the end of this reporting period, our school's chronic absenteeism rate was 49.78. While this rate would not meet our year-end progress target, the student attendance challenges presented by the COVID-19 pandemic are well-documented throughout New York State and our school is no exception to those challenges.</p> <p>Daily attendance and chronic absenteeism data are analyzed each week at Clary Middle School to determine who is in need of additional support and/or intervention and recognition for improvements. We utilize the same chronic</p>	<p>Clary will continue with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, and consistently align our efforts with NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We will also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs. Sessions will be offered</p>



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		<p>absenteeism definition as NYSED when looking at our chronic absenteeism data to ensure that our efforts are consistently aligned with NYSED attendance expectations.</p> <p>Clary continued to utilize social emotional practices and mindfulness throughout the building in morning meetings to create a welcoming and supportive culture for our students. School-level and student-level chronic absenteeism rates are examined weekly to monitor progress toward the target and implement appropriate interventions. We receive a weekly report from our District data coach with students attendance broken down into subcategories for us to analyze. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our procedures are broken down into discreet steps. As a first step, parent letters are sent home followed by a phone call, home visit, preventative referral to an agency partner, and finally an ACCESS referral prior to referral to a county agency. Our support staff made phone calls on a daily basis, made home visits if students were marked absent virtually, and teachers made weekly outreach calls to provide assistance for students and families in the areas of attendance and behavioral support.</p>	<p>throughout the year based on parent needs and we are excited for the increased partnership in the upcoming school year.</p>

**Part III – Demonstrable Improvement Indicators-Level 2**



**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
 July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>
#34 – ELA SWD MGP		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p>	<p>Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions.</p> <p>Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



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		Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.	
#35 – 3-8 ELA Black Students MGP		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not</p>	Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions. Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.



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		<p>reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.</p>	
#38 – 3-8 ELA ED Students MGP		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that</p>	<p>Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions.</p> <p>Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



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		<p>students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.</p>	
<p><b>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</b></p>		<p>All students were screened during the first two weeks of school using the DIBELS ORF and MAZE. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). An ELA Teacher Lead was hired to support literacy instruction and provide a model classroom for all ELA teachers.</p>	<p>Using the DIBELS screener data, students were targeted to receive Tier 2 and Tier 3 interventions. Once all students have been assessed on NWEA Reading, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



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 July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>
		<p>Student data from the Fall administration of the district-wide NWEA Reading assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students.</p>	
#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students		<p>All students were screened during the first two weeks of school using a SOAR Screener. Students were then placed into groups according to their needs. Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic</p>	<p>Using the SOAR screener data, students were targeted to receive Tier 2 and Tier 3 interventions.</p>





**Quarterly Report #1 Reflection on Activities Completed for this Indicator during  
 July 1, 2021 – October 15, 2021**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> </ul>
		<p>Reasoning) at all grade levels. A Math Teacher Lead was hired to support math instruction and provide a model classroom for all Math teachers.</p> <p>Student data from the Fall administration of the district-wide NWEA Math assessment will be used to support progress for this indicator when the District testing window closes at the end of October. As this is the first assessment that students will take on this platform, we will be able to track students growth and progress during the next window for reporting. The results will be used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide Math AIS classes for all students.</p>	<p>Once all students have been assessed on NWEA Math, we will start data cycles and instructional action planning. We will also target 30 students per grade level for more in-depth progress monitoring and achievement.</p>



**Part IV – Community Engagement Team (CET)**

<b>Community Engagement Team (CET)</b> <i>The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.</i>	
<b>Report Out of 2021-22 CET Plan Implementation</b>	
<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as members this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2021-2022 continuation plan. Include the role/title of any new members.</li> </ul>	Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.
Our CET includes the building leadership team including the Principal, Vice-Principal, Administration Intern, MYP Coordinator, and Discipline Literacy Coach. We have our District Parent Liaison and several teachers, two students, an agency partner, and a local community member. We are still in search of a parent member.	Our CET has been instrumental in planning more community events this year and we are excited to be hosting a “Trunk or Treat” event on October 28, 2021.

**Part V - Receivership Powers**

<b>Powers of the Receiver</b> <i>Provide a summary of the use of the School Receiver’s powers during this reporting period.</i>
<p><b>1. Review and Make Changes to the School Budget</b>                      District funding has been allocated to hire teachers to provide additional math, science, and technology support throughout the academic day, and continue to purchase additional technology to support Personalized Learning. The District has also supported the addition of an IB MYP Coordinator to support program implementation at the school.</p> <p><b>2. Implement Professional Development for Staff</b>                      Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became familiar with the re-paced middle school math curriculum. All Clary staff also participated in the IB MYP implementation for Year 3 and training over the summer prior to school starting to prepare them for unit</p>



planning. Clary offers additional hours for each teacher to be able to take part in professional development opportunities of need and interest throughout the school year. Clary has an instructional coach, content-area Lead Teachers, and an IB MYP Coordinator to provide job-embedded professional development in each of the four core content areas each week, as well as additional PD time with these content experts and district-level content supervisors on Thursday during weekly professional development time.

### **3. Create/Change School Program and Curriculum**

The Superintendent has been intentional and strategic in support of improved instructional practices across all middle school grade levels. The Executive Director of Secondary Schools has developed and implemented professional development sessions to integrate the District's Personalized Learning and IB MYP program initiatives to raise the level of rigor across all content areas. The Director of Mathematics has weekly professional development sessions for math teachers around the district-adopted curriculum. Clary instructional coaches, content area Lead Teachers, and the IB MYP Coordinator support professional leaders, instructional unit planning for IB MYP, and data analysis of student work during team and weekly PD sessions to improve instruction and analyze student progress.

Math curriculum in grades 6-8 and Algebra and prioritized, assessment-based science standards have been implemented to increase instructional engagement and student achievement outcomes. These resources allow math and science teachers to provide additional, targeted mathematics and science instruction to ensure more hands-on, interactive learning experience. These resources are designed to focus on the most important math and science learning to assist students in mastering material needed for promotion to the next grade. It also exposes more students to higher-level math and science curriculum, while preparing them for success on exit exams and future math and science coursework.

### **4. Require all Staff to Reapply for Their Positions and Negotiating Changes to the Collective Bargaining Agreement**

The "mutual consent" power has allowed Clary to improve the commitment of the staff to be held to high expectations of providing high impact instruction, engaging with families, and collaborating with peers to improve student achievement. Principals and staff had to mutually agree to either continue or begin work at Clary this year, and staff interested in being trained in and implementing IB MYP elected to work in the school

### **5. Extended Day**

The Superintendent returned Clary Middle School to an extended school day routine upon return to in-person instruction. Until October 25, Clary was on an extended day schedule. Because of transportation challenges, 14 schools in the district, including Clary, have reduced their length of day. Once enough drivers are secured, Clary will return to the longer ELT length of school day.



**Part VI – Assurance and Attestation**

By signing below, I attest to the fact that the information in this Receivership Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation §100.19 have been met.

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: Jaime Alicea  
Date: 11/5/21

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update if necessary, its 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: Marianne Clark  
Title of CET Representative: MYP Coordinator  
Date: 28 October 2021