

## Receivership Schools ONLY

### Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website: <a href="http://www.syracusecityschools.com/clary">http://www.syracusecityschools.com/clary</a>				
Clary Middle School	421800010003	Syracuse City School District	Not Applicable	Check which plan below applies:				
				SIG			SCEP	
				Cohort:			√	
Model:								
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Jaime Alicea	Lisa Costanzo	Laura Kelley, Chief Academic Officer		6-8	N/A	0.8%	25%	381
	Appointment Date: 6/27/2018	Pamela Odom, Executive Director of Middle Schools						

<b>Executive Summary</b>
<p>Please provide a <i>plain-language summary</i> of this combined report and continuation plans in terms of implementing 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 <i>no more than 500 words</i>.</p>
<p>Clary Middle School has implemented structures and professional learning to support a rigorous academic program and an extended learning day model. Staff engage in required weekly professional development to implement the International Baccalaureate Middle Years Programme (IB MYP) at the school. Staff have engaged in both AVID and IB MYP training on and off site to put school-wide systems in place for interdisciplinary unit planning and AVID instructional and learning strategies.</p> <p>School leadership, the new IB MYP Coordinator, and the Disciplinary Literacy Coach coordinate with Multi-Classroom Leaders (MCLs) to maximize the new extended day for staff and students. This team utilizes data to identify students in subgroups to make strategic decisions aligned with the school's Receivership metrics and targets. The leadership team has also worked with other middle schools that demonstrated substantial improvement in areas such as middle grades math and 8<sup>th</sup> grade science to ensure similar structures and protocols are in place in the 2019-20 school year at Clary, participating in visits to and from other successful teachers. Math teachers and school leadership have participated in ongoing training for the new districtwide math curriculum adopted for all grades 6-8 and Algebra, and a year-long plan for ongoing professional learning and support is well underway.</p>

As part of converting to a Community School, Clary’s family engagement program aide and Community School director collaborate with school leadership to match student needs with services and supports available to maximize the capacity of service provision for students and families who are part of the Clary community. The new Community School Coordinator is collaborating with school leadership to ensure the school’s Receivership targets are met. The leadership team, Community Engagement Team and partners, and entire staff engage in data analysis, determining quarterly progress toward Receivership requirements to ensure the school makes demonstrable improvement in 2019-20.

**Attention** – This document is intended to be completed by the School Receiver and/or its 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, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

**Please note** - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

**Directions for Part I and II** - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

**Part I** – *Demonstrable Improvement Indicators (Level 1)*

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	The key strategies that support the progress in this indicator include the school-wide commitment to restorative practices and mindfulness built into our daily schedule, an implementation of a behavior hierarchy for students, a student advisory time every other week and professional development for teachers around trauma informed and culturally responsive practices. Our commitment to restorative practices led to 177 mediations including student to student and student to staff. This has also led to a total of 517 referrals as of March 16, 2020, including 244 days of ISS and 215 days of OSS. This is a decrease from the 2018-2019 school year which had 1051 total referrals. The Second Step program was utilized during our homeroom time which addressed the social and emotional needs grounded in activities and lessons that address concerns and issues of present day society, such as issues around cyber bullying, racism, emotions, relationships, identities, and resilience. The ten attributes of the MYP Learner Profile, such as inquirers, caring, principled, was embedded in lessons and unit planning, creating community projects, and the beautification of buildings. We instituted a behavioral hierarchy within each classroom to promote consistent schoolwide expectations. As part of our Community Engagement Team work, we also address data around attendance and behavior plans for targeted students through the work of our Student Intervention Team. We hosted bi-monthly incentives tied to academic achievement and positive behavior. For students who did not earn the incentive time, a “Pit (Partners In Teaching) Stop” was formed to allow students an opportunity for redemption and the chance to earn back incentive time. We also created a student advisory time,	For the 2020-21 school year, Clary has a well-founded commitment to building relationships with our students and families. Our 7 <sup>th</sup> grade teachers will loop up to 8 <sup>th</sup> grade with the students as they have deep rooted connections with those students. We will continue to support restorative practices and mindfulness throughout the building with a dedicated time built into the daily schedule, including the use of the Second Step curriculum. Teachers will continue to participate in professional development around trauma-informed strategies and developing effective behavior plans. Our district will provide some of the training; however, our teachers will take the lead in continuing “The Talk,” grounding it in the NYS Culturally Responsive-Sustaining Education Framework. Our SIT team will continue to have consistent structures for progress monitoring, both academic and behavioral. The district code of conduct expectations, guides, and protocols will

	<p>called the Cougar 8, which allowed students to connect with adults in the building in small groups of eight. From there we established trends in the building, held assemblies related to issues students were having, and utilized agency partners to create skill-building lessons based on discipline data.</p> <p>During our remote learning period, the staff at Clary made it a priority to reach out to students in an effort to continue to build upon the relationships that we had established over the school year. Teachers, support staff, and agency partners were in contact with families at least once per week for academic and behavioral support. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our teachers and administrators asked for additional support related to trauma-informed practices which led to a series of meetings focused on culturally responsive and sustaining practices, critical examinations of power structures, examining implicit bias, and finding resources for students that are written and developed by racially, culturally, and linguistically diverse perspectives. These meetings, which were called, “The Talk,” became a powerful tool for teachers to begin to address social justice issues with students.</p> <p>At this time, according to the SVI, we had three serious incidents, translating to 0.12, which is below our projected target of 0.5 for this indicator, meaning that we were projected to meet this indicator.</p>	<p>be embedded in lessons for the students. Behavior plans for students with persistent behaviors and increasing the use of Tier One strategies will be a focus for the year. We will review our data and identify students already having a behavior plan from the previous school year and determine coach lists and support in the building in August. Specifically, we will be looking at referral rates, OSS and ISS, days of instruction lost, SIT and DCST logs and our family outreach. Our support staff will continue to provide assistance for students and families in the areas of attendance, academic, and behavioral supports for targeted students including Tier 3 interventions for counseling. Our counselors will provide weekly office hours for those students that may need virtual counseling, individual support, or small group skill building to address social emotional needs. We also provide these office hours for staff who may be struggling. We have a Wellness Coach in the building for teachers to practice healthy living, stress-relieving skills to promote the social emotional well-being of staff as well.</p> <p>The MYP Learner Profile will be tied to monthly mindfulness strategies and Cougar Shout Outs, in addition to being embedded into unit and daily lessons plans. AVID strategies, specifically Organization, and the use of our AVID Card Incentive system, will be utilized which will support frustration levels that may affect behavior.</p>
<p>#33 – 3-8 ELA All Students MGP</p>	<p>This semester, Clary continues to focus on improving literacy skills by continuing to implement the Language!Live program for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and WIST. Our ELA instruction was strengthened by targeting instruction through an Intensive Reading (IR) teacher who focuses on diagnosing and prescribing Tier 2 interventions for gaps in student learning. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth</p>	<p>For the 2020-21 school year, Clary will continue to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6<sup>th</sup> graders and Level 2 for two classes of 7<sup>th</sup> graders for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions will be delivered by our Intensive Reading (IR) teacher at the 8<sup>th</sup> grade and ELA teachers will be provided professional development to</p>

	<p>Plans and Trackers used by students. The MYP Key Concepts, Related Concepts and Global Contexts have become paramount at this time of a pandemic and making global connections.</p> <p>During our remote learning period, we were supported by the district with a consistent ELA curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our coaches delivered ELA lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance reading assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made significant growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 40% increase in SGP. In 7<sup>th</sup> grade there was a 2% increase in PR and a 38% increase in SGP. In 8<sup>th</sup> grade there was a 3% increase in PR and a 71% increase in SGP. We had an average increase of 35% on our IO assessments and a 25% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were above our progress target of 45.20 for this indicator with a 52.20, meaning that we were projected to meet this indicator.</p>	<p>implement Tier 2 intervention strategies to targeted students as well. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas and CommonLit, an online digital content provider. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p>
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<p>#39 – 3-8 Math All Students MGP</p>	<p>This semester, Clary has been focusing on strengthening math instruction through the implementation of Illustrative Math, a problem-based curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Math achievement was supported by focusing on moving students from growth to proficiency according to gaps in student learning. Staffing has been a challenge in math, but Clary’s Math MCL has been teaching additional sections and we utilized a district math coach to work with math teachers during a PLC weekly. Our 7<sup>th</sup> grade math teacher went out on leave with projected return dates monthly, but did not return. This led to numerous substitutes taking over the class with the support of an MCL, but student learning and achievement suffered. The district math coach helped support all math teachers on a weekly basis beginning in January, which provided consistency, an increase in content knowledge for both teachers and students, and instruction began to improve. A district special education coach collaborated with the district math coach and the self-contained teachers to create a prioritized curriculum for the students in the self-contained classrooms. LearnZillion and DreamBox Learning were our primary supports for digital content in mathematics.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students.</p> <p>During our remote learning period, we were supported by the district with a consistent Math curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met weekly as teams and content areas to best meet the needs of students. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our math teachers delivered math lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance math assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However,</p>	<p>For the 2020-2021 school year, Clary will continue to focus on strengthening math instruction through the implementation of Illustrative Math, weekly planning sessions and professional development with a district math coach, and a dedicated time in the block for targeted Tier 1 and Tier 2 interventions. A certified math teacher with exceptional content knowledge was hired to teach Algebra in 8<sup>th</sup> grade. Another teacher with a math background was hired for 6<sup>th</sup> grade as well. The district math coach will meet with all math teachers twice weekly to support as well as model instructional delivery. Teachers will utilize curriculum in a blended model which includes synchronous, asynchronous, and in-person instruction utilizing Canvas and online digital content LearnZillion. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and</p>

	<p>all points of data suggested students made growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 37% increase in SGP. In 7<sup>th</sup> grade there was a 10% decrease in PR yet a 12% increase in SGP. In 8<sup>th</sup> grade we were unable to make a comparison from the first to second administration due to a change in testing. We had an average increase of 6% on our IO assessments and a 10% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 47.50 for this indicator with a 34.49, meaning that we were not projected to meet this indicator.</p>	<p>Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development course.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>	<p>This semester, Clary continues to focus on improving literacy skills by continuing to implement the Language!Live program for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and WIST. Our ELA instruction was strengthened by targeting instruction through an Intensive Reading (IR) teacher who focuses on diagnosing and prescribing Tier 2 interventions for gaps in student learning. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students. The MYP Key Concepts, Related Concepts and Global Contexts have become paramount at this time of a pandemic and making global connections.</p> <p>During our remote learning period, we were supported by the district with a consistent ELA curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our coaches delivered ELA lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p>	<p>For the 2020-21 school year, Clary will continue to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6<sup>th</sup> graders and Level 2 for two classes of 7<sup>th</sup> graders for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions will be delivered by our Intensive Reading (IR) teacher at the 8<sup>th</sup> grade and ELA teachers will be provided professional development to implement Tier 2 intervention strategies to targeted students as well. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas and CommonLit, an online digital content provider. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven</p>

	<p>STAR Renaissance reading assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made significant growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 40% increase in SGP. In 7<sup>th</sup> grade there was a 2% increase in PR and a 38% increase in SGP. In 8<sup>th</sup> grade there was a 3% increase in PR and a 71% increase in SGP. We had an average increase of 35% on our IO assessments and a 25% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 51.0 for this indicator with a 40.85, meaning that we were not projected to meet this indicator.</p>	<p>cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development courses.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>	<p>This semester, Clary has been focusing on strengthening math instruction through the implementation of Illustrative Math, a problem-based curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Math achievement was supported by focusing on moving students from growth to proficiency according to gaps in student learning. Staffing has been a challenge in math, but Clary’s Math MCL has been teaching additional sections and we utilized a district math coach to work with math teachers during a PLC weekly. Our 7<sup>th</sup> grade</p>	<p>For the 2020-2021 school year, Clary will continue to focus on strengthening math instruction through the implementation of Illustrative Math, weekly planning sessions and professional development with a district math coach, and a dedicated time in the block for targeted Tier 1 and Tier 2 interventions. A certified math teacher with exceptional content knowledge was hired to</p>



	<p>math teacher went out on leave with projected return dates monthly, but did not return. This led to numerous substitutes taking over the class with the support of an MCL, but student learning and achievement suffered. The district math coach helped support all math teachers on a weekly basis beginning in January, which provided consistency, an increase in content knowledge for both teachers and students, and instruction began to improve. A district special education coach collaborated with the district math coach and the self-contained teachers to create a prioritized curriculum for the students in the self-contained classrooms. LearnZillion and DreamBox Learning were our primary supports for digital content in mathematics.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students.</p> <p>During our remote learning period, we were supported by the district with a consistent Math curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met weekly as teams and content areas to best meet the needs of students. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our math teachers delivered math lessons aligned to the curriculum for students without internet access as another avenue of support on WCNV, the local public broadcasting network.</p> <p>STAR Renaissance math assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 37% increase in SGP. In 7<sup>th</sup> grade there was a 10% decrease in PR yet a 12% increase in SGP. In 8<sup>th</sup> grade we were unable to make a comparison from the first to second administration due to a change in testing. We had an average increase of 6% on our IO assessments and a 10% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 26.20 for this indicator with a 18.30, meaning that we were not projected to meet this indicator.</p>	<p>teach Algebra in 8<sup>th</sup> grade. Another teacher with a math background was hired for 6<sup>th</sup> grade as well. The district math coach will meet with all math teachers twice weekly to support as well as model instructional delivery. Teachers will utilize curriculum in a blended model which includes synchronous, asynchronous, and in-person instruction utilizing Canvas and online digital content LearnZillion. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p>
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		<p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development course.</p>
<p>#150 – Grades 4 and 8 Science All Students Core Subject Performance Index</p>	<p>Clary partnered with other middle schools to support the implementation of a rigorous, assessment-based focus for 8<sup>th</sup> grade science. Science standards have been highlighted based on previous year's performance as “target” standards, and additional curriculum and instructional activities were provided for high-leverage content, as well as parallel performance tasks with the technology teacher working in an MST block. Clary’s use of these prioritized standards and parallel tasks is in full use in 2019-20 at grades 6, 7, and 8. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year. Students utilize Growth Plans and Trackers in each content area to set goals and reflect on work based on STAR Math and Reading scores, benchmark scores, class grades, flexible content, and individual paths.</p> <p>During our remote learning period, we were supported by the district with a consistent science curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met weekly as teams and content areas to best meet the needs of students. One of our science teachers delivered science lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>Castle Learning science assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly CER (Claim, Evidence, Reasoning) constructed responses. All points of data suggested students made growth. There was a 10% increase on assessments in Castle Learning and an average increase of 15% on the CER constructed answer responses.</p> <p>At this time, were unable to make a projection as we were expecting a third data set from Castle Learning for triangulation, however we believe that based on the data that we do have, we would have met this indicator.</p>	<p>For the 2020-2021 school year, Clary will continue to utilize rigorous interims assessments on targeted standards and parallel performance tasks. We will continue to plan science units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so</p>

		that they can learn at their own pace or redo professional development course
#160 – Chronic Absenteeism- All Students	<p>This semester, Clary has utilized restorative practices and mindfulness throughout the building and supports that work with Social Workers who model and support teacher practice in morning meetings, trauma-informed strategies, and developing effective behavior plans in an effort to create a welcoming and supportive culture for our students. Our SIT Team met bi-weekly to address attendance issues. As a first step, parent letters were sent home followed by a phone call, home visit, preventative referral to an agency partner, and finally a referral to a county agency. Our support staff continues to provide assistance for students and families in the areas of attendance and behavioral supports for targeted students.</p> <p>During our remote learning period, teachers, support staff, and agency partners were in contact with families at least once per week for academic and behavioral support. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 39.00 for this indicator with a 38.05, and as of March 16, 2020, that number was at 29.00, meaning that we were projected to meet this indicator.</p>	<p>For the 2020-21 school year, Clary will continue to support restorative practices and mindfulness throughout the building with a dedicated time built into the daily schedule. School-level and student-level chronic absenteeism rates will be examined at least two times a month to monitor progress toward the target and to implement appropriate interventions. Our support staff will continue to provide assistance for students and families in the areas of attendance, academic, and behavioral supports for targeted students.</p> <p>Our school will be moving to a swing space in the fall as our building is being renovated and this will provide many challenges for Clary. This will impact our absenteeism rate as 100% of our students will need to be bussed to our new location on the east side of the city. We have issues with immunizations for both hybrid and remote students. Parents are fearful of sending their students to school. For our students who do attend, there have been transportation issues and sometimes a bus may not pick up a child. There is also frustration from parents around the multiple platforms that students need to utilize in order to be marked present on a daily basis.</p>

Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u>		
<i>Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.</i>		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	2020-21 School Year Continuation Plan for Meeting this Indicator
#35 – 3-8 ELA Black Students MGP	This semester, Clary continues to focus on improving literacy skills by continuing to implement the Language!Live program for our students scoring below the 10 <sup>th</sup> percentile ranking in STAR,	For the 2020-21 school year, Clary will continue to focus on literacy skills by utilizing the Language! Live

	<p>TOSWRF, and WIST. Our ELA instruction was strengthened by targeting instruction through an Intensive Reading (IR) teacher who focuses on diagnosing and prescribing Tier 2 interventions for gaps in student learning. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students. The MYP Key Concepts, Related Concepts and Global Contexts have become paramount at this time of a pandemic and making global connections.</p> <p>During our remote learning period, we were supported by the district with a consistent ELA curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our coaches delivered ELA lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance reading assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made significant growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 40% increase in SGP. In 7<sup>th</sup> grade there was a 2% increase in PR and a 38% increase in SGP. In 8<sup>th</sup> grade there was a 3% increase in PR and a 71% increase in SGP. We had an average increase of 35% on our IO assessments and a 25% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were above our progress target of 44.50 for this indicator with a 49.76, meaning that we were projected to meet this indicator.</p>	<p>Level 1 for two classes of 6<sup>th</sup> graders and Level 2 for two classes of 7<sup>th</sup> graders for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions will be delivered by our Intensive Reading (IR) teacher at the 8<sup>th</sup> grade and ELA teachers will be provided professional development to implement Tier 2 intervention strategies to targeted students as well. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas and CommonLit, an online digital content provider. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p>
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		<p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development courses.</p>
<p>#38 – 3-8 ELA ED Students MGP</p>	<p>This semester, Clary continues to focus on improving literacy skills by continuing to implement the Language!Live program for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and WIST. Our ELA instruction was strengthened by targeting instruction through an Intensive Reading (IR) teacher who focuses on diagnosing and prescribing Tier 2 interventions for gaps in student learning. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students. The MYP Key Concepts, Related Concepts and Global Contexts have become paramount at this time of a pandemic and making global connections.</p> <p>During our remote learning period, we were supported by the district with a consistent ELA curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our coaches delivered ELA lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance reading assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made significant growth. In 6<sup>th</sup> grade there was a 2% increase in</p>	<p>For the 2020-21 school year, Clary will continue to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6<sup>th</sup> graders and Level 2 for two classes of 7<sup>th</sup> graders for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions will be delivered by our Intensive Reading (IR) teacher at the 8<sup>th</sup> grade and ELA teachers will be provided professional development to implement Tier 2 intervention strategies to targeted students as well. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas and CommonLit, an online digital content provider. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be</p>

	<p>PR and a 40% increase in SGP. In 7<sup>th</sup> grade there was a 2% increase in PR and a 38% increase in SGP. In 8<sup>th</sup> grade there was a 3% increase in PR and a 71% increase in SGP. We had an average increase of 35% on our IO assessments and a 25% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were above our progress target of 45.30 for this indicator with a 50.88, meaning that we were projected to meet this indicator.</p>	<p>instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development courses.</p>
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</p>	<p>This semester, Clary continues to focus on improving literacy skills by continuing to implement the Language!Live program for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and WIST. Our ELA instruction was strengthened by targeting instruction through an Intensive Reading (IR) teacher who focuses on diagnosing and prescribing Tier 2 interventions for gaps in student learning. Intervention time and small group instruction was utilized to ensure that every student is making the maximum growth possible for the 2019-20 school year.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students. The MYP Key Concepts, Related Concepts and Global Contexts have become paramount at this time of a pandemic and making global connections.</p>	<p>For the 2020-21 school year, Clary will continue to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6<sup>th</sup> graders and Level 2 for two classes of 7<sup>th</sup> graders for our students scoring below the 10<sup>th</sup> percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions will be delivered by our Intensive Reading (IR) teacher at the 8<sup>th</sup> grade and ELA teachers will be provided professional development to implement Tier 2 intervention strategies to targeted students as well. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction,</p>

	<p>During our remote learning period, we were supported by the district with a consistent ELA curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our coaches delivered ELA lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance reading assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made significant growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 40% increase in SGP. In 7<sup>th</sup> grade there was a 2% increase in PR and a 38% increase in SGP. In 8<sup>th</sup> grade there was a 3% increase in PR and a 71% increase in SGP. We had an average increase of 35% on our IO assessments and a 25% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 37.00 for this indicator with a 23.11, meaning that we were projected to meet this indicator.</p>	<p>utilizing Canvas and CommonLit, an online digital content provider. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development courses.</p>
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<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>	<p>This semester, Clary has been focusing on strengthening math instruction through the implementation of Illustrative Math, a problem-based curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Math achievement was supported by focusing on moving students from growth to proficiency according to gaps in student learning. Staffing has been a challenge in math, but Clary’s Math MCL has been teaching additional sections and we utilized a district math coach to work with math teachers during a PLC weekly. Our 7<sup>th</sup> grade math teacher went out on leave with projected return dates monthly, but did not return. This led to numerous substitutes taking over the class with the support of an MCL, but student learning and achievement suffered. The district math coach helped support all math teachers on a weekly basis beginning in January, which provided consistency, an increase in content knowledge for both teachers and students, and instruction began to improve. A district special education coach collaborated with the district math coach and the self-contained teachers to create a prioritized curriculum for the students in the self-contained classrooms. LearnZillion and DreamBox Learning were our primary supports for digital content in mathematics.</p> <p>Key strategies Clary is utilizing that directly connect to this indicator are Data-Driven Instruction cycles with teachers during instructional meetings, the implementation of the IB/MYP curriculum planning, utilizing AVID strategies in engaging lessons for students, and Personalized Student Growth Plans and Trackers used by students.</p> <p>During our remote learning period, we were supported by the district with a consistent Math curriculum delivered through Canvas, an online platform, bi-weekly Zoom meetings with students, providing computers and paper copies of academic work to students at home. Teachers also met weekly as teams and content areas to best meet the needs of students. Teachers also met daily and weekly as teams and content areas to collaborate on ways to best meet the needs of students. During this time our teachers would monitor assignment completion and modify assignments to best meet the needs of our students. One of our math teachers delivered math lessons aligned to the curriculum for students without internet access as another avenue of support on WCNY, the local public broadcasting network.</p> <p>STAR Renaissance math assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly IO assessments and created CER (Claim, Evidence, Reasoning) constructed responses. Due to COVID, our third administration was not given. However, all points of data suggested students made growth. In 6<sup>th</sup> grade there was a 2% increase in PR and a 37% increase in SGP. In 7<sup>th</sup> grade there was a 10% decrease in PR yet a 12% increase in SGP. In 8<sup>th</sup> grade we were unable to make a comparison from the first to second administration due to a change in</p>	<p>For the 2020-2021 school year, Clary will continue to focus on strengthening math instruction through the implementation of Illustrative Math, weekly planning sessions and professional development with a district math coach, and a dedicated time in the block for targeted Tier 1 and Tier 2 interventions. A certified math teacher with exceptional content knowledge was hired to teach Algebra in 8<sup>th</sup> grade. Another teacher with a math background was hired for 6<sup>th</sup> grade as well. The district math coach will meet with all math teachers twice weekly to support as well as model instructional delivery. Teachers will utilize curriculum in a blended model which includes synchronous, asynchronous, and in-person instruction utilizing Canvas and online digital content LearnZillion. Demonstration lessons are created by teachers that are incorporated into the Canvas classes, allowing students flexibility to redo a lesson, or make up a time missed with the teacher, thus allowing them to keep up with the workload. We will continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has been created for teachers to track all data points and create bar graphs around achievement and completion of Canvas assignments. Teachers will be instructed in using Excel and ways to “grow the green” or continue to work toward student proficiency. Our hybrid model of instruction will allow for small group instruction to ensure that every student is making maximum growth. Every student needing a device and/or a hotspot has been provided one. At the beginning of September we had 47.2% hybrid students. Pod A—22.7% attend school in-person on Monday and Tuesday. Pod B—18.1% attend school in person on Thursday and Friday. Pod C—6.4% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod</p>
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	<p>testing. We had an average increase of 6% on our IO assessments and a 10% increase on the CER constructed answer responses.</p> <p>At this time, according to the projections from our Q2 data, we were below our progress target of 25.00 for this indicator with a 21.42, meaning that we were projected to meet this indicator.</p>	<p>D, our totally virtual students, account for 51.2% of our population.</p> <p>PLCs on Wednesdays will focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote.</p> <p>Once STAR testing commences, teachers will reassess and target students based on proficiency. Students will then begin to create goals and track their progress around multiple data points.</p> <p>Resources around MYP, AVID, PL, and data-driven decisions are available for teachers on the OneNote so that they can learn at their own pace or redo professional development course.</p>
<p>#94 – Providing 200 hours of Extended Day Learning Time (ELT)</p>	<p>The key strategy for this indicator is Extended Learning Time, which provides an additional 200 hours of learning time for our students. Students will be afforded a longer school day with more teacher contact time during the day for personalized instruction, restorative practices, and mindfulness. Teachers participated in Content Area Team Planning on Thursdays after the regular school day, which allows them to analyze data, plan for effective instruction, look at student work, and participate in targeted professional development.</p> <p>The focus of Content Area Team Planning time for teachers was MYP, AVID, personalized learning, diagnosing and prescribing for appropriate interventions, and targeted instruction.</p> <p>During our remote learning time, teachers met weekly in content areas to continue planning units around the MYP philosophy and creating our subject unit overviews for the fall.</p>	<p>At this time, the district continues to explore its options regarding providing Extended Learning Time (ELT) during the 2020-21 school year. Should ELT remain in place at Clary, the focus of Content Team Planning will remain on MYP, AVID, personalized learning, diagnosing and prescribing for appropriate interventions, and targeted instruction.</p> <p>Should ELT no longer be in place at Clary during the 2020-21 school year, the district will work with NYSED to determine a suitable alternate indicator.</p>

Part III – Goals and/or Key Strategies – (As applicable)

*(This section should only be completed as needed, for goals and/or key strategies not already listed in Parts I and II.)*

<p><u>Goals and/or Key Strategies</u> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</p>	
<p>List the Key Strategy from your approved intervention plan (SIG or SCEP).</p>	<p>2020-21 School Year Continuation Plan</p>

1. International Baccalaureate Middle Years Programme	Clary will continue implementing IB MYP across the school. All staff will participate in weekly PLCs, with a focus on unit planners and interdisciplinary units. IBMYP supports multidisciplinary planning with global contexts and building the IB Learner Profile. An SEL period will allow for development of strong student-teacher relationships, academic planning and goal-setting, and progress monitoring of student growth.
2.	
3.	

Part IV – Community Engagement Team and Receivership Powers

**Community Engagement Team (CET)**

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

**Report Out of CET Plan Implementation**

Dates of CET meetings:  
February 4, 2020  
April 3, 2020  
April 28, 2020  
May 26, 2020

Our CET meetings this past quarter were focused on disseminating information about our remote learning status, distance learning logs, student concerns, food distribution to students, professional development for teachers and a possible schedule for the 2020-2021 school year. One important outcome was to follow a Dufour’s model for our PLCs and create a uniform procedure for meetings with our agency partners, as suggested by our state consultant.

**Powers of the Receiver**

Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

**Report Out**

**1. Expanding the School Day**

Clary has an extended school day and afterschool program to expose students to more learning opportunities and support IB MYP. This additional time allows students to receive additional instructional support from Clary teachers, and teachers use the extended school day time to work daily in Professional Learning Communities to analyze student work/data, plan instruction, and receive professional development by instructional coaches, district content area supervisors, and Multi Classroom Leaders. Clary’s Community School Site Director has also been working with Clary leadership to support matching students to needed services they will receive during and after school.

## **2. Review and Make Changes to the School Budget**

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.

## **3. Implement Professional Development for Staff**

Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became oriented to the new middle school math curriculum. All Clary staff also participated in the IB MYP launch and initial training over the summer prior to school starting to prepare them for unit planning and to orient them to the program. 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 will have instructional coaches and Multi Classroom Leaders (MCLs) 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 after school.

## **4. 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 biweekly professional development sessions for math teachers around the new district-adopted curriculum. Clary instructional coaches, Multi Classroom Leaders (MCLs), and the IB MYP Coordinator support professional leaders, instructional unit planning for IB MYP, and data analysis of student work during afternoon PD sessions to improve instruction and analyze student progress. Students in need of intensive ELA intervention participate in Language!Live support, and these courses have been scheduled to reduce the number of students in groups at a time so that even more attention can be paid to our most struggling scholars.

New 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.

## **5. 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.

<u>Budget Amendments</u>
<p><b>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li>• SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE</li> <li>• CSG AND PSSG AMENDMENTS</li> </ul> <p><b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</p>

Part VI: Best Practices (Optional)

<p><u>Best Practices</u> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2020-2021 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.	
2.	
3.	



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan 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): Jaime Aticca  
Signature of Receiver: [Signature]  
Date: 8/5/20

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): Marianne Clark  
Signature of CET Representative: [Signature]  
Title of CET Representative: Mgt Coordinator  
Date: 12 August 2020