

Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.syracusecityschools.com/clary			
Clary Middle School	421800010003	Syracuse City School District	N/A	Check which grant(s) below apply:			
				CSG		PSSG	SIG (6 or 7)
				N/A		N/A	N/A
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Jaime Alicea	Lisa Costanzo	Laura Kelley, Chief Academic Officer		6-8	1%	22%	338
	Appointment Date: 6/27/2018	Pamela Odom, Executive Director of Secondary Schools					

Executive Summary

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

Clary Middle School has been working to engage students and families while in a swing space this school year due to renovations in their home building. Additionally, the school is in its second year of implementing the International Baccalaureate Middle Years Programme (IB MYP), a process that has been adjusted due to COVID interruptions but is supported daily by instructional coaches and it infused in each week's Wednesday professional development. 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 second benchmark of STAR ELA and Math administrations in early February to assess growth in each of these areas by student subgroup. This challenging school year has involved several weeks of intermittent remote learning, as well as hybrid instruction, with some special education and English as New Language students having the option to attend school in person more often if chosen. Clary continues to adjust based on regional COVID infection rates and quarantine needs. More intensified efforts have been made to call and visit student homes to support student attendance, engagement, and achievement, and we have distributed laptops and hot spots to any family in need so that all students have the opportunity to access virtual instruction provided daily.



This year has brought many challenges but it has also provided Clary and other middle schools the opportunity to expand our knowledge and implementation of virtual learning. As we learn how to provide synchronous and asynchronous instruction to support all of our students' academic needs, we also leverage digital tools and content that support and enhance our instruction. We use Canvas as our core platform for all students and also integrate collaborative learning applications such as Nearpod, adaptive programs like Imagine Math and Newsela to reach all of our students, and engaging tools like Flocabulary to keep online instruction exciting and relevant for students. We continue to use the Common Core-aligned Illustrative Math program designed to give students access to innovative math instruction so they can build their conceptual understanding of critical math standards. It is unique because it guides students in mathematical conversations and teachers facilitate learning in ways that are collaborative and not teacher directed.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the mid-year reporting instrument for receivership schools. The Mid-Year Report, in its entirety, must be posted on the district website.



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

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#5 – School Safety	0.50		Yes	For the 2020-21 school year, Clary has a well-founded commitment to building relationships with our students and families. As we have approximately half of our students following a hybrid schedule and the other half being remote, the staff at Clary make it a priority to reach out to students in an effort to continue to build upon the relationships with students and families. Teachers, support staff, and agency partners are in contact with families at least once per week for academic and behavioral support. Our SIT team continues to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our support staff continues 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 provide	Clary’s team reviews the following data points each month to ensure the School Safety target will be met and to make any adjustments as necessary: <ul style="list-style-type: none">• Number of serious incidents• Referral rates• Out-of-school and in-school suspension rates by student subgroup As noted, we have not had any of these incidents at this point in the school year, but continue to review these data points.	To date, Clary has a School Violence Index (SVI), of 0.0 We have had 0 incidents at this point in the school year that are factored into the SVI calculation. Based on these data points, we are on-track meet our progress target for this indicator.



				<p>weekly office hours for those students in need of virtual counseling, individual support, and 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. Our teachers and administrators participate in professional development related to trauma-informed practices and 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, called, "The Talk," are a powerful tool for teachers as we address social justice issues with students. The district code of conduct expectations, guides, and protocols are embedded in lessons for the students. The ten attributes of the MYP Learner Profile, such as inquirers, caring, principled, are embedded in lessons and unit planning, creating community projects, and tied to monthly mindfulness strategies and Cougar Shout Outs.</p>		
#33 – 3-8 ELA All Students MGP	45.20		Yes	<p>Key strategies include 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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year's score</p>	<p>The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected ELA MGP of 45.04. At this point in the year, we are on-track to meet our progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.</p>



			<p>on the NYS ELA Assessment. Focused, Tier 2 interventions are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures.</p>	
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#39 – 3-8 Math All Students MGP	47.50		Yes	<p>The key strategies that 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>For the 2020-2021 school year, Clary continues 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 8th grade. Another teacher with a math background was hired for 6th grade as well. Teachers 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their</p>	<p>The SCSD uses Renaissance Learning's STAR Math assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 Math Exam based on his or her scaled score on STAR Math. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures.</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected Math MGP of 43.40. This is below our progress target. We will continue to closely monitor our Math instruction and track student growth through our STAR assessment. In doing so, we are confident that we will meet our progress target for this indicator.</p>
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				OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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		
#100 – 3-8 ELA All Students Core Subject Performance Index	51.00		Yes	<p>Key strategies include 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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year’s score on the NYS ELA Assessment. Focused, Tier 2 interventions are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 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 utilized for</p>	The SCSD uses Renaissance Learning’s STAR Reading assessment to monitor students’ academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student’s performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that are Performance Index measures.	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Performance Index of 56.33. While this currently exceeds our progress target, we will continue to push this group in order to accelerate our students’ reading and literacy skills.



				<p>teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>		
#110 – 3-8 Math All Students Core Subject Performance Index	26.20		Yes	<p>The key strategies that 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>For the 2020-2021 school year, Clary continues 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 8th grade. Another teacher with a math</p>	<p>The SCSD uses Renaissance Learning’s STAR Math assessment to monitor students’ academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student’s performance level on the NYS 3-8 Math Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that are Performance Index measures.</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected Math Performance Index of 26.05. At this point in the year, we are on-track to meet our progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.</p>



				<p>background was hired for 6th grade as well. Teachers 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>		
#150 – Grades 4 and 8 Science All Students Core Subject Performance Index	80.30		No	<p>Clary continues to utilize rigorous interims assessments on targeted standards. We 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas</p>	<p>Science interim assessments are administered three times throughout the school year. Additionally, CER Writing responses are administered twice monthly to assess student performance and progress in writing constructed responses.</p>	<p>The first interim assessments for science were administered using the Castle Learning Platform. Our 8th grade students had a passing rate of 42% and our Living Environment students had a passing rate of 49%. These assessments do not allow for</p>



				<p>assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency</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) Writing constructed responses. Science standards have been highlighted based on previous year's performance as "target" standards, and additional curriculum and instructional activities are provided for high-leverage content. Intervention time and small group instruction is utilized to ensure that every student is making the maximum growth possible for the school year. PLCs on Wednesdays focus on the DuFour model and teachers will create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. 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>triangulation, so our projection for a Performance Index is based on the interim assessments. We remain focused on continued growth in Science and will continue to utilize Castle assessments and CER Writing response data to monitor student performance and needed interventions.</p>
#160 – Chronic Absenteeism- All Students	39.00%		No	<p>As of January 26, 2021, we have 41.3% hybrid students. Pod A—18% attend school in-person on Monday and Tuesday. Pod B—16.2% attend school in person on Thursday and Friday. Pod C—7.1% attend school in person on Monday, Tuesday, Thursday, and Friday. Pod D, our totally virtual students, account for 58.6% of our population.</p> <p>This semester, Clary has utilized 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 to implement appropriate</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 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>As of 1/22/21, Clary has a chronic absenteeism rate of 53.36%. At this point in the school year, this is above our progress target.</p>



				<p>interventions Our SIT team continues to meet weekly with administration, teams, and agency partners to best meet the needs of students. As a first step, parent letters are 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. Teachers, support staff, and agency partners are in contact with families at least once per week for academic and behavioral support.</p> <p>Our school moved to a swing space in the fall as our building is being renovated and this has produced many challenges for Clary. This has adversely impacted our absenteeism rate as 100% of our students need to be bussed to our new location on the east side of the city. We have also had 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>		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	
				Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.	

Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation	What are the goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that
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			status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.		demonstrate impact towards meeting the target.
#34 – ELA Students with Disabilities MGP	37.90		Yes	<p>Key strategies include 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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year's score on the NYS ELA Assessment. Focused, Tier 2 interventions are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 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</p>	<p>The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These data are further disaggregated by subgroup to align to subgroup specific indicators.</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected ELA SWD MGP of 43.13. While this currently exceeds our progress target, we will continue to push this group in order to accelerate our students' reading and literacy skills.</p>



				<p>and Trackers. A notebook in OneNote has utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>		
#35 – 3-8 ELA Black Students MGP	44.50		Yes	<p>Key strategies include 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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year's score on the NYS ELA Assessment. Focused, Tier 2 interventions</p>	<p>The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Black Students MGP of 43.88. At this point in the year, this is below our progress target. However, we will continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator.</p>



				<p>are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These data are further disaggregated by subgroup to align to subgroup specific indicators.</p>	
#38 – 3-8 ELA Economically	45.30		Yes	Key strategies include Data-Driven Instruction cycles with teachers during instructional meetings, the	The SCSD uses Renaissance Learning's STAR Reading	Utilizing student data from the STAR assessment screening, we



Disadvantaged Students MGP			<p>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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year's score on the NYS ELA Assessment. Focused, Tier 2 interventions are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p>	<p>assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These data are further disaggregated by subgroup to align to subgroup specific indicators.</p>	<p>have calculated a projected ELA Economically Disadvantaged Students MGP of 44.81. At this point in the year, this is below our progress target. However, we will continue to closely monitor our ELA instruction and track the growth of specific students through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator.</p>
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				PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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.		
#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students	37.00%		Yes	<p>Key strategies include 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 continues to focus on literacy skills by utilizing the Language! Live Level 1 for two classes of 6th graders and Level 2 for two classes of 7th graders for our students scoring below the 10th percentile ranking in STAR, TOSWRF, and the previous year's score on the NYS ELA Assessment. Focused, Tier 2 interventions are delivered by our Intensive Reading (IR) teacher at the 8th grade in collaboration with ELA teachers. Teachers will utilize the district ELA curriculum, which includes a blended model of synchronous, asynchronous, and in-person instruction, utilizing Canvas, 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 continue to plan units with the MYP philosophy, utilize a data-driven cycle with teachers</p>	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that measure closing the performance gaps between subgroups of students.	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 19%. As this point in the year, this places us on-track to meet our year-end progress target.



				<p>during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. A notebook in OneNote has utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency. Our hybrid model of instruction allows 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.</p> <p>PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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>		
#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students	25.00%		Yes	<p>The key strategies that 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>For the 2020-2021 school year, Clary continues 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</p>	<p>The SCSD uses Renaissance Learning’s STAR Math assessment to monitor students’ academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student’s performance level on the NYS 3-8 Math Exam based on his or her scaled score on STAR Math. These</p>	<p>Utilizing student data from the STAR assessment screening, we have calculated a projected Math gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 3%. As this point in the year, this places us on-track to meet our year-end progress target.</p>



				targeted Tier 1 and Tier 2 interventions. A certified math teacher with exceptional content knowledge was hired to teach Algebra in 8 th grade. Another teacher with a math background was hired for 6 th grade as well. Teachers 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 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 utilized for teachers to track all data points, create bar graphs around achievement and completion of Canvas assignments, monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency PLCs on Wednesdays focus on the DuFour model and teachers create personalized learning stations, targeted instructions, and action plans based on the data in their OneNote. After STAR testing, teachers reassess and target students based on proficiency. Students then to create goals and track their progress around multiple data points. 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	performance level estimates are utilized to monitor Receivership indicators that measure closing the performance gaps between subgroups of students.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u> <ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the use of remote and hybrid instruction. Describe student social emotional support strategies. 					
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out		
1.	Use of technology in the classroom to deliver instruction		This year, every student has access to a laptop and hotspot in order to access virtual learning. All teachers have been trained thoroughly in integrating technology in learning opportunities, and there is ongoing weekly support for this work, including personal coaching sessions after school as option.		
2.	IB MYP		Clary continues implementing IB MYP across the school. All staff 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. The daily Social Emotional Learning (SEL) period supports the ongoing development of strong student-teacher relationships, academic planning and goal-setting, and progress monitoring of student growth. Clary is engaging in remote building-level professional development to deepen implementation of student learner profiles and unit planning.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	09.24.2020 Our first CET meeting of the school year focused on providing information around devices and hot spots. Families having difficulties are being supported by our Clary LMS and the district. Concerns around attendance were addressed. We instituted an outreach for families to connect with teachers on a more targeted basis. Each staff member is assigned 25-30 families to check in on academics, attendance, or any other additional challenges. If support is needed, staff communicate with the SIT team. Clary has made an effort to support



	<p>students with paper copies of work if they do not want to work on the computer. We bring paper resources and supplies to families and pick up completed work from any family that needs it. At this time we are all virtual, but hybrid schedules have been sent out and we are ready to begin on October 5, 2020. We have sent out videos for building systems and procedures, COVID protocols, building initiatives, virtual incentives, and any additional supports needed. Content area teachers were provided with lessons focused on opening procedures, masks, student handbook, etc., for the first week of hybrid instruction.</p> <p>10.27.2020 Our first virtual curriculum night was held on October 22, 2020 and focused on MYP, content classes, safety protocols, and how parents can best support their children remotely. In an effort to increase engagement, all members agreed to call five families to invite them to our upcoming events. A Thanksgiving Dinner Basket fundraiser is being put together for families in need. We are also planning for honor roll and attendance virtual celebrations. We also began to talk about a district initiative with Participatory Budgeting and ways to make connections to the MYP Personal Project, service learning, and finding ways to increase community engagement and student involvement.</p> <p>11.24.2020 Clary begin testing for COVID-19 due to the 20% mandate per NYS and we are able to report that all test came back negative on the students and teachers who participated. We are also going to be able to offer students the opportunity to participate in a virtual after school program to receive academic support from their content area teachers. Unfortunately, this does not include an enrichment program at this time. We are still struggling with attendance issues.</p> <p>12.1.2020 We continue to test staff and students for COVID 19. We reported out on our meetings with our State Consultant and we are on track with all of the requirements from NYS. A virtual walkthrough is scheduled for early in 2021. We continue to reach out to families in regards to attendance and family concerns.</p> <p>01.05.2021 We shared out a lot of information around feedback and suggestions from our State Consultant in ways to continue to move forward. In addition to our data in OneNote, we will begin to focus on small groups of students around constructive writing responses in all content areas. We have received a projection dashboard from the district around our DIs. We are encouraged by much of the data but need to continue our focus on attendance. We sent out a survey to families to gauge interest in moving from hybrid to remote and vice versa. An information meeting will take place on January 25, 2021, for Participatory Budget proposals.</p>
Powers of the Receiver Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	<p>1. Expanding the School Day</p> <p>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 school-based content area leads. 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. Due to the challenges of COVID-19 school interruptions and need to move from remote to hybrid based on infection rates and quarantine requirements, Clary has not been able to implement an extended day as planned, but virtual afterschool programming and tutoring is offered to all students.</p> <p>2. Review and Make Changes to the School Budget</p> <p>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>3. Implement Professional Development for Staff</p> <p>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</p>



	year. Clary has an instructional coach, content-area leads, 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 Wednesday during weekly professional development time.				
	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 weekly professional development sessions for math teachers around the new district-adopted curriculum. Clary instructional coaches, content area leads, 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. 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.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – Budget

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

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-21 (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG:	NA	
SIG:	NA	



CSG:	NA	

Part VII: Best Practices (Optional)

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



Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Jaime Alcega
Signature of Receiver: Jaime Alcega
Date: 1/29/21

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2020-2021 community engagement team plan and membership.

Name of CET Representative (Print): Marianne Clark
Signature of CET Representative: Marianne Clark
Date: 28 January 2021