

## 2021-2022 Receivership School Final Report and 2022-23 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*

Continuation Plan for the 2022-23 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted in a conspicuous place*** on the district website. All responses submitted under the “2022-2023 School Year Continuation Plan” heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET)**.

School Name	School BEDS Code	District	Lead Partner or EPO		Hyperlink to where this plan will be posted on the district website:			
Clary Middle School	421800010003	Syracuse City School District	N/A		<a href="http://www.syracusecityschools.com/clary">http://www.syracusecityschools.com/clary</a>			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Interim Superintendent Anthony Davis	Lisa Costanzo	Laura Kelley, Chief Academic Officer	6-8	N/A	296	1%	27%	0.6%
	Appointment Date:6/27/2018	Pamela Odom, Executive Director of Secondary Schools						

**Executive Summary- school should complete this section**

Please provide a plain-language summary of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. 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. **Any links included must be made publicly available prior to submitting the report.**

Clary Middle School has been working to engage students, families, and the community this year. We had several events hosted at the school that were met with success. Additionally, the school is in its second year of implementing the International Baccalaureate Middle Years Programme (IB MYP), supported daily by instructional coaches and 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 implemented NWEA this year. Clary continues to adjust based on COVID infection rates and quarantine needs, which has adversely affected our chronic absenteeism rates. More intensified efforts have been made to call and visit student homes to support student attendance, engagement, and achievement. We look forward to the 2022-2023 school year.

**Directions for Parts I, II, and III** - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 **to assess the impact** of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

**Part I –Lead Strategies for Improvement**

<b>Lead Strategies for School Improvement</b>			
<i>Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.</i>			
<b>Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022</b>		<b>Lead Strategies that will Guide the 2022-23 School Year Continuation Plan</b>	
List the lead strategies that guided the school’s improvement work during the 2021-22 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2022-23 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.

<p>1. IBMYP International Baccalaureate Middle Years Program</p>	<p>Clary as an IBMYP school was chosen for several reasons. First, it is an important first step towards realizing our vision which calls for providing a more rigorous, effective instructional program so that middle school students have more opportunity and supports to achieve in a global society. This also addresses an urgent need expressed by our stakeholders, including district administration, school leadership, teachers, students, and families based on our self-assessment. MYP was chosen because it supports high expectations and rigorous instruction. Students are at the center of their learning through engagement in social justice issues that span from their neighborhoods to global issues. Teachers write interdisciplinary units of study utilizing resources with diverse perspectives and utilizing instructional strategies that help to support IB Learner Profiles. Lastly, this provides an avenue to our feeder high school which offers the IB Programme.</p>	<p>1. Clary will continue as an IBMYP school for the 2022-2023 school year.</p>	<p>Clary will continue to work towards authorization as an IBMYP school in the 2022-2023 school year. Utilizing the MYP philosophy has supported our students to make sense of the complexities of the world around them, as well as equipping them with the skills, knowledge, and disposition needed for taking responsible action in the future. They are being provided with an education that crosses disciplinary, cultural, national, and geographical boundaries and that champions critical engagement, stimulating ideas, and meaningful relationships. Our teachers have worked tirelessly to create unit and lesson plans to support students to reach their goals. Unit and lesson plans are tracked on our OneNote, through administrative feedback and walkthroughs, and with the support of our MYP Coordinator. Clearly, this strategy has and will continue to support us in reaching our demonstrable improvement targets.</p>
<p>2. SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices</p>	<p>As we entered into receivership, Clary felt that we were at an advantageous stage to implement a positive change for increased rigor as well as advance our District’s vision of integration by training teachers in culturally responsive-sustaining practices, incorporate opportunities for community engagement, and prepare students to have a vision for themselves as successful and capable of realizing their dreams and aspirations. Ongoing professional support has been afforded to teachers during weekly instructional meetings in which</p>	<p>2. Clary will continue to embrace Social Emotional Learning/Culturally Responsive Sustaining Practices for the 2022-2023 school year.</p>	<p>Clary will continue utilizing SEL/CRSP including “Second Step” to support our students’ needs during a morning meeting/advisory period that is built into the schedule. Teachers will continue to meet with students in small groups to afford them the opportunity to set goals for themselves based on the MYP Learner Profile, create action steps to achieve their goals, and provide a time to reflect on this cycle. We will also continue with restorative practices, weekly</p>

	<p>curriculum materials are analyzed using the CRE Rubric from NYU Steinhardt to engage students effectively and utilize materials that represent and affirm student identities. Lastly, we redesigned our master schedule to incorporate time for social-emotional learning, mindfulness, and building close relationships with students and families. This program, “Second Step,” will continue into the 2021-2022 school year based on feedback from parent surveys.</p>		<p>climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners.</p>
<p>3. DDI Data Driven Instruction</p>	<p>The cycle of data analysis at Clary involves determining what questions teachers wants to answer about student achievement or performance, collecting data (STAR, CER, interim assessments, summative assessments, digital content providers, etc), analyzing that data, and creating an action plan to address the trend that is identified during instructional meetings or PLCs. Teachers then implement a plan, reflect on the effectiveness of the plan, and finally refine the questions for the next cycle of analysis. This cycle became an integral part of increasing the rigor in classrooms, targeting instruction, and supporting students to achieve at high levels.</p>	<p>3. Clary will continue to utilize data driven instructional practice for the 2022-2023 school year.</p>	<p>Clary will continue to utilize Data Driven Instructional Cycles throughout the 2022-2023 school year. Teachers will continue to look at all of the data sources that are available to us to target standards and focus instruction to allow for maximum growth for our students. This data cycle has become an integral part of instructional meetings and PLCs. It is clear that this key strategy has supported us in reaching and exceeding five of our twelve indicators. It has also been crucial in identifying areas of improvement in the four of the twelve indicators where we look to improve.</p>

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

**Level 1 Indicators**  
*Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.*

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021- June 30, 2022	2022-2023 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.</li> </ul> <p>Based on the data from the 2021-2022 school year, we will continue to support students and families through our SIT team meetings, counseling, restorative practices, integrating the MYP Learner Profile into daily activities, agency supports, and family outreach, providing students and families support in the areas of academics, attendance and behavior. We will continue our monthly assemblies based on the trends that we observe from the District Code of Conduct. Following the District lead, we made adjustments in an effort to take a more proactive approach to discipline and behavior at Clary. These include modifications to our Student Support Center, thereby promoting a more positive tone and supportive expectations. We are working on creating a Cougar Community Center based on feedback from our students, families, and community members. This will be a positive environment for students to interact with each other in a collaborative setting while incentivizing positive behavior, encourage student voice, leverage available resources, and diversify their experience. Tier three interventions will be in place for the 27 students with repeat referrals from the 2021-2022 school year. These students will receive support both at home and at school. In addition, each student in the building will be assigned a coach for any supports that they need. Our agency supports and social workers will also be available for our special education students and provide professional development opportunities for our staff.</p>

	<p>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 have become a powerful tool for teachers as we address social justice issues with students. We have incorporated the ten attributes of the MYP Learner Profile, such as inquirers, reflective, principled, into daily lessons and unit planning, creating community projects, and tied to monthly mindfulness strategies and Cougar Shout Outs. All of these efforts have resulted in a more positive school climate and with 232 referrals, 96 ISS, and 85 OSS for this quarter. Each child that received a referral took part in a restorative conference or a mediation which resulted in only 43 students with repeat referrals. This data informed our decision for the 27 continuing students to receive Tier 3 supports beginning in September.</p>	
<p>#33 – 3-8 ELA All Students MGP</p>	<ul style="list-style-type: none"> <li>Using student data from the Winter administration of the district-wide NWEA Reading assessment, 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 data on Receivership indicators that are growth measures by calculating a projected Mean Growth Percentile (MGP). For this indicator, based on the most recent data from the NWEA Reading assessment, we project that we would achieve an MGP of 42.7, which does not meet our year-end progress target of 45.2. We will provide an updated projection when we receive our Spring administration results.</li> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress</li> </ul>	<p>For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10<sup>th</sup> percentile ranking on assessments in 6<sup>th</sup> grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</p> <p>Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</p>

	<p>around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 at 7<sup>th</sup> grade and 40 at 8<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</li> <li>Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	
<p>#39 – 3-8 Math All Students MGP</p>	<ul style="list-style-type: none"> <li>We used student data from the Winter NWEA Math assessment to project our actual performance on this indicator. Based on this data, we estimate that we would achieve a Mean Growth Percentile on this indicator of 45.3, which falls short of our year-end progress target of 47.5. This progress monitoring data- projecting actual performance on the indicator- enables our school to identify indicators that we are not on-track to meet and to further disaggregate student data to determine those students who are performing at a Level 1 and to provide additional support and intervention as appropriate. Our passing rate for the NYS Algebra exam with appeals was 23/31 students, or 74%. We will provide an updated projection when we receive our Spring administration results.</li> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address</li> </ul>	<p>For the 2022-2023 school year, Clary will continue to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. Focused, Tier 2 interventions will be delivered by the AR Teacher (Algebraic Reasoning) and math teachers will be provided professional development to implement Tier 2 interventions strategies (SOAR) to students as well. Tier 1 instruction will continue to utilize the district math curriculum using Illustrative Math and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</p> <p>Clary will also be making adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District will continue to provide a Mathematics Teacher Lead who be assisting each of math teachers to build capacity and provide a model classroom.</p>



	<p>specific deficits. After the last round of NWEA Math, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 20 at 6<sup>th</sup> grade, 63 at 7<sup>th</sup> grade and 33at 8<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>• Teachers utilized the district Math curriculum, Illustrative Math, for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement, and monitor targeted groups of students to continue to work toward student proficiency. Our model of instruction allowed for small group instruction to ensure that every student is making maximum growth.</li> <li>• Focused, Tier 2 interventions were delivered by the classroom teachers at each grade level with the support and collaboration from a District Math Coach. Math screeners were also provided by the district to make more data-informed decisions about students’ math skills and knowledge. We reevaluated this data, looked at student growth on NWEA Math, and will make adjustments to these classes in the fall.</li> </ul>	
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>	<ul style="list-style-type: none"> <li>• Using student data from the Winter administration of the district-wide NWEA Reading assessment, estimates of student’s performance level on the NYS 3-8 ELA Exam based on his or her scaled score on NWEA Reading. In conjunction with a student’s past performance on NWEA Reading assessments, these performance level estimates are utilized to monitor data on Receivership indicators that are growth measures by calculating a projected Performance Index (PI). For this indicator, based on the most recent data from the NWEA Math assessment, we project that we would achieve a PI of 7.8, which does not meet our year-end progress target of 26.2. We will provide an updated projection when we receive our Spring administration results.</li> </ul>	<p>For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10<sup>th</sup> percentile ranking on assessments in 6<sup>th</sup> grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7<sup>th</sup> and 8<sup>th</sup> grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</p>

	<ul style="list-style-type: none"> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 40at 7<sup>th</sup> grade and 33 at 8<sup>th</sup> grade.</li> <li>Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</li> <li>Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	<p>Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>	<ul style="list-style-type: none"> <li>We use student data from the Winter NWEA Math assessment to project our actual performance on this indicator. Based on this data, we estimate that we would achieve a Performance Index on this indicator of 7.8, which falls short of our year-end progress target of 26.2. This progress monitoring data- projecting actual performance on the indicator- enables our school to identify indicators that we are not on-track to meet and to further disaggregate student data to determine those students who are performing at a Level 1 and to provide additional support and intervention as appropriate. Our passing rate for the NYS Algebra exam with appeals was 23/31</li> </ul>	<p>For the 2022-2023 school year, Clary will continue to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. Focused, Tier 2 interventions will be delivered by the AR Teacher (Algebraic Reasoning) and math teachers will be provided professional development to implement Tier 2 interventions strategies (SOAR) to students as well. Tier 1 instruction will continue to utilize the district math curriculum using Illustrative Math and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</p>

	<p>students, or 74%. We will provide an updated projection when we receive our Spring administration results.</p> <ul style="list-style-type: none"> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Math, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 20 at 6<sup>th</sup> grade, 63 at 7<sup>th</sup> grade and 33at 8<sup>th</sup> grade.</li> <li>Teachers utilized the district Math curriculum, Illustrative Math, for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement, and monitor targeted groups of students to continue to work toward student proficiency. Our model of instruction allowed for small group instruction to ensure that every student is making maximum growth.</li> <li>Focused, Tier 2 interventions were delivered by the classroom teachers at each grade level with the support and collaboration from a District Math Coach. Math screeners were also provided by the district to make more data-informed decisions about students’ math skills and knowledge. We reevaluated this data, looked at student growth on NWEA Math, and will make adjustments to these classes in the fall.</li> </ul>	<p>Clary will also be making adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District will continue to provide a Mathematics Teacher Lead who be assisting each of math teachers to build capacity and provide a model classroom.</p>
<p>#150 – Grades 4 and 8 Science All Students Core Subject</p>	<ul style="list-style-type: none"> <li>Using student data from district interim assessments, we are unable to project an estimate of our school’s actual performance on this Performance Index. However, we had a total of 87% of our Living Environment students receive Regents credit for the 2021-2022 school year. Castle Learning science</li> </ul>	<ul style="list-style-type: none"> <li>For the 2022-2023 school year, Clary will continue to focus on the science needs of our students, including utilizing data from multiple points to target interventions for all students. Focused, Tier 2 interventions will be delivered by the science teachers who will be provided professional development from our district science coach. Tier 1</li> </ul>

<p>Performance Index</p>	<p>assessments monitored our academic progress and growth. Science standards were highlighted based on previous years’ performance as target standards, and additional curriculum and instructional activities were provided for high-leverage content. These assessments were followed by data meetings with teachers, administrators, and the District science coach. Intervention time and small group instruction was utilized to ensure that every student was making maximum as growth possible. Using this data, teachers created reteach and action plans based on standards. Clary continued to plan science units and lessons utilizing the MYP philosophy, employ a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and trackers. PLCs on Wednesdays focused on creating personalized learning stations, targeted instruction, and actions plans based on the data in their OneNote. Resources around MYP, AVID, PL, and data-driven decisions were available for teachers on the OneNote so that they could learn at their own pace or redo a professional development course.</p>	<p>instruction will continue to utilize the district science curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. The District will continue to support us with a Science Teacher Lead who assists each of the science teachers to build capacity and provide a model classroom.</p>
<p>#160 – Chronic Absenteeism-All Students</p>	<ul style="list-style-type: none"> <li>As of the end of this reporting period, our school’s chronic absenteeism rate was 50.0%. While this rate would not meet our year-end progress target of 39%, the student attendance challenges presented by the COVID-19 pandemic are well-documented throughout New York State and our school is no exception to those challenges.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Clary will continue with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, continuing with our District Impact Team for attendance, and consistently align our efforts with NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We will also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs.</li> </ul>

	<ul style="list-style-type: none"> <li>Clary continued to utilize social emotional practices and mindfulness throughout the building in morning meetings to create a welcoming and supportive culture for our students. School-level and student-level chronic absenteeism rates are examined weekly to monitor progress toward the target and implement appropriate interventions. We received a weekly report from our District data coach with students attendance broken down into subcategories for us to analyze. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our procedures are broken down into discreet steps. As a first step, parent letters are sent home followed by a phone call, home visit, preventative referral to an agency partner, and finally an ACCESS referral prior to referral to a county agency. Our support staff made phone calls on a daily basis, made home visits if students were marked absent virtually, and teachers made weekly outreach calls to provide assistance for students and families in the areas of attendance and behavioral support.</li> </ul>	
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**Part III – Demonstrable Improvement Indicators**

**Level 2 Indicators**

*Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.*

<b>Identify Indicator</b>	<b>Final Report and Reflection on Activities Completed during April 15, 2021 - June 30, 2022</b>	<b>2022-23 School Year Continuation Plan for Meeting this Indicator</b>
	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? <ul style="list-style-type: none"> <li>Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> </ul>	Drawing from the information provided in the <b>Final Report and Reflection on Activities</b> , what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator? <ul style="list-style-type: none"> <li>Provide a data-informed rationale for the strategies and action steps indicated.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<ul style="list-style-type: none"> <li>Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.</li> </ul>
<p>#34 – ELA SWD MGP</p>	<ul style="list-style-type: none"> <li>Using student data from the Winter administration of the district-wide NWEA Reading assessment, 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 data on Receivership indicators that are growth measures by calculating a projected Mean Growth Percentile (MGP). For this indicator, based on the most recent data from the NWEA Reading assessment, we project that we would achieve an MGP of 39.5, which exceeds our year-end progress target of 37.9. We will provide an updated projection when we receive our Spring administration results.</li> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 at 7<sup>th</sup> grade and 40 at 8<sup>th</sup> grade.</li> <li>Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10th percentile ranking on assessments in 6th grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</li> <li>Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	
<p>#35 – 3-8 ELA Black Students MGP</p>	<ul style="list-style-type: none"> <li>• Using student data from the Winter administration of the district-wide NWEA Reading assessment, 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 data on Receivership indicators that are growth measures by calculating a projected Mean Growth Percentile (MGP). For this indicator, based on the most recent data from the NWEA Reading assessment, we project that we would achieve an MGP of 43.6, which does not meet our year-end progress target of 44.5. We will provide an updated projection when we receive our Spring administration results.</li> <li>• Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 at 7<sup>th</sup> grade and 40 at 8<sup>th</sup> grade.</li> <li>• Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and</li> </ul>	<ul style="list-style-type: none"> <li>• For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10th percentile ranking on assessments in 6th grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</li> <li>• Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</li> </ul>

	<p>completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</p> <ul style="list-style-type: none"> <li>Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	
<p>#38 – 3-8 ELA ED Students MGP</p>	<ul style="list-style-type: none"> <li>Using student data from the Winter administration of the district-wide NWEA Reading assessment, 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 data on Receivership indicators that are growth measures by calculating a projected Mean Growth Percentile (MGP). For this indicator, based on the most recent data from the NWEA Reading assessment, we project that we would achieve an MGP of 40.2, which does not meet our year-end progress target of 43.5. We will provide an updated projection when we receive our Spring administration results.</li> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 at 7<sup>th</sup> grade and 40 at 8<sup>th</sup> grade.</li> <li>Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional</li> </ul>	<ul style="list-style-type: none"> <li>For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10th percentile ranking on assessments in 6th grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</li> <li>Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</li> </ul>



	<p>meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</p> <ul style="list-style-type: none"> <li>• Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</p>	<ul style="list-style-type: none"> <li>• Using student data from the Winter administration of the district-wide NWEA Reading assessment, 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 data on Receivership indicators that are growth measures by calculating a projected Mean Growth Percentile (MGP). For this indicator, based on the most recent data from the NWEA Reading assessment, we project that we would achieve an MGP of 29.6, which exceeds our year-end progress target of 37.0. We will provide an updated projection when we receive our Spring administration results.</li> <li>• Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. After the last round of NWEA Reading, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 28 at 6<sup>th</sup> grade, 50 at 7<sup>th</sup> grade and 40 at 8<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>• For the 2022-2023 school year, Clary will continue to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We will use Language! Live for our students falling below the 10th percentile ranking on assessments in 6th grade. Focused, Tier 2 interventions will be delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade levels, and ELA teachers will be provided professional development to implement Tier 2 interventions strategies to students as well. Tier 1 instruction will continue to utilize the district ELA curriculum and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</li> <li>• Clary will also be making adjustments to our master schedule to allow for a dedicated period for ELA intervention that follows directly from the ELA block. The District will continue to support Teacher Leads who will be providing assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers utilized the district ELA curriculum for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement and completion of assignments, and monitor targeted groups of students around CER writing tasks (Claim, Evidence, Reasoning) to continue to work toward student proficiency.</li> <li>Focused, Tier 2 interventions were delivered by the IR Teacher (Intensive Reading) at the 8<sup>th</sup> grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live was used with two classes of 6<sup>th</sup> graders (Level 1) and two classes of 7<sup>th</sup> graders (Level 2). We reevaluated student growth and will make adjustments to these classes in the fall.</li> </ul>	
<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>	<ul style="list-style-type: none"> <li>We use student data from the Winter NWEA Math assessment to project our actual performance on this indicator. Based on this data, we estimate that we would achieve a Performance Index on this indicator of 21.5, which exceeds our year-end progress target of 25.0. This progress monitoring data-projecting actual performance on the indicator- enables our school to identify indicators that we are not on-track to meet and to further disaggregate student data to determine those students who are performing at a Level 1 and to provide additional support and intervention as appropriate. Our passing rate for the NYS Algebra exam with appeals was 23/31 students, or 74%. We will provide an updated projection when we receive our Spring administration results.</li> <li>Utilizing a data-driven cycle with teachers during instructional meetings and PLCs, Clary was able to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address</li> </ul>	<ul style="list-style-type: none"> <li>For the 2022-2023 school year, Clary will continue to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. Focused, Tier 2 interventions will be delivered by the AR Teacher (Algebraic Reasoning) and math teachers will be provided professional development to implement Tier 2 interventions strategies (SOAR) to students as well. Tier 1 instruction will continue to utilize the district math curriculum using Illustrative Math and will continue to plan units and lessons with the IBMYP philosophy. We will continue to develop a data-driven cycle with teachers during instructional meetings, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers.</li> <li>Clary will also be making adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District</li> </ul>

	<p>specific deficits. After the last round of NWEA Math, teachers worked with students to aid them in creating academic goals and tracking their progress around multiple data points. The median conditional growth percentile for students was 20 at 6<sup>th</sup> grade, 63 at 7<sup>th</sup> grade and 33at 8<sup>th</sup> grade.</p> <ul style="list-style-type: none"> <li>Teachers utilized the district Math curriculum, Illustrative Math, for Tier 1 instruction. Demonstration lessons were created by teachers that were incorporated into daily lessons. We planned MYP units with teachers during instructional meetings, infused AVID strategies into lessons, and supported students with Student Growth Plans and Trackers. A notebook in OneNote has allowed teachers to track all data points, create bar graphs around achievement, and monitor targeted groups of students to continue to work toward student proficiency. Our model of instruction allowed for small group instruction to ensure that every student is making maximum growth.</li> <li>Focused, Tier 2 interventions were delivered by the classroom teachers at each grade level with the support and collaboration from a District Math Coach. Math screeners were also provided by the district to make more data-informed decisions about students’ math skills and knowledge. We reevaluated this data, looked at student growth on NWEA Math, and will make adjustments to these classes in the fall.</li> </ul>	<p>will continue to provide a Mathematics Teacher Lead who be assisting each of math teachers to build capacity and provide a model classroom.</p>
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**Part IV – Community Engagement Team (CET)**

<p><b>Community Engagement Team (CET)</b>  <i>The role of the <a href="#">Community Engagement Team</a> is to develop recommendations for school improvement by <b>soliciting input through public engagement</b>.</i>  <i>Recommendations made by the CET, including how the school community <b>and community at-large</b> were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.</i></p>	
<p><b>Report Out of 2021-2022 CET Plan Implementation</b></p>	<p><b>Plan for Use of CET Recommendations in 2022-2023</b></p>

<p>Describe how recommendations made by the CET during 2021-2022 were used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period.</li> <li>Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc.</li> </ul>	<p>Describe how recommendations made by the CET during 2022-23 will be used to inform implementation of the school’s improvement plan.</p> <ul style="list-style-type: none"> <li>Include any changes that will be made to CET membership for the 2022-23 school year. Include the role/title of any new members.</li> </ul>
<p>There were several recommendations from the CET during the 2021-2022 school year that will be implemented in the 2022-2023 school year. These included continuing with the IBMYP process for authorization, continuing and expanding upon our community activities and outreach, working with the district and Syracuse University in a Participatory Budgeting process that brought multiple stakeholders to the table, continuing our afterschool program, and including a Parent/Family room. The stakeholders in our CET included students, parents, teachers, administration, and community members.</p>	<p>Our priorities for the 2022-2023 school year include adding more students, parents and community members to our team and continue with our community activities.</p>

## **Part V - Receivership Powers**

<p><b><u>Powers of the Receiver</u></b> <i>Provide a summary of the use of the School Receiver’s powers during 2021-2022 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver’s powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>
<p><b>1. Review and Make Changes to the School Budget</b> District funding has been allocated to hire teachers to provide additional math, science, and technology support throughout the academic day, and continue to purchase additional technology to support Personalized Learning. The District has also supported the addition of an IB MYP Coordinator to support program implementation at the school.</p> <p><b>2. Implement Professional Development for Staff</b> Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became familiar with the re-paced middle school math curriculum. All Clary staff also participated in the IB MYP implementation for Year 3 and training</p>	<p>It is anticipated that the School Receiver’s powers used during the 2022-23 school year will be the same as those used during the 2021-22 school year.</p>

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

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

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

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

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

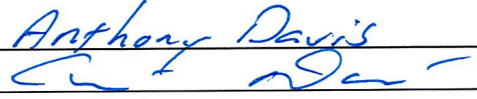
The "mutual consent" power has allowed Clary to improve the commitment of the staff to be held to high expectations of providing high impact instruction, engaging with families, and collaborating with peers to improve student achievement. Principals and staff had to mutually agree to either continue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

**5. Extended Day**

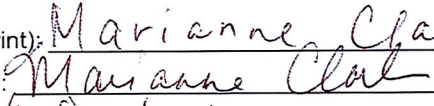
<p>The Superintendent returned Clary Middle School to an extended school day routine upon return to in-person instruction. Until October 25, Clary was on an extended day schedule. Because of transportation challenges, 14 schools in the district, including Clary, reduced their length of day.</p>	
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**Part VI – 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 all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation § 100.19 have been met.

Name of Receiver (Print): Anthony Davis  
Signature of Receiver:   
Date: 7/29/22

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 to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.\*

Name of CET Representative (Print): Marianne Clark  
Signature of CET Representative:   
Title of CET Representative: MYP Coordinator  
Date: 7/29/22

\*The CET Attestation must be signed by a CET member other than a school administrator.