

2021-2022 Receivership School Quarterly Report #2

Report Period: October 16, 2021 – January 14, 2022 (Due January 28, 2022)

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

School Name	School BEDS Code	District	Lead Partner or EPO		Hyperlink to where this plan will be posted on the district website:			
Clary Middle School	421800010003	Syracuse City School District	N/A		http://www.syracusecityschools.com/clary			
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
Jaime Alicea	Lisa Costanzo Appointment Date:6/27/2018	Laura Kelley, Chief Academic Officer Pamela Odom, Executive Director of Secondary Schools	6-8	N/A	296	1%	25%	0.5%



Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*.

Clary Middle School has been working to engage students and families in their return to both full-time in-person instruction and in students and staff returning to their renovated home school after a year spent in a swing space building. However, we have experienced many issues with both student and staff attendance related to COVID absences. This quarter alone we have had over 133 students absent due to COVID or quarantine. This has been exacerbated due to a shortage of substitute teachers as well. Additionally, the school is in its third year of implementing the International Baccalaureate Middle Years Programme (IB MYP), supported daily by instructional coaches and it infused in each week's Thursday professional development after school. Weekly planning and collaboration time is used for analyzing data, personalizing instruction for students, and creating interdisciplinary units in accordance with IB MYP training. Our focus this quarter has been the first ten minutes of class-modeling and creating lessons to hook students into the content and greater interdisciplinary transfer between subjects. Clary regularly monitors student data regarding chronic absenteeism, math, ELA, and science and is in the process of completing the second administration of the district's NWEA Math and Reading assessment to assess growth in each of these areas by student subgroup. intensified efforts continue to be made to call and visit student homes to support student attendance, engagement, and achievement, and the school partners with feeder elementary schools to provide engagement opportunities across the quadrant.



Directions for Parts I, II, and III - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the first quarter. Include processes that were used to assess the **impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2021-2022 Continuation Plan, with a focus on how evidence guided decisions made through continuous and comprehensive planning, by articulating explicit support of student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should 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

Lead Strategies for School Improvement <i>List the 3-4 of core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement.</i>		
Quarterly Report #2 with Reflection on Lead Strategies Utilized during October 16, 2021 – January 14, 2022		
Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an evidence-based explanation for why it was discontinued and if/how a new strategy will be implemented in its place.
IBMYP International Baccalaureate Middle Years Program	R	Clary continues to work towards authorization as an IBMYP school in this school year. Utilizing the MYP philosophy students are provided with an education that crosses disciplinary, cultural, national, and geographical boundaries and that champions critical engagement, stimulating ideas, and meaningful relationships. Our teachers continue to hone unit and lesson plans to support students to reach their goals. Unit and lesson plans are tracked on our OneNote, through administrative feedback and walkthroughs, and with the support of our MYP Coordinator. This strategy supports us in reaching our demonstrable improvement targets by providing consistency in instructional planning and delivery for students schoolwide.



SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices		Clary continues utilizing SEL/CRSP including “Second Step” to support our students’ needs during a morning meeting/advisory period that is built into the schedule. Teachers also have been meeting with students in small groups to afford them the opportunity to set goals for themselves based on the MYP Learner Profile, create action steps to achieve their goals, and provide a time to reflect on this cycle. We continue with restorative practices, weekly climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners. This strategy supports us in reaching our demonstrable improvement targets by building positive relationships between students and staff members and creating a welcoming and affirming environment.
DDI Data Driven Instruction		Clary continues to utilize Data Driven Instructional Cycles this year. Teachers look at all of the data sources that are available to us, including NWEA Map Reports, to target standards and focus instruction to allow for maximum growth for our students. This data cycle has become an integral part of instructional meetings and PLCs. This key strategy has supported us in reaching and exceeding eight of our twelve indicators in the past. It has also been crucial in identifying areas of improvement in the four of the twelve indicators where we look to improve.

Part II – Demonstrable Improvement Indicators-Level 1

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 inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator during
 October 16, 2021 – January 14, 2022**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
#5 – School Safety		Specific data on serious incidents that have occurred at the school is used to determine progress on this indicator and to calculate the SVI used as the measure for the school safety indicator. During this time we had one serious incident from a student who was already on a long suspension, not at school. Based on this data, we have made progress toward meeting the progress target of 1.6 for this indicator.	Based on the data from the second quarter, we will continue to support students and families through our SIT team meetings, counseling, restorative practices, integrating the MYP Learner Profile into daily activities, agency supports, and family outreach, providing students and families support in the areas of academics, attendance and behavior. We will continue our monthly assemblies based on the trends that we observe from the District Code of Conduct. Following the District lead, we instituted a Student Support room, promoting a more positive tone and supportive expectations for students.



		<p>At Clary, we have made it a priority to build relationships with students and their families, which has translated into a welcoming and affirming environment for our students. Teachers, support staff, and agency partners are in contact with families weekly for academic and behavioral supports. Our SIT team meets weekly with administration, teams, and agency partners to identify student needs and track the data. Our support staff continue to provide assistance for students and families in the areas of academic, attendance, and behavioral supports for targeted students including Tier 3 interventions for counseling. Our counselors provided weekly office hours for students in need of individual support, small group skill-building to address social emotional needs, and counseling. We incorporated the ten attributes of the MYP Learner Profile, such as inquirers, reflective, principled, into daily lessons and unit planning, and tied to monthly them to Cougar Shout Outs. All of these efforts have resulted in a more positive school climate.</p>	<p>We had 260 referrals, 102 ISS, and 92 OSS incidents for this quarter. Each child that receives a referral took part in a restorative conference or a mediation, which resulted in only 64 students with repeat referrals. Tier three interventions are in place for these 64 students with repeat referrals. These students receive support both at home and at school. We had 128 restorative conferences which included 66 repeat restoratives, most of whom were students with repeat referrals. In tracking the data, we found most of our behavior concerns happening at 10:00 am and 1:00 pm. The teachers on our DSCT noticed that students were coming to school hungry, but would not take a breakfast at 7:40 am. We have now added a breakfast cart for students at 10:00 and have seen a decrease in behavior concerns at that time. Hall sweeps were also added at key times which helps students entering into classrooms more efficiently.</p>
<p>#33 – 3-8 ELA All Students MGP</p>		<p>Using student data from the Fall and 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 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 is below our year-end progress target of 45.2.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>



		<p>Reading) at the 7th and 8th grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6th graders (Level 1) and two classes of 7th graders (Level 2). An ELA Teacher Lead also supports literacy instruction and provides a model classroom for all ELA teachers.</p>	
<p>#39 – 3-8 Math All Students MGP</p>		<p>Using student data from the Fall and Winter administration of the district-wide NWEA Math assessment, estimates of student’s performance level on the NYS 3-8 Math Exam based on his or her scaled score on NWEA Math. In conjunction with a student’s past performance on NWEA Math 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 Math assessment, we project that we would achieve an MGP of 45.3, which is below our year-end progress target of 47.5.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic Reasoning) and Math AIS Teacher at all grade levels.</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Math assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>		<p>Using student data from the NWEA Reading assessment and the validated estimate of student’s performance level on the NYS 3-8 ELA exam generated based on his or her scaled score on NWEA Reading, we are able to project an estimate of our school’s actual performance on Performance Index based indicators. Based on student data from the Fall and Winter NWEA Reading, assessment, we project that we would achieve a Performance Index on this indicator of 46.4, which is below our year-end progress target of 51.0.</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress.</p>



			<p>Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>		<p>Using student data from the NWEA Math assessment and the validated estimate of student’s performance level on the NYS 3-8 Math exam generated based on his or her scaled score on NWEA Math, we are able to project an estimate of our school’s actual performance on Performance Index based indicators. Based on student data from the Fall and Winter NWEA Math, assessment, we project that we would achieve a Performance Index on this indicator of 7.8, which is below our year-end progress target of 26.2.</p> <p>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.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic Reasoning) and Math AIS Teacher at all grade levels.</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Math assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>
<p>#150 – Grades 4 and 8 Science All Students Core Subject Performance Index</p>		<p>Using student data from district interim assessments, we are unable to project an estimate of our school’s actual performance on this Performance Index. Castle Learning science assessments monitored our academic progress and growth. Science standards are highlighted based on previous years’ performance as target standards, and additional curriculum and instructional activities are provided for high-leverage content. These assessments are followed by data meetings with teachers, administrators, and the District science coach. Intervention time and small group instruction is utilized to ensure that every student was making maximum as growth possible. Using this data, teachers created</p>	<p>Student data from Castle Learning assessments was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>



		<p>reteach and action plans based on standards. 6th grade assessments had a 29% growth from pre- to post assessment, 7th grade had 1%, 8th grade had 6%, and Living Environment had 14%.</p> <p>Clary continues to plan science units and lessons utilizing the MYP philosophy with teachers during instructional meetings and infuse AVID strategies in lessons.</p>	
<p>#160 – Chronic Absenteeism- All Students</p>		<p>As of the end of this reporting period, our school’s chronic absenteeism rate was 55.7%. 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. During this quarter, we had 133 students experience a quarantine, either from testing positive, showing symptoms, or exposure that caused them to miss at least one day of school.</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>Clary continued to utilize social emotional practices and mindfulness throughout the building in morning meetings to create a welcoming and supportive culture for our students. School-level and student-level chronic absenteeism rates are examined weekly to monitor progress toward the target and implement appropriate interventions. We receive a weekly report from our District data coach with students attendance broken down into subcategories for us to analyze. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our procedures are broken down into discreet steps. As a first step, parent letters are sent home followed by a phone call, home visit,</p>	<p>Clary will continue with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, and consistently align our efforts with NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We will also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs. Sessions will be offered throughout the year based on parent needs and we are excited for the increased partnership in the upcoming school year.</p>



		<p>preventative referral to an agency partner, and finally an ACCESS referral prior to referral to a county agency. Our support staff made phone calls on a daily basis, made home visits if students were marked absent virtually, and teachers made weekly outreach calls to provide assistance for students and families in the areas of attendance and behavioral support.</p>	
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Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators			
<i>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 action steps that will support progress toward the Demonstrable Improvement Indicators.</i>			
Quarterly Report #2 Reflection on Activities Completed for this Indicator during October 16, 2021 – January 14, 2022			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.
#34 – ELA SWD MGP		<p>Using student data from the Fall and 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 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.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>



		<p>teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6th graders (Level 1) and two classes of 7th graders (Level 2). An ELA Teacher Lead also supports literacy instruction and provides a model classroom for all ELA teachers.</p>	
<p>#35 – 3-8 ELA Black Students MGP</p>		<p>Using student data from the Fall and 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 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.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6th graders (Level 1) and two</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>



		<p>classes of 7th graders (Level 2). An ELA Teacher Lead also supports literacy instruction and provides a model classroom for all ELA teachers.</p>	
<p>#38 – 3-8 ELA ED Students MGP</p>		<p>Using student data from the Fall and 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 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 45.3.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6th graders (Level 1) and two classes of 7th graders (Level 2). An ELA Teacher Lead also supports literacy instruction and provides a model classroom for all ELA teachers.</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</p>		<p>Utilizing student performance data from the Fall and Winter NWEA Reading assessment of our economically disadvantaged students and of our non-economically disadvantaged students we are able to calculate the projected gap of the performance</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Reading assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and</p>



		<p>between these two subgroups of students in order to determine our progress toward meeting the year-end progress target. We project our performance on this indicator to be a 29.6% gap between the percent of economically disadvantaged students and the percent of non-economically disadvantaged students performing at Level 2 and above. This 29.3% gap indicates that the performance gap between these two subgroups of students continues to narrow and would result in our school meeting the year-end progress target of 37%.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. The master schedule was also revamped to provide ELA AIS classes for all students. Focused, Tier 2 interventions have been delivered by the IR Teacher (Intensive Reading) at the 7th and 8th grade level in collaboration with the ELA teachers. Tier 3 interventions utilizing Language! Live is being used with two classes of 6th graders (Level 1) and two classes of 7th graders (Level 2). An ELA Teacher Lead also supports literacy instruction and provides a model classroom for all ELA teachers.</p>	<p>PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>
<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>		<p>Utilizing student performance data from the Fall and Winter NWEA Math assessment of our economically disadvantaged students and of our non-economically disadvantaged students we are able to calculate the projected gap of the performance between these two subgroups of students in order to determine our progress toward meeting the year-end progress target. We project our performance on this indicator to be a 21.5% gap between the percent of economically disadvantaged students and the percent of non-economically disadvantaged students performing at Level 2 and above. This 21.5% gap indicates that the performance gap between these two subgroups of students</p>	<p>Student data from the Fall and Winter administration of the district-wide NWEA Math assessment was used to track students growth and progress during this quarter. Both the initial and growth and achievement results were used with teachers during instructional meetings and PLCs. Teachers began planning using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Thirty students at each grade level were chosen based on their scores to specifically track their progress. Teachers also worked with students to aid them in creating academic goals and track their progress around multiple data points.</p>



		<p>continues to narrow and would result in our school meeting the year-end progress target of 25%.</p> <p>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.</p> <p>Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the MYP units with teachers during instructional meetings and infuse AVID strategies into lessons. Focused, Tier 2 interventions have been delivered by the AR Teacher (Algebraic Reasoning) and Math AIS Teacher at all grade levels.</p>	
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Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

The role of the Community Engagement Team is to be active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.

Report Out of 2021-22 CET Plan Implementation

<ul style="list-style-type: none"> List the categories of stakeholders that have participated as members this reporting period. Include any changes made to the CET’s membership since the development of the Quarter #1 Report. Include the role/title of any new members. 	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
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Our CET includes the building leadership team including the Principal, Vice-Principal, Administration Intern, MYP Coordinator, and Discipline Literacy Coach. We have our District Parent Liaison and several teachers, two students, an agency partner, and a local community member. We are still in search of a parent member.

CET meetings are still being held virtually due to COVID protocols. Our CET has been working diligently on finding ways to increase community engagement in our school. Our “Trunk or Treat” event brought in hundreds of community members. In December, we hosted a “Holiday Shoppe” that featured community donations for students to choose gifts to give to their family members for gifts. We are also in the planning stages for an event in the Spring. Another large push has been the ability to use data driven cycles with our teachers utilizing the NWEA assessments. We had our first screening in the fall and a second one in the winter.

Part V

Powers of the Receiver

Provide a summary of the use of the School Receiver’s powers during this reporting period.

1. Review and Make Changes to the School Budget

District funding has been allocated to hire teachers to provide additional math, science, and technology support throughout the academic day, and continue to purchase additional technology to support Personalized Learning. The District has also supported the addition of an IB MYP Coordinator to support program implementation at the school.

2. Implement Professional Development for Staff



Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became familiar with the re-paced middle school math curriculum. All Clary staff also participated in the IB MYP implementation for Year 3 and training over the summer prior to school starting to prepare them for unit planning. Clary offers additional hours for each teacher to be able to take part in professional development opportunities of need and interest throughout the school year. Clary has an instructional coach, content-area Lead Teachers, and an IB MYP Coordinator to provide job-embedded professional development in each of the four core content areas each week, as well as additional PD time with these content experts and district-level content supervisors on Thursday during weekly professional development time.

3. Create/Change School Program and Curriculum

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

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

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

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

5. Extended Day

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



Part VI – Assurance and Attestation

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

Name of Receiver (Print): _____
Signature of Receiver: Jaime Alicia
Date: Jaime Alicia
2/4/22

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

Name of CET Representative (Print): Marianne Clark
Signature of CET Representative: Marianne Clark
Title of CET Representative: MYP Coordinator
Date: 10 February 2022