

## 2022-2023 Receivership School Quarterly Report #2

Report Period: November 1, 2022 to January 20, 2023 (Due January 31, 2023)

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). Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and related evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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, previously approved intervention plans and require explicit engagement and input from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Clary Middle School	421800010003	Syracuse City School District	N/A	Cohort 2	<a href="http://www.syracusecityschools.com/clary">http://www.syracusecityschools.com/clary</a>

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	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
Superintendent Anthony Davis	Lisa Costanzo	6/27/2018	Laura Kelley, Chief Academic Officer; Pamela Odom, Assistant Superintendent of Secondary Schools	6-8	N/A	272	2%	29%	1%

### Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were 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*. Applicable links must be made publicly available prior to submitting the report.

We are proud of the work that we have done this quarter to engage students, families, and the community. We hosted our annual Holiday Shoppe that were met with success. Staff look for to weekly planning and collaboration time 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 (LANGUAGE AND LITERATURE), and science utilizing NWEA, district assessments, Lexia, DreamBox, and Zearn. We are in our fourth year of implementing the International Baccalaureate Middle Years Programme (IB MYP), supported daily by instructional coaches and infused in each week’s professional development. Clary also just recently engaged in an authorization visit, a multi-day process that allows the IBO to determine if Clary has met the standards established to be an authorized MYP school. While we have a few matters to be addressed, we are confident that we will be an authorized IB school by the end of the year.

**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 during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *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**

**Lead Strategies for School Improvement**

*Include 3-4 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.*

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during  
November 1, 2022 – January 20, 2023**

Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets.
IBMYP International Bacalaureate Middle Years Program	G	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.
SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices	G	Clary continues to utilize 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, biweekly equity, climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners. Furthermore, our SEL team will implement a data wall that will track goal setting and reflection when it comes to the MYP Learner Profile of the month as well as social emotional learning. Moreover, the attendance team will track with a data wall that will inform staff and students the number of students by grade level who attend school on a regular basis. Our student support

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.
		center will track the number of students using the student support center positively throughout each month. All data collected will then drive our monthly student assemblies.
DDI Data Driven Instruction		Clary continues 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, such as NWEA, Lexia, DreamBox, Zearn, pre and post assessments, and BAG (Behavioral, Attendance, and Grades) 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. In addition to teachers analyzing data to drive instruction, staff will incorporate pre- and post-assessment assessment data with students to identify trends, set goals, and reflect on progress throughout an entire unit. Data is tracked whole class with a data wall while students track their own data in their class portfolio.

**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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during  
November 1, 2022 – January 20, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#5 – School Safety		At Clary, we have made it a priority to build relationships with students and their families, which has translated into an even more welcoming and affirming environment for our students. Teachers, support staff, and agency partners were in contact with families weekly for academic and behavioral supports. Our SIT team also met weekly with administration, teams, and agency partners to identify student needs and track the data, which has translated into a more welcoming and affirming environment for our students. Our support staff continued to provide assistance for	<p>Through the second quarter, we have had 0 incidents that counts toward the School Safety indicator.</p> <p>This quarter we had 99 restorative conferences with students, down from 147 last quarter. Of the 99, there were 49 repeat restoratives and 11 SIT referrals. There has also been a 24% decrease in ISS and a 40% decrease in OSS due to the Tier 3 supports that were put into place for the students with repeat referrals and suspensions.</p>

		<p>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 virtual counseling. Our teachers, administrators, and staff participated in professional development related to trauma-informed practices and meetings focused on culturally responsive and sustaining practices, critical examinations of power structures, examining implicit bias, and finding resources for students that are written and developed by racially, culturally, and linguistically diverse perspectives. These have become powerful tools 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.</p>	<p>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>
<p>#33 – 3-8 ELA All Students MGP</p>		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA MGP of 48.5. At this point in the year, we are on-track to meet our progress target of 46.2 for this indicator and this data indicates that we are progressing toward meeting our year-end target. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Reading Growth reports show that 34.68% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 9.91% of students and 55.41% showed low average and low growth.</p>

		<p>development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
#39 – 3-8 Math All Students MGP		<p>Clary continues to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and a Math curriculum, Illustrative Math, provided by the District is utilized by Math teachers. Targeted Tiers 2 and 3 instruction is based on data from SOAR Surveys and Fluency screeners. Focused, Tier 3 interventions are delivered by the AR Teacher (Algebraic Reasoning) and math teachers participate in professional development to implement Tier 2 interventions strategies (SOAR) to students as well. We continue to develop a data-driven cycle</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math MGP of 60.7. At this point in the year, we are on-track to meet our progress target of 48.5 for this indicator and this data indicates that we are progressing toward meeting our year-end target. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Math Growth reports show that 36.72% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 17.7% of students and 45.58% showed low average and low growth.</p>



		<p>with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District continues to provide a Mathematics Content Liaison who assists each of math teachers to build capacity and provide a model classroom. The Math Content Liaisons piloted a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.</p>	<p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our Math data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 47.1. At this point in the year, this is below our progress target of 56.0. However, we will continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Reading Growth reports show that 34.68% of our students showed high and average high growth from Fall to Winter.</p>

		<p>(LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>Average growth was seen in 9.91% of students and 55.41% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>		<p>Clary continues to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and a Math curriculum, Illustrative Math, provided by the District is utilized by Math teachers. Targeted Tiers 2 and 3 instruction is based on data from SOAR Surveys and Fluency screeners. Focused, Tier 3 interventions are delivered by the AR Teacher (Algebraic Reasoning) and math teachers participate in professional development to implement Tier 2 interventions strategies (SOAR) to students as well. We continue to develop a data-driven cycle</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessment we have calculated a projected ELA Performance Index of 16.5. At this point in the year, this is below our progress target of 31.2. However, we will continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Math Growth reports show that 36.72% of our students showed high and average high growth from Fall to Winter.</p>

		<p>with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District continues to provide a Mathematics Content Liaison who assists each of math teachers to build capacity and provide a model classroom. The Math Content Liaisons piloted a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.</p>	<p>Average growth was seen in 17.7% of students and 45.58% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our Math data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
<p>#150 – Grade 8 Science All Students Core Subject Performance Index</p>		<p>Castle Learning science assessments are used to support our academic progress and growth. Science standards are highlighted based on previous years’ performance as target standards, and additional curriculum and instructional activities are provided for high-leverage content. These assessments are followed by data meetings with teachers, administrators, and the District science coach.</p> <p>Tier 1 instruction continues to utilize the district science curriculum and plan units and lessons with the IBMYP philosophy and the support of our Science Content Liaison Teacher. We continue to develop a data-driven cycle with teachers during Instructional meetings and PLCs, infuse IBMYP strategies in lessons,</p>	<p>Students have been assessed through district-wide monitoring assessments. A combination of pre and post assessments are used to inform instruction. Teachers continued to work through data cycles and attend regular professional development to support student needs.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards. The Living environment and 8<sup>th</sup> grade</p>

		<p>and support students with Student Growth Plans and Trackers via Castle Learning that assesses student understanding of key standards within a unit.</p>	<p>science classes also have an intervention period built into their schedule for science labs.</p>
<p>#160 – Chronic Absenteeism- All Students</p>		<p>Clary continues 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. In addition, the Attendance Team has incentivized being in school every day by adding a weekly drawing to reward a student who has perfect attendance during each month. Weekly incentives are still being implemented for students who attend school on time every day.</p>	<p>For the second quarter, our chronic absenteeism rate was 44%, a decrease from the first quarter. At this point in the year however, this is above our progress target of 36%. As we focus on lowering our chronic absenteeism rate, we will continue to analyze daily and weekly attendance data and find supports for our students and families in need. Our attendance Impact Team will continue to meet weekly to review interventions for assigned students, discuss new referrals, plan interventions accordingly, make at-home visits and outreach to those students identified as chronically absent or at risk of becoming chronically absent.</p> <p>Specifically for the second quarter, we have referred 48 students to the Impact Team, had 27 attendance related ACCESS referrals, 38 home visits, 14 referrals to Child Protective Services for Educational Neglect, 61 letters sent home and 81 phone calls in regards regarding attendance.</p>

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

**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 action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during  
November 1, 2022 – January 20, 2023**

Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>• Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>• Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
#34 – ELA SWD MGP		Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELs ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our	Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA SWD MGP of 49.8. At this point in the year, we are on-track to meet our progress target of 38.9 for this indicator and this data indicates that we are progressing toward meeting our year-end target. While this projection currently exceeds our progress target, we will continue to push this group in order to accelerate our students' reading and literacy skills. The District will update

		<p>students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Reading Growth reports show that 35.94% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 10.82% of students and 58.24% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
#35 – 3-8 ELA Black Students MGP		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and MAZE screeners, as well</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA Black Students MGP of 45.6. At this point in the year, we are on-track to meet our progress target of 45.5 for this indicator and this data indicates that we are progressing toward meeting our year-end target. The District will update our projections at the end of the Winter NWEA administration window in February.</p>

		<p>as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>NWEA Reading Growth reports show that 36.30% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 11.85% of students and 51.85% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
#38 – 3-8 ELA ED Students MGP		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA MGP of 49.7. At this point in the year, we are on-track to meet our progress target of 46.3 for this indicator and this data indicates that we are progressing toward meeting our year-end target. The</p>

		<p>AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>NWEA Reading Growth reports show that 30.93% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 10.82% of students and 58.24% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA gap between our Economically Disadvantaged students and our non-</p>



	<p>lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELs ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are piloting a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>Economically Disadvantaged students of 12%. As this point in the year, this places us on-track to meet our year-end progress target of 34%. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our ELA data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
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<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>	<p>Clary continues to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and a Math curriculum, Illustrative Math, provided by the District is utilized by Math teachers. Targeted Tiers 2 and 3 instruction is based on data from SOAR Surveys and Fluency screeners. Focused, Tier 3 interventions are delivered by the AR Teacher (Algebraic Reasoning) and math teachers participate in professional development to implement Tier 2 interventions strategies (SOAR) to students as well. We continue to develop a data-driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre- and Post-Assessment data that assesses student understand of key standards within a unit.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District continues to provide a Mathematics Content Liaison who assists each of math teachers to build capacity and provide a model classroom. The Math Content Liaisons piloted a digital student portfolio in which students actively set unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments. In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 16%. As this point in the year, this places us on-track to meet our year-end progress target of 24%. The District will update our projections at the end of the Winter NWEA administration window in February.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we used our Math data to identify 30 focus students per grade level to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and created data walls in each classroom to focus on key standards in each unit of study. The staff and students work together to analyze student growth from the beginning to the end of the unit based on the key standards.</p>
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**Part IV – Community Engagement Team (CET)**

**Community Engagement Team (CET)**

*The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement. Recommendations made by the CET, including how the school community and community at-large 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. Such should be addressed in response to the prompts below.*

**Report Out of 2022-23 CET Plan Implementation**

<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
<p>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</p>	<p>Our focus this quarter has been to find ways to support students on their journey from middle school to high school and then to college or careers beyond that. We are beginning to schedule college visits for students, including out of state visits for students at each grade level. We had our 8<sup>th</sup> grade students participate in the high school CTE Expo to expose them to the career pathways that are available at our high schools in the district. We also continued our focus to find ways to engage with our community and hosted our annual holiday shoppe in December.</p>

## Part V - Receivership Powers

### **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 (LANGUAGE AND LITERATURE) 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 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.



**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 Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):  
Signature of Receiver:  
Date:

Anthony Davis  
[Signature]  
1/31/23

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, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):  
Signature of CET Representative:  
Title of CET Representative:  
Date:

Jessica Cannizzaro  
[Signature]  
MYP Coordinator  
1.25.2023

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

Updated November 2022