

2024-2025 Receivership School Quarterly Report #1

Report Period: July 23, 2024, to October 30, 2024 (Due October 30, 2024)

All sections of this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	District website hyperlink to this Report	
Clary Middle School	421800010003	Syracuse City School District	N/A	Cohort 2	http://www.syracusecityschools.com/clary	
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Anthony Davis	Jason Rutkey	7/1/2023	Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools	6-8	N/A	N/A

Procedural Checklist for Quarterly Report Completion Review

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter that have framed a basis for developing a data-informed continuation plan for the academic year.

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public.

Limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

This year began with our inaugural Back to School BBQ, an event designed to engage families and provide essential resources. The success of this event was evident as we welcomed five new members to our Parent Teacher Organization (PTO) and two to our Community Engagement Team (CET). This collaboration has set the foundation for future family engagement initiatives.

Our commitment to rigorous lesson planning is reinforced through the Middle Years Programme (MYP), with an emphasis on real-world application and interdisciplinary units. Data-Driven Instruction (DDI) is integral to our approach, guiding not just instructional practices but all aspects of our school's operations. This includes the analysis of student support, discipline, attendance, and survey data from students and parents.

We've enhanced our Professional Learning Teams (PLTs) by adding a second weekly session dedicated to MYP planning. These meetings leverage student data from various assessments such as DIBELS, MAZE, benchmark assessments, and SOAR surveys to tailor personalized student groupings and instruction.

Our focus on increasing reading achievement is evident through the alignment of essential standards across all content areas to English Language Arts (ELA) standards. We've prioritized reading comprehension in all lessons, resulting in the creation of the "ROAR into Reading" program. This initiative has seen tremendous engagement from both staff and students, with independent reading being a key requirement for our MYP card system. Currently, we have 62 Gold Card members, with many applications still pending, reflecting the program's success within just three weeks.

The development of our community center has progressed significantly and has been operational since September, serving as a positive reinforcement space for students. We are nearing completion of the front lounge area, with the next phase focusing on establishing an esports dominion. This center is staffed during class hours and we are collaborating with the district

to bring our esports program online, which we believe will boost attendance and reduce behavior referrals. Notably, since the introduction of the Gold Card applications and the opening of the community center during lunch, we've observed a 2% increase in attendance.

Our recent 4th annual Trunk or Treat event saw approximately 300 students and families in attendance, including participants from feeder elementary schools. This event not only facilitated school and community resource sharing but also fostered meaningful interactions between families and staff. We remain committed to ongoing collaboration with community partners, families, and district personnel to support our students' growth.

By focusing on continuous improvement, family engagement, and data-driven practices, we are confident in our ability to foster a nurturing and productive educational environment.

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time'.

Data Source: Student Information System
Date of Capture: 10/24/2024

Total Current Enrollment/Registrant Counts: N = 267
SWD: 28%
ELL: 0.7%

SWDs who are also ELLs:
N = 2 / 0.7 %

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Average Daily Attendance Rate	<u>84</u> %	<u>86</u> %	<u>87</u> %	<u>88</u> %
Chronic Absenteeism Rate	<u>54</u> %	<u>48</u> %	<u>46</u> %	<u>36</u> %

Suspension % Rate and Number by Category

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	<u>29</u> %/ <u>90</u> #	<u>32</u> %/ <u>89</u> #	<u>30</u> %/ <u>80</u> #	<u>10</u> %/ <u>28</u> #
Duplicated Suspensions	<u>19</u> %/ <u>57</u> #	<u>20</u> %/ <u>56</u> #	<u>22</u> %/ <u>59</u> #	<u>3</u> %/ <u>9</u> #
Unduplicated Suspensions	<u>11</u> %/ <u>33</u> #	<u>12</u> %/ <u>33</u> #	<u>21</u> %/ <u>21</u> #	<u>7</u> %/ <u>19</u> #
ELL Suspensions	<u>25</u> %/ <u>1</u> #	<u>40</u> %/ <u>2</u> #	<u>50</u> %/ <u>2</u> #	<u>0</u> %/ <u>0</u> #
SWD Suspensions	<u>26</u> %/ <u>20</u> #	<u>33</u> %/ <u>25</u> #	<u>20</u> %/ <u>29</u> #	<u>10</u> %/ <u>7</u> #

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time'.

Graduation Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Grad. Rate	NA %	NA %	NA %	NA %
ELL Grad. Rate	NA %	NA %	NA %	NA %
SWD Grad. Rate	NA %	NA %	NA %	NA %
NYSAA Grad. Rate	NA %	NA %	NA %	NA %

Drop Out Percentage Rates

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Drop Out Rate	NA %	NA %	NA %	NA %
ELL Drop Out Rate	NA %	NA %	NA %	NA %
SWD Drop Out Rate	NA %	NA %	NA %	NA %
NYSAA Drop Out Rate	NA %	NA %	NA %	NA %

3-8 ELA Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	17 %	14 %	12 %

3-8 Math Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	1 %	3 %	6 %

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.*

Out of School Suspensions #: Number of students who received at least one day of out of school suspension.

$$\text{Out of School Suspension Rate \%} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$$

Duplicated Suspensions #: Number of student(s) suspended out of school more than one time.

$$\text{Duplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

Unduplicated Suspensions #: Number of students suspended out of school only one time.

$$\text{Unduplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School Only One Time}}{\text{Total Number of Suspensions}} \times 100$$

English Language Learners (ELL) Suspensions #: Number of ELL students suspended at least one time.

$$\text{ELL Suspension Rate \%} = \frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

Students with Disabilities (SWD) Suspensions #: Number of students with disabilities suspended at least one time.

$$\text{SWD Suspension Rate \%} = \frac{\text{Number of SWDs Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

Directions for Parts I, II, and III - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify key strategies that were included in the 2024-2025 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning and school improvement*. *Only salient data that maps to DI target attainment should be included.*

The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitably accessible educational supports to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in via the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to *Quarter 1 Report*, identify processes:
 - Applied throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how 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.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.

To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to *Building- and District-based Commitments** and Technical Assistance and Support sessions and diagnostic review feedback.

Data and narrative outlines should be comprised of supporting documentation. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. The SMART strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- For example, “ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025.”

Building-based Commitments

- Push student achievement in both ELA and Math through data
- Provide additional PD to build the capacity of staff
- Continue to utilize data analysis and action planning in PLTs to drive instruction towards increased student achievement

SMART Goal Strategies and Actions Towards Attaining Commitments

- ELA proficiency of All students will increase by 6% to 15% proficiency by January 2025 as reflected by an increase in NWEA scores, and by 8% to 20% overall proficiency by June 2025 as reflected in NYS Assessments.
- Math proficiency of All students will increase by 4% to 8% proficiency by January 2025 as reflected by an increase in NWEA scores, and by 6% to 12% overall proficiency by June 2025 as reflected in NYS Assessments
- ELA proficiency of SWD’s will increase by 2% to 3% by January 2025 as reflected by an increase in NWEA scores, and by 4% to 5% overall proficiency by June 2025 as reflected in NYS Assessments.
- Increase overall student attendance by 3 percent to 89% by June 2025.
- By November 1st, 80% of teaching staff will effectively implement Accountable Talk moves in their lessons, measured through classroom observations and walkthroughs.
- By November 1st we will see a 10% increase in SOAR survey data related to math engagement and understanding strategies and techniques.

District-based Commitments

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

<ul style="list-style-type: none"> • Support effective PLCs implementation. • Narrow down all supports to specific school needed supports. • Ensure cohesion between building and district leadership. • Implement strategic support model via Cross Functional Support Team 	<ul style="list-style-type: none"> • A District office representatives will attend weekly PLCs at the school and based on a best practices rubric, offer feedback to the school on ways to improve PLC systems and protocols. • A district Cross Functional Support Team is responsible for supporting the school with its prioritized needs. The Support Team identifies specific deliverables, a cadence of support, and evidence of impact around the collaboratively identified needs for 30-day cycles. • The school will receive prioritized access to NWEA consultants to support teachers and building leaders in analyzing NWEA data and using the data to drive instructional decision making and practices.
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Part I- Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

**Quarter 1 Report - Reflection on Lead Strategies Utilized during
 July 23, 2024 – October 30, 2024**

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets.
IBMYP International Baccalaureate Middle Years Program		As an officially recognized IBMYP authorized school and incorporating the MYP philosophy, Clary supports our students in understanding the complexities of the world and equipping them with the skills, knowledge, and disposition needed to take responsible action in the future. Our education crosses disciplinary, cultural, national, and geographical boundaries, championing critical engagement, stimulating ideas, and fostering meaningful relationships. Our teachers work tirelessly to create unit and lesson plans that support students in reaching their goals. These plans are tracked in our OneNote, reviewed through administrative feedback and walkthroughs, and supported by our

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		MYP Coordinator. Every Tuesday, we will continue to incorporate MYP curriculum development and lesson plan writing, ensuring continuous improvement and alignment with our educational goals. Additionally, we will integrate ATLS-Approaches To Learning, into our CREW class, further enhancing our students' skills and readiness for the future. This comprehensive strategy supports us in meeting and exceeding our demonstrable improvement targets.
SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices		Clary will continue to utilize SEL/CRSP, including the "EL CREW Curriculum," to support our students' needs during the scheduled CREW/advisory period. Teachers will continue to meet with students in small groups, providing opportunities to set goals based on the MYP Learner Profile, create action steps, and reflect on their progress. Additionally, we will implement restorative practices, hold biweekly equity, climate, and culture meetings to implement a tiered multi-student support system, and analyze data in SIT meetings with teams, administrators, and agency partners. The attendance team will continue to track attendance using a data wall, informing staff and students of the number of students by grade level who attend school on a weekly and biweekly basis. Furthermore, our 8 th grade WEB leaders will support our sixth-grade students in a variety of ways throughout the year.
DDI Data Driven Instruction		Clary will continue to utilize Data Driven Instructional Cycles through professional learning teams on a weekly basis supported by the school's instructional coaches. Teachers will look at a multitude of data sources available to target and personalize instruction for their students. Data sources will include NWEA, Lexia, MAP Accelerator, common assessments, do now and exit tickets, and other summative and formative assessments utilized in the classroom. With support from the district, teachers will align their common assessments horizontally and vertically. These assessments will be given every five to six weeks to monitor student literacy and numeracy. Furthermore, the data will allow us to intervene with tier 2 and tier 3 interventions, such as Algebraic Reasoning, Wilson, and Intensive Reading to support student growth. We will continue to incorporate individual student profiles for students to individually reflect and set goals for themselves during CREW class. CREW leaders will support students in reflecting and setting goals using data.

Part II – Demonstrable Improvement Level 1 Indicators

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, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.

**Quarter 1 Report with Reflection on Lead Strategies Utilized during
July 23, 2024 – October 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
3 Student Attendance		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 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. We have made significant progress on our Clary Community Center	<p>For the first quarter, our student attendance rate was 88.1% At this point in the year, this is above our progress target of 86%. As we focus on increasing student attendance, we will continue to analyze daily and weekly attendance data and find supports for our students and families in need.</p> <p>Our attendance Impact Team and attendance 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 and their families.</p> <p>For the first quarter, we have referred 39 students for attendance related ACCESS referrals, we have made 10 home visits, no referrals to Child Protective Services for Educational Neglect, 11 letters sent home</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
		and are beginning to implement various opportunities for students to utilize the space in a positive manner. More recently, we have seen an increase in our MYP card applications which is a direct correlation to the improved Community Center.	and 71 phone calls in regards to attendance. These actions help to support students and their families with getting to school on a more consistent basis.
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 students and families in the areas of academic, attendance, and behavioral supports for targeted students including Tier 3 interventions for counseling. Much of this support is informed by data trackers, including our Data-at-a-Glance which helps to identify those students that are at higher risk and are in need of Tier 3 supports. 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	<p>Throughout the first quarter, we have had zero incidents that counts toward the School Safety indicator. At this point in the year, we are on track to meet our progress target of 0.5 for this indicator.</p> <p>This quarter we had 102 restorative conferences with students. Of the 102, there were 17 repeat restoratives. Tier 3 supports were put into place for the students with repeat referrals and suspensions.</p> <p>Based on the data from the first 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>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
		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.	
100 3-8 ELA All Students Core Subject PI		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>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 33.8, which is below our progress target of 75.2 for this indicator.</p> <p>NWEA Reading Growth reports show that 31.28% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 12.32% of students and 46.4% 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</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
		<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 professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</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 & Literature and Individuals & Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p> <p>Based on our data, we have identified 18 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. We just hired a LTS for the Wilson position and have set-up four staff members to get Wilson trained on a 3-day virtual PD, two being NYU residents. This will allow us to provide flexible options for students to utilize Wilson reading strategies. This intervention will begin in the second quarter.</p>
110 3-8 Math All Students Core Subject PI		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	Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 19.1, which is below our progress target of 21.8 for this indicator but data indicates

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
		<p>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, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</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 are currently working toward helping teachers to support a digital student portfolio in which</p>	<p>that we are progressing toward meeting our year-end target with the support of the District providing math coaches to work with our teachers on a weekly basis.</p> <p>NWEA Math Growth reports show that 41.07% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 15.18% of students and 43.75% 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 have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
		<p>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>	
160 Chronic Absenteeism - All Students			<p>For the first quarter, our chronic absenteeism rate was 36.3% This is below our progress target of 49%. We will continue to analyze daily and weekly attendance data and find supports for our students and families in need.</p> <p>Our attendance Impact Team and attendance 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>For the first quarter, we have referred 39 students for attendance related ACCESS referrals, we have made 10 home visits, no referrals to Child Protective Services for Educational Neglect, 11 letters sent home and 71 phone calls in regards to attendance. These actions help to</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.
			support students and their families with getting to school on a more consistent basis.

Part III – Demonstrable Improvement Level 2 Indicators

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 actions and activities that support goal attainment that support sustainable progress toward Demonstrable Improvement Indicator targets attainment.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2024 – October 30, 2024**

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
34 3-8 ELA SWD MGP		<p>Clary is currently working with the Mid-State Regional Partnership Center through Syracuse University on a support plan for improving Academic Achievement for our Students with Disabilities. In addition to supporting our Students with Disabilities and Special Education teachers, the partnership has provided Professional Learning and resources to ELA teachers to incorporate Tier 2 & 3 reading strategies/interventions within Tier 1 instruction.</p> <p>We have adjusted our schedule for Self-Contained programming, rotating students between two classrooms and teachers, reducing the number of preps for staff and allowing them to focus instruction and support in two areas, with Math & Science taught by one teacher, while Language & Literature and Individuals & Society is taught by another. We have also added a common planning for all Self-Contained teachers which precedes a common AIS period where intentional grouping will be utilized based on student data with students supported by staff based upon need.</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA MGP of 46.0, which is above our progress target of 40.3 for this indicator.</p> <p>NWEA Reading Growth reports show that 35.48% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 11.29% of students and 53.23% 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 have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p> <p>Based on our data, we have identified 18 students that require more intensive reading support and, working with the District, have begun to</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>provide Wilson reading as a Tier 3 intervention. We just hired a LTS for the Wilson position and have set-up four staff members to get Wilson trained on a 3-day virtual PD, two being NYU residents. This will allow us to provide flexible options for students to utilize Wilson reading strategies. This intervention will begin in the second quarter.</p>
45 3-8 ELA SWD Level 2 and above Gap with non-SWD Students		<p>Clary is currently working with the Mid-State Regional Partnership Center through Syracuse University on a support plan for improving Academic Achievement for our Students with Disabilities. In addition to supporting our Students with Disabilities and Special Education teachers, the partnership has provided Professional Learning and resources to ELA teachers to incorporate Tier 2 & 3 reading strategies/interventions within Tier 1 instruction.</p> <p>We have adjusted our schedule for Self-Contained programming, rotating students between two classrooms and teachers, reducing the number of preps for staff and allowing them to focus instruction and support in two areas, with Math & Science taught by one teacher, while Language & Literature and Individuals & Society is taught by another. We have also added a common planning for all Self-Contained teachers which precedes a common AIS period where intentional grouping will be utilized based on student data with students supported by staff based upon need.</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA Gap of 25.4%, which is much below our progress target of 37.0% for this indicator. NWEA Reading Growth reports show that 35.48% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 11.29% of students and 53.23% 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 have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p> <p>Based on our data, we have identified 18 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. We just hired a LTS for the Wilson position and have set-up four staff members to get Wilson trained on a 3-day virtual PD, two being NYU residents. This will allow us to provide flexible options for students to utilize Wilson reading strategies. This intervention will begin in the second quarter.</p>
101 3-8 ELA SWD Core Subject PI		<p>Clary is currently working with the Mid-State Regional Partnership Center through Syracuse University on a support plan for improving Academic Achievement for our Students with Disabilities. In addition to supporting our Students with Disabilities and Special Education teachers, the partnership has provided Professional Learning and resources to ELA teachers to incorporate Tier 2 & 3 reading strategies/interventions within Tier 1 instruction.</p> <p>We have adjusted our schedule for Self-Contained programming, rotating students between two classrooms and teachers, reducing the number of preps for staff and allowing them to focus instruction and support in two</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 8.1, which is below our progress target of 25.8 for this indicator.</p> <p>NWEA Reading Growth reports show that 35.48% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 11.29% of students and 53.23% 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</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>areas, with Math & Science taught by one teacher, while Language & Literature and Individuals & Society is taught by another. We have also added a common planning for all Self-Contained teachers which precedes a common AIS period where intentional grouping will be utilized based on student data with students supported by staff based upon need.</p>	<p>that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p> <p>Based on our data, we have identified 18 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. We just hired a LTS for the Wilson position and have set-up four staff members to get Wilson trained on a 3-day virtual PD, two being NYU residents. This will allow us to provide flexible options for students to utilize Wilson reading strategies. This intervention will begin in the second quarter.</p>
105 3-8 ELA ED Core Subject PI		<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</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 32.1, which is below our progress target of 67.6 for this indicator.</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>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 professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</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 & Literature and Individuals & Society teachers to</p>	<p>NWEA Reading Growth reports show that 31.42% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 13.09% of students and 55.4% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 128 “bubble students” that we are confident we can push to the next reading level.</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 have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p> <p>Based on our data, we have identified 18 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. We just hired a LTS for</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.	the Wilson position and have set-up four staff members to get Wilson trained on a 3-day virtual PD, two being NYU residents. This will allow us to provide flexible options for students to utilize Wilson reading strategies. This intervention will begin in the second quarter.
112 3-8 Math Black Core Subject PI		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, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.	<p>Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 16.0, which is below our progress target of 20.8 for this indicator, but above our Fall data.</p> <p>NWEA Math Growth reports show that 41.08% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 13.61% of students and 44.90% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 118 “bubble students” that we are confident we can push to the next achievement level.</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 have identified the specific level of each student and are</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<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 are currently working toward helping teachers to support 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>using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>
115 3-8 Math ED Core Subject PI		<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</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 18.4, which is below our progress target of 22.9 for this indicator but data indicates that we are progressing toward meeting our year-end target.</p> <p>NWEA Math Growth reports show that 40.1% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 15.84% of students and 44.06% showed low average and low growth.</p>

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 point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		<p>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, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</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 are currently working toward helping teachers to support 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 have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>

Part IV – Community Engagement Team (CET)

The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 SY.

**Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b).*

Report Out of 2024-2025 CET Plan Implementation

<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members. • An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<p>Our CET, Community Engagement Team, includes the building leadership team, which comprises the Principal, Vice-Principal, Administrative Intern, MYP Coordinator, and Discipline Literacy Coach. Additionally, our team includes the Family Engagement Liaison, several teachers, two students, an agency partner, and a local community member. We have added two parents to the committee by the end of the year.</p>	<p>Community Engagement Events Planned for the 24-25 School Year</p> <p>Back to School BBQ</p> <p>August 22nd– students, families, and community members were invited to our front parking lot where we had a meet and greet with our staff at different tables, provided information in a folder to each family, provided food and music and lawn games.</p> <p>Open House</p> <p>September 26th– families and students were given a brief overview of the MYP initiative, ROAR into Reading initiative, and the exciting upcoming events that will take place. Families went around our building follow their students’ schedule and meeting teachers.</p> <p>Trunk or Treat</p> <p>October 24th—students and families participate in an evening of trick or treating, a haunted house, gaining information about our CTE programs, agency</p>

supports, and various community members from around the city such as SU, 100 Black Men, etc.

Holiday Multicultural Event

December 14th– Students and families will come celebrate the many holidays that last throughout December and January. It’s an opportunity for our families and community to enjoy various foods, games, and holiday traditions from around the world.

Holiday Shoppe

December 18th– Students will be able to pick out a gift for a family member or themselves. The makeup day for the shoppe is scheduled for December 19th. Members of our PTO and community members from the churches come to help wrap gifts for our students.

Black History Cultural Event

February 14th– During this event district leaders and community members sit on a panel answering questions students ask. Students showcase their projects throughout the school day. In the evening, community members and families are invited to our building to learn about their students’ projects. Light refreshments will be served.

Peter Pan Musical

Scheduled for the end of March. Family and community members come to watch our students in the musical. Light refreshments will be served.

Talent Show

May 21st, Students put on a wonderful talent show with dance, singing, jokes, etc.

8th Grade Semi-Formal

June 20th– Dance and Food as culminating activity

Transition to High School Night

June 25th– 8th Graders Announce High School Acceptance, awards are provided to students, and families learn about high school.

Parent Teacher Organization

Clary’s Roundtable has grown from 1 participant during the 2023-2024 to 6 participants during our first monthly meeting on October 8th. All parents who attended have signed up to volunteer during our Trunk or Treat event as well as willing to volunteer in our building with different fundraisers.

Clary Community Center

The Community Center will be completed by December or January; and then an unveiling of the community center will commence.

Part V – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.

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 as well as an additional instructional coach.

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.



Part VI – Assurance and Attestation

By signing below, I attest that the information in this 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: Anthony Davis
Date: 10/20/24

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2024-2025 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _____
Signature of CET Representative*: Jessica Cannizzaro
Title of CET Representative: MYP Coordinator
Date: 10.25.24

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