New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2023-2024 Receivership School Quarterly Report #2
Report Period: *October 31, 2023, to January 31, 2024 (Due January 31, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to 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 applicable 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 by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement 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	http://www.syracusecityschools.com/clary

Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
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

Executive Summary

Please provide a *plain-language summary* of this Quarterly Report #2 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 have framed a basis for developing a data-informed continuation plan for the next school year.

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.

Over the past quarter, our school has been focused on enhancing student achievement and creating a sense of belonging through various initiatives and strategic actions.

To begin with, we have conducted targeted professional learning sessions centered around various digital platforms, ensuring that our educators are equipped with the necessary tools and skills to integrate technology effectively into their teaching practices, specifically providing personalized, targeted instruction to support all student's growth. This effort has been in collaboration with creating uniformity among all Academic Intervention Services (AIS) periods, streamlining our support systems to provide consistent and effective practices for student success.

Our commitment to data-driven decision-making remains steadfast, as evidenced by our continued data meetings and action planning surrounding student achievement. These meetings enable us to analyze student progress on a variety of assessment measures, identify areas for improvement, and develop targeted interventions to support student success. These assessments include our common assessments, NWEA assessments, DIBELS, SOAR, DIN/Exit Tickets, and beginning/end of unit assessments. We have streamlined our data analysis system during content area PLTs, in collaboration with District Math and ELA departments, as well as with West Ed and Illustrative Math, to create systems of consistent and fluid data dives and student grouping.

Also, we have focused on providing learning and resources for staff on incorporating foundational math and literacy skills into their instructional practices, further strengthening our students' academic foundation. Through our Mid-Regional Partnership, we have pinpointed various areas where many of our students need additional reading support and have provided staff members with tools and resources to incorporate these into both Tier 1 & 2 instruction. This practice is ongoing, with more professional learning on the horizon and continued data tracking, with the idea to maintain teaching students at grade level, but also providing opportunities to meet the needs of students that need additional support.

Another significant development has been the implementation of Tier 3 instruction, particularly the Wilson program, based on these deep data dives. We have identified approximately 20 students, both general education and special education, that required more intensive reading support. This intervention is also fluid, with a system in place for students to move between the various interventions based on the support needed.

In line with our efforts to foster a positive and inclusive school environment, we have witnessed a notable decrease in office referrals and student suspensions. This is attributed to the increased emphasis on restorative practices, including immediate triage practices and ongoing professional learning for staff. By prioritizing relationships and addressing underlying issues, we are creating a culture of accountability and mutual respect within our school community.

As we continue to push student accountability and ownership of their learning, our first round of student data meetings, emphasized student understanding of their data and achievement, empowering them to set meaningful goals for their academic and personal growth. Combined with this effort, the Clary Community Center has undergone incredible upgrades, with more enhancements planned. These data conversations and the continued development of our building-wide incentive measures, provide students access to resources and opportunities that enrich their overall educational experience. These efforts to engage students in their own learning journey have been reflected in the high rate of applications for MYP Cards.

Overall, these collective efforts underscore our commitment to fostering a supportive and enriching learning environment where every student can thrive. We look forward to building on these successes and continuing to empower our students and families in the quarters to come.

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 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: Student Management System

Date of Capture: 1/31/2024

SWD 28%

Total Current Enrollment/Registrant Counts: N= 256

ELL 2%

SWD/ELL percentage total 30%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	92.4%	84.4%	86.0%	88%
Chronic Absenteeism Rate	26.8%	53.7%	47.5%	35%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	23.1%/#92	29.3%/#90	32.4%/#89	19%/#50
Duplicated Suspensions	11.6%/#46	18.6%/#57	20.4%/#56	21%/#23
Unduplicated Suspensions	11.6%/#46	10.7%/#33	12.0%/#33	25%/#27
ELL Suspensions	0.0%/#0	25%/#1	40%/#2	1%/#1
SWD Suspensions	20.6%/#22	25.6%/#20	32.5%/#25	13%/#14

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.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (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

	2019-2020	2021-2022	2022-2023	2023-2024 (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
Percentage of Students Scoring Level 3 and Above	17%	14%

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	3%	7%

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Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.

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

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

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

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

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

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the second quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement.* The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible 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 support of the NY Social Emotional Learning Benchmarks @ NYS SEL Benchmarks (nysed.gov).

- When responding to prompts pertaining to the *Quarterly Report #2*, identify processes:
  - Used throughout Quarter 2 to <u>assess the impact of</u> *strategies implemented* to improve student learning outcomes, <u>*as aligned to Building- and District-based Commitments*</u>.
  - For <u>assessing the impact</u> 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.

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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. Note that the strategies section is to be completed by school and district leadership. This report should assess the progress and actions toward meeting each commitment as aligned to the school's Lead Strategies and DII targets, while assessing the status of how these commitments have been aligned with and support meeting DII target attainment.

School-based Commitments	SMART Goal Strategies and Actions Towards Attaining Commitments
- Push student achievement in both ELA and Math through data. - Provide additional PD to build the capacity of staff.	By the end of the 2023-2024 school year, student achievement in both ELA and Math will increase based on NWEA administration by the following percentages and number of students: ELA 	Level 4 & Level 3	Level 2	Level 1
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30%	20%	50%
# students= 78	# students=52	# students=129 | Math | Level 4 & Level 3	Level 2	Level 1
---	---	---
10%	19%	71%
# students=26	# students= 50	# students= 186	 Teachers will be provided additional professional development bi-weekly, based on an identified area of need, in order to design lessons utilizing data in every unit of study, increasing the frequency of student progress monitoring by 20%, by the end of the third quarter.

District-based Commitments

SMART Goal Strategies, Actions and Resources Towards

Supporting Commitment Attainment

• Support effective PLCs with tight systems, protocols, and data analysis • Implement strategic support model via Cross Functional Support Team • Focused NWEA support	• District office representatives 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 receives 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.

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.

Quarterly Report #2 - Reflection on Lead Strategies Utilized during
October 31, 2023 – January 31, 2024

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	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		Clary is an officially recognized IBMYP authorized school. 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

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		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		Clary continues to utilize SEL/CRSP including "Second Step" to support our students' needs during a CREW/advisory period that is built into the schedule. Teachers 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 also continue with restorative practices, biweekly equity, climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners. Moreover, the attendance team tracks with a data wall that will inform staff and students the number of students by grade level who attend school on a regular basis.
DDI Data Driven Instruction		Clary continues to utilize Data Driven Instructional Cycles this year. Teachers continue to look at all the data sources that are available to us to target standards and focus instruction, such as NWEA, Lexia, MAP Accelerator common assessments, 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. We have incorporated vertically aligned common assessments within each content that are directly related to priority standards/skills identified by teachers in the collaborative PLT (Professional Learning Team) setting. These assessments are given in five-week cycles with the intent to monitor student progress more frequently as it relates to standard proficiency. This data is vital to planning, specifically in terms of our Tier 2 and Tier 3 instruction and creation of intentional groups within those instructional settings. With assistance from the district, we have utilized our "Data-at-a-Glance" database to identify those students that require Tier 2 and Tier 3 interventions or support, whether academically, behaviorally, or with attendance. It is clear that this key strategy has supported us in reaching and exceeding five of our eleven indicators. It has also been crucial in identifying areas of improvement in the six of the eleven indicators where we look to improve. We have incorporated individual student profile reviews during our CREW period, including individual meetings with CREW leaders. In addition, plans are currently underway for individual data meetings to take place between individual students and grade-level administrators.

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

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 31, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	
			• Provide point in time 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.
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 will also have a dedicated	For the Second quarter, our student attendance rate was 89.3%. At this point in the year, this is above our progress target of 85%. 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. 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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.
		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 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.	For the second quarter, we have referred 10 attendance related ACCESS referrals,10 home visits, 0 referrals to Child Protective Services for Educational Neglect, 44 letters sent home and 32 phone calls in regards regarding 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,	Throughout the second 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 0.6 for this indicator.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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.
		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,	This quarter we had 170 restorative conferences with students. Of the 170, there were 17 repeat restoratives. Tier 3 supports were put into place for the students with repeat referrals and suspensions. 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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.
		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.	
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.	Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA PI of 34.4, which is below our progress target of 70.2 for this indicator, but slightly above our score from the fall.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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.
		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 professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers	NWEA Reading Growth reports show that 36.66% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 11.25% of students and 52.08% showed low average and low growth. 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 our Data-at-a-Glance and 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.

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		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. 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.	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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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.
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 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	Utilizing our most recent student data from the Winter NWEA Math assessments we have calculated a projected Math PI of 12.6, which is below our progress target of 20.8 for this indicator but data indicates 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. NWEA Math Growth reports show that 37.19% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 12.81% of students and 50.0% showed low average and low growth. 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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.
	🟥	student understand of key standards within a unit and proficiency level in terms of identified priority standards. 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. In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.	

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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.
	[RED]		
160 Chronic Absenteeism - All Students	[GREEN]	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	For the second quarter, our chronic absenteeism rate was 33.3%. At this point in the year however, this is below our progress target of 51%. 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 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. For the second quarter, we have referred 8 attendance related ACCESS referrals, 5 home visits, 0 referrals to Child Protective Services for Educational Neglect, 17 letters sent home and 29 phone calls in regards regarding

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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.
		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.	attendance. These actions help to support students and their families with getting to school on a more consistent basis.

Part III – Demonstrable Improvement 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 actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 31, 2024

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point in time 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		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. 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	Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA MGP of 47.2, which is above our progress target of 39.3 for this indicator.

NWEA Reading Growth reports show that 44.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 8.96% of students and 44.78% showed low average and low growth. |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time 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.
		intentional grouping will be utilized based on student data with students supported by staff based upon need.	
45 3-8 ELA SWD Level 2 and above Gap with non-SWD Students			Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA Gape of 22%, which is much below our progress target of 38.0% for this indicator. NWEA Reading Growth reports show that 36.66% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 11.25% of students and 52.08% showed low average and low growth.
101 3-8 ELA SWD Core Subject PI			Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 12.7, which is below our progress target of 21.9 for this indicator, but slightly above our Fall data.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time 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.
	[yellow]		NWEA Reading Growth reports show that 44.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 8.96% of students and 44.78% showed low average and low growth.
105 3-8 ELA ED Core Subject PI	**[red]**		Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA PI of 31.4, which is below our progress target of 63.6 for this indicator, but slightly above our Fall data. NWEA Reading Growth reports show that 37.56% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.68% of students and 37.56% showed low average and low growth.
112 3-8 Math Black Core Subject PI	**[yellow]**		Utilizing our most recent student data from the Winter NWEA Math assessments we have calculated a projected Math PI of 9.9, which is below our progress target of 16.1 for this indicator, but above our Fall data.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time 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.
			NWEA Math Growth reports show that 36.42% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 9.88% of students and 53.71% showed low average and low growth.
115 3-8 Math ED Core Subject PI			Utilizing our most recent student data from the Winter NWEA Math assessments we have calculated a projected Math PI of 10.3, which is below our progress target of 17.9 for this indicator but data indicates that we are progressing toward meeting our year-end target. NWEA Math Growth reports show that 37.19% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.81% of students and 50.0% showed low average and low growth.

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.

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 membership for the 2023-2024 SY should be included and detailed below.

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 2023-2024 CET Plan Implementation

• 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.	• Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 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.
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.	Throughout this quarter in CET we have been discussing the creation of our SCEP, more specifically our priorities and action steps as we plan for our First 30 days. In addition, we shared the action plan and family engagement surveys created in collaboration with our Mid-Regional Partnership. Future family engagement events were also prioritized, with a Talent Show/Dinner as a focus in the next quarter as a manner to draw more families into Clary, to continue to develop the relationship with the community. Finally, we have been working to add more consistent membership from the community, and will have a new member on the Team from a community organization beginning next quarter. 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 graduation. As an integral part of the IBMYP philosophy, we have scheduled multiple service-learning projects per month in an effort to reach out in our community and are currently working on completion of our Clary Community Center.

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

Part V – Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

1. **Review and Make Changes to the School Budget**

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

2. **Implement Professional Development for Staff**

Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA (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 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): _Anthony Davis_

Signature of Receiver: _____

Date: _2/14/24_

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 2023-2024 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _Jessica Cannizzaro_

Signature of CET Representative*: _____

Title of CET Representative: _____

Date: _MYP Coordinator_

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