2024-2025 Receivership School Quarterly Report #2
Report Period: *October 31, 2024, to January 31, 2025 (Due January 31, 2025)*

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 (*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 Schools Only* 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.

Title Page

| DB | All information is complete with accurate point-in-time information. |

Executive Summary

| DB | The Executive Summary is completed per the related outline. |

Data Trend Tables

| DB | All tables have been completed with the most recent point-in-time data. |

*Suspension Tracking and Reporting Addendum

| DB | *The *Suspension Tracking and Reporting Addendum* is a process outline only. No data is entered on this page. |

Building- and District-based Commitments and SMART Goal Strategies

| DB | The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by building and district leaders, including, but not limited to:
- ☐ Incremental goals towards meeting DI targets.
- ☐ Strategies, actions, and resources towards meeting DI targets.
- ☐ How all goals and strategies will be measured/assessed. |

Part I - Lead Strategies for School Improvement

| DB | Each Lead Strategy is outlined, including how the strategy supports meeting achievement-based progress towards this year's DII targets. |

Demonstrable Improvement Level 1 Indicators

| DB | Each Level 1 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed. |

Part III – Demonstrable Improvement Level 2 Indicators

| DB | Each Level 2 Indicator that has been assigned for the current school year is identified. For each indicator, each bullet point has been fully addressed. |

Part IV – Community Engagement Team (CET)

| DB | Every prompt is completed and CET implementation meets *Commissioner's Regulations §100.11(b)*. |

Part V- Powers of the Receiver & Part VI – Assurance and Attestation

| DB | A clear summary of the application of the Powers of the Receiver is provided. |

| DB | Required signatures have been obtained from regulatorily approved CET members who are **not** school administrators. |

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Receivership, 2024-2025 Q2 Report/OISR_RG_11.24
 (As required under Section 211(f) of NYS Ed. Law)

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.

The second quarter featured our 4th annual Trunk-or-Treat Community event, which saw the largest turnout yet and included a popular haunted house that raised over $500 for future family engagement initiatives. In November, we continued our Clary turkey give-away, donating turkeys to families in need. December brought our annual Holiday Shoppe, sponsored by Pass 'da Rock and supported by community donations, allowing every student to "shop" for a holiday gift free of charge. Staff and PTO members volunteered to 'make this event special. Throughout the quarter, students volunteered for service-learning activities at the SPCA, VA hospital, Sarah's Guest House, and a local nursing home, where they hosted a holiday party and caroling event.

The MYP programme continues to strengthen by integrating ATL's into our social emotional learning curriculum (CREW), incorporating evidence of Learner Profiles into our MTSS Card Systems, and offering both in-person and virtual MYP PD opportunities. Weekly MYP PLTs focus on building interdisciplinary unit planners. The "ROAR into Reading" initiative has seen tremendous engagement, with independent reading being a key requirement for our MYP card system. We currently have 3 Black Card, 28 Platinum Card, and 116 Gold Card members, with more applications pending.

Weekly content area DATA PLTs focus on action planning cycles based on bi-weekly common assessments and an emphasis on reading comprehension. Teachers collaborate to review tier one student work artifacts, discuss strategies for student growth, and adjust student groupings and PL plans. Content liaisons and building coaches lead these meetings to ensure staff voice and accountability. Adjustments will be made in January with updated NWEA data.

In December, we launched our Wilson reading program initiative by administering the WIST and TOSWRF2 assessments to the entire student body and establishing five Wilson reading groups targeting students with the most need, focusing on SWDs. Special Area, Social Studies, and Science teachers support students by incorporating reading into their classroom activities. The Instructional Leadership Team (ILT) meets bi-weekly to review data related to our SCEP and offers support through monthly study halls covering various topics. Our building walkthrough tool has been redesigned to provide immediate feedback and specific data to teachers and staff.

Finishing touches have been added to our community center, including gaming systems, wall wraps, furniture, and fitness center updates. Staff and students use the center for MTSS incentives, alternative work areas, and fitness training. These efforts have resulted in a 25% increase in card applications. Student council members and staff are forming an e-sports club for after-school activities. The community engagement team is planning a Community Grand Opening event in conjunction with our Black History Month celebration and a community

book giveaway in late February. By focusing on continuous improvement, family engagement, and data-driven practices, we are confident in fostering a nurturing and productive educational environment for all our students.

![New York State EDUCATION DEPARTMENT — Knowledge > Skill > Opportunity](logo)

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: __1/31/2025__

SWD: __28%__

Total Current Enrollment/Registrant Counts: N = __270__

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	84 %	86 %	87 %	86.4 %
Chronic Absenteeism Rate	54 %	48 %	46 %	44.4 %

Suspension % Rate and Number by Category

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	29 %/# 90	32 %/# 89	30 %/# 80	22.2 %/# 60
Duplicated Suspensions	19 %/# 57	20 %/# 56	22 %/# 59	45.0 %/# 27
Unduplicated Suspensions	11 %/# 33	12 %/# 33	21 %/# 21	12.2 %/# 33
ELL Suspensions	25 %/# 1	40 %/# 2	50 %/# 2	0.0 %/# 0
SWD Suspensions	26 %/# 20	33 %/# 25	20 %/# 29	28.3 %/# 17

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 %

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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._

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

Duplicated Suspensions #: _Number of student(s) suspended out of school 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 only one time._

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

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._

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

__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 2 Report*, identify processes:

   o Applied throughout Quarter 2 to assess the impact of *strategies implemented* to improve student learning outcomes, *as aligned to Building- and District-based Commitments*.
   o 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.

   o Claims should be evidentiary in nature.
   o 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	**SMART Goal Strategies and Actions Towards Attaining Commitments**
- We are committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. By effectively implementing Data- Driven Instruction, PLC's, and Foundational Reading Instruction, we will achieve our 2024-25 academic DI Indicators. - We are committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. By effectively implementing Accountable Talk, we will achieve our SCEP Math and ELA Goals for 2024-25. - We are committed to ensuring all students feel a sense of belonging and attend school daily. By effectively implementing SEL and MTSS structures, we will achieve our 2024-25 Attendance DI Indicators. - We are committed to aligning and maximizing resources to serve and impact each student's needs. By aligning and maximizing all available resources, we will achieve our 2024-25 Safety DI Indicator (along with Academic DI Indicators).	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. Schoolwide achievement overall 8% proficient was the same as fall based on NWEA data. However, schoolwide growth overall at the 50th percentile, with 43% growing above the 60th percentile and 58% showing average to above average growth showing significant gains. 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 Schoolwide achievement overall % proficient was the same as fall. However, schoolwide growth overall at the 50th percentile, with 43% growing above the 60th percentile and 58% showing average to above average growth showing significant gains. 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.

SMART Goal Strategies, Actions and Resources Towards

District-based Commitments	**Supporting Commitment Attainment**
1. The district is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. 2. The district is committed to ensuring that all students, especially your diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. 3. The district is committed to ensuring all students feel a sense of belonging and attend school daily. 4. The district is committed to aligning and maximizing resources to serve and impact each student's needs.	1. The district's Special Education Department will provide weekly support to ensure the school achieves their 2024-25 DI Indicators #34 (3-8 ELA SWD MGP), #45 (3-8 ELA SWD Level 2 and above Gap with non-SWD Students), and #101 (3-8 ELA SWD Core Subject PI). 2. The district's School Reform & Improvement Office and the district's Engagement Office will provide weekly attendance support to the school in achieving their 2024-25 DI Indicators #160 (EM Chronic Absenteeism – All Students) and #3 (Student Attendance). 3. The district's Teaching & Learning Department will provide weekly numeracy and literacy support, along with Impact Coaches directly supporting LTS, to ensure the school achieves their 2024-25 DI Indicators #100 (3-8 ELA All Students Core Subject PI), #110 (3-8 Math All Students Core Subject PI), #105 (3-8 ELA ED Core Subject PI), #112 (3-8 Math Black Core Subject PI), and #115 (3-8 Math ED Core Subject PI). 4. The district's Student Supports Department and the district's Engagement Office will provide weekly support (i.e., to identify, maximize, and align available resources) to ensure the school achieves their 2024- 25 DI Indicator #5 (School Safety). 5. The district's HR Department will meet bi-weekly with the school to discuss staffing to assist in achieving all 2024-25 DI Indicators.

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 2 Report - Reflection on Lead Strategies Utilized during
October 31, 2024 – January 31, 2025

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 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 8th 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

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.
		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 2 Report with Reflection on Lead Strategies Utilized during
October 31, 2024 – January 31, 2025

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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	For the second quarter, our student attendance rate was 86.4% 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.

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. |

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(As required under Section 211(f) of NYS Ed. Law)

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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 11 students for attendance related ACCESS referrals, we have made 21 home visits, 3 referrals to Child Protective Services for Educational Neglect, 98 letters sent home and 92 phone calls 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, 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,	Throughout the second quarter, we have had one incident 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. This quarter we had 435 restorative conferences with students. Of the 435, there were 90 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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
	(green)	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 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.	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.
100 3-8 ELA All Students Core Subject PI	(red)	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	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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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 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.	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. 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. Through review of the 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. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- 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.
	RED	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.

This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction. | 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. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule. |
| 110 3-8 Math All Students Core Subject PI | YELLOW | 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, | 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 that we are progressing toward meeting our year-end target with the support |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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. 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	of the District providing math coaches to work with our teachers on a weekly basis. 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. 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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. This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.	
160 Chronic Absenteeism - All Students		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	For the second quarter, our chronic absenteeism rate was 44.4% 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• 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.
		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 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.	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. For the second quarter, we have referred 11 students for attendance related ACCESS referrals, we have made 21 home visits, 3 referrals to Child Protective Services for Educational Neglect, 98 letters sent home and 92 phone calls regarding 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
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.

	Quarter 2 Report with Reflection on Lead Strategies Utilized during October 31, 2024 – January 31, 2025	

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 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		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 intentional grouping will be utilized based on student data with students supported by staff based upon need.	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. 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. 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

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 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.
			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. 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. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.
45 3-8 ELA SWD Level 2 and above		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	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.

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 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.
Gap with non-SWD Students		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 intentional grouping will be utilized based on student data with students supported by staff based upon need.	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. 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. 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.

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 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.
			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. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.
101 3-8 ELA SWD Core Subject PI		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	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.

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 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.
		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 intentional grouping will be utilized based on student data with students supported by staff based upon need.	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. 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. 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. A LTS for the Wilson

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 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.
			position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.
105 3-8 ELA ED 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	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. 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.

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 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.
		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. 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.	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. Through review of the 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. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common 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. A LTS for the Wilson

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 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.
	RED	This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.	position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.
112 3-8 Math Black Core Subject PI	YELLOW	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	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. 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.

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 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.
		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. 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.	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. 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.

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 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.
		This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.	
115 3-8 Math ED 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	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. 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. 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

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 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.
		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 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. This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson	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.

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 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.
		planning, writing and tracking higher level questioning and data driven instruction.	

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

Receivership, 2024-2025 Q2 Report/OISR_RG_11.24
 (As required under Section 211(f) of NYS Ed. Law)

• 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*, 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.

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.	Community Engagement Events Planned for the 24-25 School Year
	   Upcoming Events
	
	   Steppin' into History
	
	On February 27th our families and the families from Meachem and Van Duyn are invited to come celebrate Black History Month with us from 5:00-6:30 PM. The event will include showcasing the hard work our students have done around Black History, meet and greet with the Syracuse Greek Societies, book giveaways, and the unveiling of Clary's Community Center.
	
	Hello, Spring
	
	In the month of March or April, depending on availability, companies from across the city of Syracuse will join us for a job fair where our students and families will have the opportunity to apply, interview, and be hired for the upcoming summer vacation. Representatives from the high schools will share information about the different pathways students have applied for as well as summer school opportunities. In addition, one of the local banks will join us to help students open savings and/or a checking account.

	Clary's Got Talent
	During the month of May our families and community members will be invited to join us as we cheer on our talented students who will be singing, dancing, telling jokes, etc.
	Black History Cultural Event
	February 14th/27th– . 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.
	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 Community Center will be unveiled to families on February 27th, in an event that coincides with our Black History Month celebration.

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): _____Anthony Davis_____

Signature of Receiver: _____[signature]_____

Date: _____2/11/25_____

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): _____Jessica Cannizzaro_____

Signature of CET Representative*: _____[signature]_____

Title of CET Representative: _____MYP Coordinator_____

Date: _____2.5.2025_____

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