New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2024-2025 Receivership School Quarter 4 Report and 2025-2026 Continuation Plan
Quarter 4 Report Period: *May 1, 2025, to June 30, 2025 (Due July 22, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.[1]

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of lead 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	Building Grade-level Configuration	District	District website hyperlink to this Report
Clary Middle School	421800010003	6-8	Syracuse City School District	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	*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
				June	August
Anthony Q. Davis	Jason Rutkey	7/1/2023	Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools	% NA	% NA

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[1] State Monitor Districts should streamline reporting, drawing from related metrics, data, and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report.

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Knowledge > Skill > Opportunity

Data Source: Student Management System
Date of Capture: 6/30/2025
Last Date Loaded: 6/30/2025

N = 269

Total Current Enrollment/Registrant Counts: SWD = 27%
ELL = 0.4%

SWDs who are also ELLs:
N = 0 / 0 %

Current Average Daily, Chronic Absenteeism & All Students Attendance Rates

	2024-2025 (YTD)
Average Daily Attendance Rate	86.6 %
Chronic Absenteeism Rate	46.4 %

All Students Attendance Rate

Enter the number of students enrolled 30 or more cumulative instructional days (and in attendance at least 1 day) by attendance rate level.

	Level 1 85% or less	Level 2 85.1 - 90%	Level 3 90.1 - 95%	Level 4 95.1 - 100%
2024-2025 (YTD)	85	39	74	81

Current Out of School Suspensions by Number and Rate

	2024-2025 (YTD)	
Out of School Suspensions	N= 80	29 %
ELL Suspensions	N= 2	50 %
SWD Suspensions	N= 29	20 %
Students Suspended One Time (Unduplicated)	N= 59	21 %
Students Suspended Two or More Times (Duplicated)	N= 21	22 %

Expected 4-Year Graduation & Current Drop Out Rates

2024-2025 (YTD)		
	June 2025	August 2025
Expected Overall Grad Rate	NA %	NA %
Expected SWD Grad Rate	NA %	NA %
Expected ELL Grad Rate	NA %	NA %

	2024-2025 (YTD)
Total Cohort Drop Out Rate	NA %
SWD Drop Out Rate	NA %
ELL Drop Out Rate	NA %

Out of School Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 3. No data should be entered here.*

Out of School Suspensions: *In the numerator, include the number of all student(s) suspended <u>out of school at least one time</u>.*

$$Out\ of\ School\ Suspension\ Rate\ \% = \frac{Total\ Number\ of\ Students\ Suspended\ Out\ of\ School\ at\ Least\ One\ Time}{Total\ Enrollment\ of\ the\ School\ as\ of\ Date\ of\ Capture}\ x\ 100$$

English Language Learners (ELL) Suspensions: *In the numerator, include the number of all ELL student(s) who have been suspended out of school <u>one or more times</u>.*

$$ELL\ Suspension\ Rate\ \% = \frac{Number\ of\ ELL\ Students\ Suspended\ Out\ of\ School\ One\ or\ More\ Times}{Total\ Number\ of\ Students\ Who\ Received\ At\ Least\ One\ Day\ Out\ of\ School\ Suspension}\ x\ 100$$

Students with Disabilities (SWD) Suspension: *In the numerator, include the number of all students with disabilities who have been suspended out of school <u>one or more times</u>.*

$$SWD\ Suspension\ Rate\ \% = \frac{Number\ of\ SWDs\ Suspended\ Out\ of\ School\ One\ or\ More\ Times}{Total\ Number\ of\ Students\ Who\ Received\ At\ Least\ One\ Day\ Out\ of\ School\ Suspension}\ x\ 100$$

Students Suspended One Time (Unduplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school <u>one time only</u>.*

$$Unduplicated\ Suspension\ Rate\ \% = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ One\ Time\ Only}{Total\ Number\ of\ Students\ Who\ Received\ At\ Least\ One\ Day\ Out\ of\ School\ Suspension}\ x\ 100$$

Students Suspended Two or More Times (Duplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school <u>two or more times</u>.*

$$Duplicated\ Suspension\ Rate\ \% = \frac{Number\ of\ Students\ Suspended\ Out\ of\ School\ Two\ or\ More\ Times}{Total\ Number\ of\ Students\ Who\ Received\ At\ Least\ One\ Day\ Out\ of\ School\ Suspension}\ x\ 100$$

Pre-Planning and Reflection: Identifying Needs and Resources
- *Prior to completing the Quarter 4 Report and Continuation Plan and choosing Lead Strategies in Part I of the report, **school and district leaders, along with their CET**, should reflect on the effectiveness of current initiatives and determine the most appropriate way to proceed based on current circumstances.*
- *All available data from the 2024-2025 school year should be examined relative to the impact of Lead Strategies on meeting or exceeding DI Indicator Targets.*
- *Schools are encouraged to utilize the needs assessment resources available at https://www.nysed.gov/accountability/needs-assessment, and should also include data obtained through surveys already conducted with various stakeholders during the 2024-2025 school year and through other consistently utilized local data collection processes, such as walkthrough tools and schoolwide formative assessment.*
- *Data pertaining to student subgroups should also be examined to ensure instructional decisions are made equitably and are differentiated to address specific subgroup DI Indicator targets as applicable.*

Identify below all data sources that will be used to monitor the progress of school improvement in 2025-2026. *Guidance on assessment is available at https://www.nysed.gov/sites/default/files/programs/state-assessment/new-york-state-educational-assessment-strategy.pdf.*

Data Sources for the 2025-2026 School Year
Click each box next to all that apply

Diagnostic/Benchmark Assessments

- ☐ IXL
- ☐ NWEA
- ☐ iReady
- ☐ Star
- ☐ Lexia

List all others that apply:

Local Assessments

- ☐ Math CFA
- ☐ ELA CFA
- ☐ Literacy CFA
- ☐ Social Studies CFA
- ☐ Science CFA
- ☐ Classroom Formative Assessments

List all others that apply:

State Assessments

- ☐ Regents Exams
- ☐ 3-8 ELA
- ☐ 3-8 Math

List all others that apply:

Directions for Parts I, II, and III

The purpose of the Quarter 4 Report and Continuation Plan is not only to document and outline the strategies, actions and outcomes occurring during Quarter 4, but to comprehensively plan for the continuum of improvement into the following school year. School- and district-based decisions for 2025-2026 should be made using a wide range of reliable data sources while examining outcomes from the 2024-2025 school year, be rooted in evidence, and aligned with both school and district goals for continuous improvement.

The report should include a clear focus on *how data and evidence have and will guide the selection and implementation of instructional decisions,* as well as how teaching and learning will be supported via district resources such that educational opportunities are equitable and accessible to all students and ensure their positive social-emotional well-being and active engagement in learning. Applicable resources and related guidance can be accessed via the *Department's Culturally Responsive-Sustaining (CR-S) Education Frameworks* and the NYS Social Emotional Learning Benchmarks.

Further, district and school leadership should frame a summary of the steps taken to implement the chosen instructional and non-instructional lead strategies aligned with Building- and District-based goals that were included in the 2024-2025 Continuation Plan and Quarterly Reports, as well as identify specific strategies leading to Demonstrable Indicator (DI) target attainment.

Data and narrative outlines included in the Quarter 4 and Continuation Plan portions of this document should be comprised of only supporting evidence and documentation relevant to the aligned time periods. 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.

When responding to prompts for the Quarter 4 Report, be sure to:
- Frame how the strategy supported progress towards this year's Demonstrable Improvement Indicator (DII) targets. Identify specific processes, strategies and actions that were applied throughout Quarter 4 to improve student learning outcomes, *as aligned to Lead Strategies, DII targets and district improvement goals*.
- Describe the processes utilized to assess the impact lead strategies had on student learning outcomes and as applied each DI Indicator.
- Provide the data that was used to assess the actual impact of the lead strategies on student learning during Quarter 4 based on progress monitoring that took place relevant to each DI Indicator.

When responding to prompts for the Continuation Plan, be sure to:
- Frame how the implementation of lead strategies for the 2025-2026 school year will address *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- Identify specific processes, strategies and actions that will be implemented during the new school year.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.
- For all Lead Strategies and each DII provide a plan for progress monitoring that includes:
  - An Early Implementation Progress Goal- a realistic goal that can be achieved by the end of Quarter 1 and progress for which will be included in the Quarter 1 Report.
  - A Mid-Year Progress Goal- a realistic interim progress measure based on historical data and DII targets. Progress for this goal will be included in the Quarter 2 Report.
  - A Spring Progress Goal- a preliminary additional progress measure based on both the Early and Mid-Year Goals. Progress for this goal will be included in the Quarter 3 Report.

Part I – Lead Strategies for School Improvement

*After reflecting on the Lead Strategies that were implemented during the 2024-2025 school year, **indicate 3-4 Lead Strategies** that will guide the school's improvement plan in 2025-2026. Lead Strategies can be both instructional and non-instructional, as appropriate. These strategies will serve as key levers for improving student outcomes and should be intentionally aligned with data results and district-based improvement goals to advance progress across specific Demonstrable Improvement Indicators (DII).*

*All lead strategies chosen should be evidence-based and aligned with the district's vision for improvement. **To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at**: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies.*

Final Report and Reflection on Lead Strategies Applied From May 1, 2025 – June 30, 2025		Lead Strategies that Will Guide the 2025-2026 School Year Continuation Plan		
List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •*What data suggests this strategy will have a positive impact on outcomes in 2025-2026?* •*If this is a new strategy, explain the rationale for selection.*	For each strategy listed, provide the following: - Outline specific steps for how the strategy will be implemented, including related staff training and support. - Describe how progress resulting from implementation will be monitored and how related impact will be measured. - Include the following interim progress goals as defined on page 6: *Early Implementation Progress Goal* *Mid-Year Progress Goal* *Spring Progress Goal*
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	IBMYP International Baccalaureate Middle Years Program	The International Baccalaureate Middle Years Program (MYP) will continue to be refined throughout the 2025–2026 school year to better support student growth and interdisciplinary learning. Over the past year, we've seen a	The International Baccalaureate Middle Years Program (IBMYP) will remain a central focus in our Professional Learning Communities, where educators collaborate to share effective strategies and engaging assessments. Additionally, the Crew Committee will prioritize the integration of Approaches to Learning (ATLs) and Learner Profiles into CREW lessons to further support student growth. For more details, please refer to our 2025–2026 School

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •*What data suggests this strategy will have a positive impact on outcomes in 2025-2026?* •*If this is a new strategy, explain the rationale for selection.*	For each strategy listed, provide the following: • Outline specific steps for how the strategy will be implemented, including related staff training and support. • Describe how progress resulting from implementation will be monitored and how related impact will be measured. • Include the following interim progress goals as defined on page 6: o *Early Implementation Progress Goal* o *Mid-Year Progress Goal* o *Spring Progress Goal*
	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.		meaningful increase in student engagement within our school community, with more connections being made across subject areas. The Approaches to Learning and Learner Profiles are now embedded in our MTSS card system and will be further integrated into our CREW classes to deepen their impact on student development.	Comprehensive Education and Receivership Continuation Plan.
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	SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices	The 2024–2025 school year marked our first year implementing the EL Education Crew Curriculum, during	The administrative team will continue working closely with the Crew Committee to develop attendance trackers and student goal sheets for use during Crew classes, helping students better understand their data and take ownership of

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	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.		which we gathered valuable student survey data to guide strategic adjustments, including more intentional Crew group assignments. The curriculum has positively influenced student attendance, helping us meet our demonstrable improvement indicator. Continued focus on Crew implementation will further strengthen our welcoming and safe school environment, supporting student connection and growth.	their progress. Additionally, a walkthrough schedule will be established to ensure all staff receive consistent, constructive feedback to support instructional growth. Further details can be found in our 2025–2026 School Comprehensive Education and Receivership Continuation Plan.

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •*What data suggests this strategy will have a positive impact on outcomes in 2025-2026?* •*If this is a new strategy, explain the rationale for selection.*	For each strategy listed, provide the following: • Outline specific steps for how the strategy will be implemented, including related staff training and support. • Describe how progress resulting from implementation will be monitored and how related impact will be measured. • Include the following interim progress goals as defined on page 6: ○ *Early Implementation Progress Goal* ○ *Mid-Year Progress Goal* ○ *Spring Progress Goal*
DDI Data Driven Instruction	Clary will continue to utilize Data Driven Instructional Cycles through professional learning teams on a weekly basis supported by the school's instructional coaches. Teachers will look at a multitude of data sources available to target and personalize instruction for their students. Data sources will include NWEA, Lexia, MAP Accelerator, common assessments, do now and exit tickets, and other summative and formative assessments utilized in the classroom. With support from the district, teachers will align their common assessments horizontally and vertically. These assessments will be given every five to six weeks to monitor student literacy and numeracy. Furthermore, the data will allow us to intervene with tier 2 and tier 3 interventions, such as Algebraic Reasoning, Wilson, and Intensive Reading to support student growth. We will continue to incorporate individual student profiles for students to individually reflect and set goals for themselves during CREW class. CREW leaders will support students in reflecting and setting goals using data.	DDI Data Driven Instruction	The data we collect on academics, behavior, and attendance continues to guide our decision-making to support the whole child. Based on our NWEA results, students have demonstrated significant growth in both ELA and Math, and Clary has successfully met the demonstrable improvement indicators for student attendance and chronic absenteeism. This data-driven strategy will be further refined through our Multi-Tiered	DDI Data Driven Instruction

List the lead strategies that guided the school's improvement strategy during the reporting period.	For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so.	List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year.	Is this a new, expanded or refined strategy for 2025-26? •*What data suggests this strategy will have a positive impact on outcomes in 2025-2026?* •*If this is a new strategy, explain the rationale for selection.*	For each strategy listed, provide the following: • Outline specific steps for how the strategy will be implemented, including related staff training and support. • Describe how progress resulting from implementation will be monitored and how related impact will be measured. • Include the following interim progress goals as defined on page 6: o *Early Implementation Progress Goal* o *Mid-Year Progress Goal* o *Spring Progress Goal*
			Systems of Support (MTSS) to ensure that tiered interventions are effectively implemented for all students.	

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 inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.

Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025	Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		  o *Early Implementation Progress Goal*
		  o *Mid-Year Progress Goal*
		  o *Spring Progress Goal*

3 Student Attendance	For the fourth quarter, our student attendance rate was 86.6% 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. For the fourth quarter, we have not referred any students for attendance related ACCESS referrals, we have made 6 home visits, no referrals to Child Protective Services for Educational Neglect, 87 letters sent home and 80 phone calls regarding attendance. These actions help to support students and their families with getting to school on a more consistent basis.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP
5 School Safety	Throughout the fourth quarter, we have had zero incidents that count 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.	Please refer to 2025-2026 SCEP

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		   ○ *Early Implementation Progress Goal*
		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

	This quarter we had 150 restorative conferences with students. Of the 150, there were 11 repeat restoratives. Tier 3 supports were put into place for the students with repeat referrals and suspensions. Based on the data from the fourth 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.	
100 3-8 ELA All Students Core Subject PI	Utilizing our most recent student data from the Spring NWEA Reading assessments, we have calculated a projected ELA PI of 69.7, which is below our progress target of 75.2 for this indicator, but an increase from the fall administration. NWEA Reading Growth reports show that 41.62% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 12.69% of students and 45.68% showed low average and low growth.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		   ○ *Early Implementation Progress Goal*
		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

	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 28 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	

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		   ○ *Early Implementation Progress Goal*
		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

	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	Utilizing our most recent student data from the Spring NWEA Math assessments we have calculated a projected Math PI of 39.3, which is above our progress target of 21.8 for this indicator. NWEA Math Growth reports show that 31.82% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 12.50% of students and 55.68% 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.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		   ○ *Early Implementation Progress Goal*
		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

160 Chronic Absenteeism - All Students	For the fourth quarter, our chronic absenteeism rate was 46.4% 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. 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 third quarter, we have not referred any students for attendance related ACCESS referrals, we have made 6 home visits, no referrals to Child Protective Services for Educational Neglect, 87 letters sent home and 80 phone calls regarding attendance. These actions help to support students and their families with getting to school on a more consistent basis.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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 inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicator (DII) targets.

Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025		Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator

DI Indicator # and Name	Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.
	• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.
	• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.
	• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year.
		Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.
		• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		• Describe ongoing process monitoring and how impact will be measured throughout the year.
		• Include the following progress goals as explained on page 5:
		   ○ *Early Implementation Progress Goal*
		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

34 3-8 ELA SWD MGP	Utilizing our most recent student data from the Spring NWEA Reading assessments, we have calculated a projected ELA MGP of 39.6, which is below our progress target of 40.3 for this indicator. NWEA Reading Growth reports show that 43.40% of our students showed high and average high growth from Wintr to Spring. Average growth was seen in 10.64% of students and 57.44% 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	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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	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 28 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 Gap with non-SWD Students	Utilizing our most recent student data from the Spring NWEA Reading assessments, we have calculated a projected ELA Gap of 33.2%, which is much below our progress target of 37.0% for this indicator.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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		 • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.
		 • Describe ongoing process monitoring and how impact will be measured throughout the year.
		 • Include the following progress goals as explained on page 5:
		     ○ *Early Implementation Progress Goal*
		     ○ *Mid-Year Progress Goal*
		     ○ *Spring Progress Goal*

	NWEA Reading Growth reports show that 43.40% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 10.64% of students and 57.44% 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. Based on our data, we have identified 28 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	

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		   ○ *Mid-Year Progress Goal*
		   ○ *Spring Progress Goal*

	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	Utilizing our most recent student data from the Spring NWEA Reading assessments, we have calculated a projected ELA PI of 25.0, which is below our progress target of 25.8 for this indicator. NWEA Reading Growth reports show that 31.92% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 10.64% of students and 57.44% 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	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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	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 28 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.	
105 3-8 ELA ED Core Subject PI	Utilizing our most recent student data from the Spring NWEA Reading assessments, we have calculated a projected ELA PI of 72.3, which is above our progress target of 67.6 for this indicator.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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	NWEA Reading Growth reports show that 43.40% of our students showed high and average high growth from Winter to Fall. Average growth was seen in 12.09% of students and 44.50% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 128 "bubble students" that we were confident we can push to the next reading level. 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 28 students that require more intensive reading support and, working with the District, have begun to	

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	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.	
112 3-8 Math Black Core Subject PI	Utilizing our most recent student data from the Spring NWEA Math assessments we have calculated a projected Math PI of 34.8, which is above our progress target of 20.8 for this indicator. NWEA Math Growth reports show that 29.42% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 14.29% of students and 56.30% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 118 "bubble students" that we were confident we could 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	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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	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.	
115 3-8 Math ED Core Subject PI	Utilizing our most recent student data from the Spring NWEA Math assessments we have calculated a projected Math PI of 37.9, which is above our progress target of 22.9 for this indicator. NWEA Math Growth reports show that 33.13% of our students showed high and average high growth from Winter to Fall. Average growth was seen in 11.66% of students and 55.22% 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,	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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Part IV – Executive Summary
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 250 words per summary*. Applicable links must be made publicly accessible prior to submitting the report.

Summary of Quarter 4 May 1, 2025 – June 30, 2025	Summary of Systems and Processes That Will Guide the 2025-2026 School Year Continuation Plan

Reflect on the changes and progress made during Quarter 4 and provide a *plain-language summary* to include: • How these systems and processes were utilized to implement lead strategies and engage the community. • Any relevant findings and actions taken to enact the Powers of the Receiver.	After reflecting on progress made during the 2024-2025 school year, provide an overview the school's vision for improvement, as aligned to the district's strategic goals, for the 2025-2026 school year. Include: • A brief description of the school's theory of action for improvement during the 2025-2026 school year. • How this theory of action will build upon the progress made during 2024-2025.
The fourth quarter was marked by several engaging events and initiatives. One of the standout highlights was Clary's Got Talent, an electrifying showcase of students' hidden talents, including stand-up comedy, singing, and dancing. The event brought together families, staff, and community members to celebrate the diverse and creative expressions of our students, fostering a strong sense of pride and school spirit.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

Part V – 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 school year.

Report Out of 2024-2025 CET Plan Implementation	Plan for Use of CET Recommendations during the 2025-2026
• List the roles/titles of stakeholders who have *consistently* participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET's membership during Quarter 4. • Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school's improvement plan. • Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025.	• Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members. • Outline the process by which new members of the CET will be identified and selected[2], including action steps to increase participation of parents/family members and students. • Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation, including how the CET's impact will be measured. • 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.

Receivership, 2024-2025 Q4 Report/OISR_6.25
(As required under Section 211(f) of NYS Ed. Law)

During the fourth quarter, the Community Engagement Team (CET) organized several impactful events. Clary's Got Talent was a fun event showcasing our students' hidden talents. Furthermore, the CET team invited Key Bank in to discuss financial literacy with our students. Additionally, we planned a successful Transition to High School event for our 8th grade students. Family and friends joined us in our gymnasium as we celebrated the successes of all of our students and congratulated them as they move to high school in the fall. Looking ahead, the CET is working with our PTO and Equity, Culture, and Climate Team in planning the 25-26 Back to School BBQ taking place on August 20th. These efforts reflect the CET's commitment to fostering community engagement and supporting student success.	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

Part VI – Powers of the Receiver
NYS Education Law 211-f and Commissioners Regulation §100.19 grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Report Out on the Powers of the Receiver Utilized during the 2024-2025 School Year	Planned Use of the Powers of the Receiver during the 2025-2026 School Year
Provide a summary for how the Superintendent Receiver's powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.	Describe how the Superintendent Receiver's powers will be applied during the 2025-2026 school year. • List the Powers of the Receiver that will be utilized. • Provide a rationale for the selection of these powers. • How will the selected Powers of the Receiver specifically support this school? • Describe how the impact of these decisions will be measured throughout the school year.
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**	Please refer to 2025-2026 Receivership Continuation Plan/SCEP

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 VII – District Support Plan

Report Out on the 2024-2025 School Year District Support Plan	District Support Plan for the 2025-2026 School Year

Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.	Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment. • What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? • What is the district's plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? • Describe how the impact of these decisions will be measured throughout the school year.
• The district's Special Education Department provided 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). • The district's School Reform & Improvement Office and the district's Engagement Office provided weekly attendance support to the school in achieving their 2024-25 DI Indicators #160 (EM Chronic Absenteeism – All Students) and #3 (Student Attendance). • The district's Teaching & Learning Department provided 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). • The district's Student Supports Department and the district's Engagement Office provided weekly support (i.e., to identify, maximize, and align available resources) to ensure the school achieves their 2024- 25 DI Indicator #5 (School Safety). • The district's HR Department met bi-weekly with the school to discuss staffing to assist in achieving all 2024-25 DI Indicators.	Please refer to 2025-26 Receivership Continuation Plan/SCEP

ASSURANCE AND ATTESTATION

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _Anthony Davis_

Signature of Receiver: _____

Date: _8/15/25_

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

Name of CET Representative (Print): _Jessica Cannizzaro_

Signature of CET Representative*: _____

Title of CET Representative: _MYP Coordinator_

Date: _8.14.25_

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