2025-2026 Receivership School Quarterly Report #2

Report Period: *October 31, 2025, to January 30, 2026 (Due January 30, 2026)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee, along with the school leader. Completed reports should be submitted electronically to OISR@NYSED.gov.

All parts 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	District	Superintendent	Date Report Submitted	
Clary Middle School	Syracuse City School District	Pamela J. Odom	2/6/2026	
School Leader	District Hyperlink to this Report		*High Schools Only* Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Hayley Downs	https://www.syracusecityschools.com/clary		NA	NA

1 | P a g e
Receivership, 2025-2026 Q2 Report/OISR-121525
(As required under Section 211(f) of NYS Ed. Law)

Directions:

School and district leadership should provide a concise summary of the steps taken to implement each lead strategy and the actions used to monitor progress and impact.

The summary should highlight:
- Key implementation activities completed during the reporting period.
- Systems or processes used to monitor fidelity of implementation.
- Evidence of impact, including data, observations, or stakeholder feedback.
- Adjustments made in response to findings to strengthen outcomes.

This Quarter 2 Report should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school's Demonstrable Improvement (DI) Indicator targets.

Required Reporting	Continuation Plan Alignment
Part 1 – Overview of School Demographic and Four-Year Trend Data	Overview of Data
Part 2 – Lead Strategies for School Improvement	Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators)
Part 3 – Demonstrable Improvement (DI) Indicators	Parts II and III Demonstrable (DI) Indicators
Part 4 – District Support	Part VII: District Support Plan
Part 5 – Community Engagement Team (CET)	Part V: Community Engagement Team (CET)
Part 6 – Powers of the Receiver	Part VI: Powers of the Receiver

Part 1 – 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 4 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 Management System
Date of Capture: 1/26/26

SWD: 28%

Total Current Enrollment/Registrant Counts: N =   227
ELL: 1%

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

Attendance

	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	86%	87%	87%	87%

Accountability Attendance Levels

	Level 1	Level 2	Level 3	Level 4
2024-2025 *Report from SIRS 116	85	39	74	81
2025-2026 *Report from Student Management System	65	36	40	93

Suspension Rate and Number by Category

	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	89	32.4%	80	30.4%	86	31.9%	43	18.5%
Duplicated Suspensions	53	19.3%	55	20.9%	50	18.5%	29	12.5%
Unduplicated Suspensions	36	13.1%	25	9.5%	36	13.3%	14	6.0%
ELL Suspensions	2	33.3%	2	50.0%	1	50.0%	0	0.0%
SWD Suspensions	25	32.5%	20	29.0%	25	36.8%	10	15.9%

Part 1 – 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 outcome trend data, as applicable.

Graduation Rates			
	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

Drop Out Rates			
	2022-2023	*2023-2024*	*2024-2025*
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

3-8 ELA Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	59%	28%	11%	2%
	2024	66%	23%	9%	3%
SWD	2025	81%	17%	0%	2%
	2024	94%	6%	0%	0%
ELLs	2025	NA	NA	NA	NA
	2024	NA	NA	NA	NA

3-8 Math Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	75%	19%	5%	0%
	2024	71%	22%	6%	0%
SWD	2025	89%	8%	3%	0%
	2024	95%	5%	0%	0%
ELLs	2025	NA	NA	NA	NA
	2024	NA	NA	NA	NA

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.*

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

Part 2 – Lead Strategies for School Improvement

*Include **all lead strategies** from the school's Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school's Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the **Plan–Do–Study–Act (PDSA) cycle**, addressing actions taken, evidence of impact, and next steps.*

Quarter 2 Report - Reflection on Lead Strategies Implemented during October 31, 2025 - January 30, 2026

PLAN		DO	STUDY	ACT

Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan. Use a separate row for each Lead Strategy.	**Aligned DIIs:** List the Demonstrable Improvement (DI) Indicators connected to this strategy. All DIs should be listed here.	**Implementation Steps** **Describe the specific actions taken to implement this strategy to date.** **Guiding Prompts to Consider:**
		• **Planned Actions:** What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)?
		• **Sequencing & Timeline:** When were these steps initiated? What milestones or phases of implementation have been completed so far?
		• **Roles & Responsibilities:** Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored?
		• **Communication & Engagement:** How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in?
		• **Resources Deployed:** What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation?
			Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets **Guiding Prompts to Consider:**
			• **Impact on Goals:** How has the implementation influenced progress toward this year's DI targets? What specific outcomes can be attributed to the strategies implemented?
			• **Process:** What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation?
			• **Product:** What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation?
			• **Progress:** How far along are you in meeting your early and mid-year implementation targets?
			Improvement Science Lens to Consider:
			• **Teacher Practice Shifts → Student Outcomes:**
			  o What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)?
			  o How do you know those shifts are translating into changes in student learning and engagement?
			• **Evidence of Learning:**
			  o What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)?
			  o How do these measures demonstrate progress toward improvement goals?
			• **Implementation Fidelity:**
			  o To what degree has the intended change taken hold across classrooms, grade levels, or content areas?
			  o What variation exists in implementation, and what have you learned from that variation?
				Based on your findings, identify the next steps to:
				• **Strengthen** – What elements of the strategy are showing promise and should be reinforced or expanded?
				• **Scale** – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)?
				• **Discontinue** – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps?
				Guiding Prompts to Consider:
				• **Adaptation and Refinement**: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation?
				• **Resources:** Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy?
				• **Professional Learning:** What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback?
				• **System Supports:** What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy?
				• **Monitoring and Feedback:** How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)?
				Improvement Science Lens to Consider:
				• What are your *tests of change* for the next cycle (small-scale trials, pilots, or refinements)?
				• How will you know if the change is an improvement (specific evidence/metrics)?

Formative Assessment Practices	#100 #34 #45 #101 #105	**Implementation Steps from the Clary 2025-2026 SCEP** Create common formative assessments which include CER tasks, in collaboration with teachers, coaches, content liaisons, based on units and pacing guides for the current marking period. Create and share with teachers IEP At A Glance profiles that include formative assessment practices and feedback preferences. Complete one common formative assessment, across all content areas, with CER cycle based on SCSD content pacing guides and content. Create common CER-based reflection prompts for college visit writing tasks in 8th grade social studies classes. Conduct biweekly walkthroughs, using already established walkthrough tool, ensuring that all ELA, 8th grade SS, and Math teachers receive a minimum of six walkthroughs and constructive feedback per marking period.	**Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets** During Quarter 2, formative assessment practices were implemented across classrooms with a focus on CER (Claim, Evidence, Reasoning) tasks. Teachers collaborated in PLTs to design common formative assessments aligned to district pacing guides and essential standards. These assessments were used to monitor student understanding, guide instructional planning, and support personalized learning. **Impact on DI Targets:** While CER implementation is underway, early NWEA results indicate that student proficiency remains below target: • Schoolwide ELA: 20% (target: 26%) • Schoolwide Math: 8% (target: 26%) • SWD ELA: 4% (target: 10%) • SWD Math: 0% (target: 10%) These results suggest that while systems for formative assessment are in place, additional instructional support and targeted interventions are needed to accelerate student growth. **Teacher Practice Shifts:** • Teachers are consistently using CER rubrics to assess student writing and guide feedback. • PLTs use a structured cycle that includes rubric calibration, student work analysis, and action planning.	**Next Steps:** **Strengthen** Increase consistency and frequency of walkthroughs: Building leaders and instructional coaches will implement a weekly walkthrough schedule to ensure that all ELA, 8th grade Social Studies, and Math teachers receive timely, actionable feedback. This consistency will reinforce expectations around CER implementation and instructional rigor, while supporting teacher growth through ongoing observation and coaching. Ensure feedback is targeted and instructional: Walkthrough feedback will be aligned to CER strategies, student engagement, and use of formative assessments. Follow-up conversations will be scheduled to support reflection and instructional adjustments, ensuring feedback leads to measurable improvements in practice. Use administrative meetings to coordinate walkthroughs and analyze trends: Weekly leadership meetings will include time to schedule walkthroughs by content area, review instructional trends, and identify professional development needs. This will ensure alignment across classrooms and support targeted coaching.

| | | Leverage PLTs to analyze student work, which includes CER responses, and reflect with PLT group members, biweekly, to identify students' strengths and areas of needs to inform instructional practice | • Teachers continue to integrate personalized learning strategies based on CFA data, including small group instruction and targeted skill reinforcement.
• Walkthroughs show increased use of CER language and scaffolds in classroom instruction.
• In Tier 2 classes, teachers have begun to implement cold read CERs aligned with essential standards and grade level texts

CER Profiles in IEP At A Glance: All students with IEPs have CER-linked profiles that have been distributed to teachers in both digital and paper formats. These profiles include individualized feedback preferences and formative assessment strategies aligned to each student's learning goals. Teachers have utilized these profiles to inform lesson planning, differentiate CER tasks, and ensure that students with disabilities are meaningfully engaged in grade-level content. This integration has strengthened inclusive practices and provided a consistent framework for aligning IEP goals with classroom instruction.

Evidence of Learning:
• Student work samples show emerging use of CER structure, though many students require additional support in developing evidence and reasoning.
    ○ Data for 5% increase | **Resources Needed**
Continued access to pacing guides, essential standards, walkthrough protocols (Bullseye), CER rubrics, and the Excel-based CER data tracker

Protected PLT time and coaching support to ensure meaningful engagement in data cycles and instructional planning

Ongoing access to NWEA performance data and instructional materials aligned to district expectations

System Supports
• District launch of Bullseye for walkthrough documentation and feedback
• Continued EL walkthroughs and virtual math support to reinforce instructional expectations and provide targeted coaching
• Integration of CER data into school-wide progress monitoring systems

Monitoring and Feedback
• Continue to use CER data tracker to monitor CFA results and student proficiency |

				• 6th Grade: 26% • 7th Grade: 12% • 8th Grade: 9% • Teachers are using formative data to identify gaps in mastery and adjust instruction accordingly. Students are grouped based on data driven decisions from the CER for pre-assessment. Station rotation has been embedded into lesson plans that align with data collection and focus on the specific area of concern • PLTs are documenting student progress and instructional responses in shared agendas and data trackers. Weekly PLTs are held three times a week, to focus on lesson planning, CERs with data analysis, and MYP. **Implementation Fidelity:** • All teachers have created and implemented CER-aligned CFAs for the current marking period. • 100% of PLTs submitted CER-aligned agendas and engaged in biweekly data cycles. • CER-linked IEP profiles continue to be used to guide instructional decisions. • All six walkthroughs have been completed for all targeted teachers. **Tangible Output Developed:**	• Continue to track walkthrough frequency and feedback quality via Bullseye	

			• CER data tracker to monitor student proficiency is updated monthly. Teachers administer and grade CER with rubric and implement data before PLTs for analysis.	

| Building Math Fluencies | #110 #112 #115 | **Implementation Steps from the Clary 2025-2026 SCEP**

Identify and administer targeted diagnostic fluency assessments.

Compile and analyze the results of diagnostic assessments to identify intervention, targeted support, or enrichment.

Plan targeted fluency interventions during PLT using NWEA and classroom data

Develop IEP At A Glance profiles that include math fluency goals and Tier II/III supports

Provide professional development to Tier II and Tier III Math Teachers.

Using the walkthrough tool aligned with Accountable Talk, conduct biweekly walkthroughs, ensuring that all Tier II and Tier III Math teachers receive a minimum of six walkthroughs and constructive feedback per marking period. | **Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets**

During Quarter 2, the school continued to concentrate on our targeted math fluency initiative focused on diagnostic assessment, tiered intervention planning, and instructional refinement. Tier II and Tier III students have individualized fluency intervention plans to improve fluency scores.

Impact on DI Targets:
• **Tiered Placement:** All students were appropriately placed into instructional tiers using SOAR, NYS 2025 data, and NWEA results, but due to schedule changes and transient students additional students were screened and placed in Tier 3.
• **Walkthroughs:** 100% of Tier II and Tier III Math teachers received at least four walkthroughs with feedback focused on math fluency and accountable talk strategies.

These outcomes demonstrate strong implementation fidelity and foundational progress toward fluency goals.

Teacher Practice Shifts:
• Teachers are using diagnostic data to group students and tailor fluency instruction. | **Next Steps**

Strengthen
Increase walkthrough consistency and feedback depth: The administrative team, in collaboration with instructional coaches, established a weekly walkthrough schedule specifically for Tier II and Tier III math classrooms. Each teacher receives the full six walkthroughs per marking period, with feedback focused on math fluency instruction, accountable talk, and student engagement. Feedback is documented in Bullseye and used to guide coaching conversations and instructional adjustments.

Ensure fluency data drives instruction: Teachers receive support in using fluency trackers and diagnostic data to inform daily instruction. Coaches model how to use student data to group students, adjust pacing, and target specific fluency gaps.

Resources Needed
• PLT time, pacing guides, walkthrough tools (Bullseye), fluency trackers, NWEA data, and instructional materials
• Continued access to district math coaches and content experts
• Technology support for maintaining and updating fluency data systems |

			Professional Learning • Origo training for Tier II and Tier III teachers • Biweekly district PLTs for cross-school collaboration • Weekly data-focused PLTs to analyze fluency outcomes and plan interventions **System Supports** • Bullseye platform for walkthrough documentation and feedback • District-led virtual math support and EL walkthroughs • Integration of fluency data into school-wide progress monitoring systems **Monitoring and Feedback** • Biweekly fluency assessments and checks for understanding • Math Fluency data tracker to monitor proficiency and reteaching needs • Bullseye to track walkthrough frequency, feedback quality, and instructional trends • PLT presentations to ensure accountability and guide instructional next steps **Evidence of Improvement:**

- PLTs are focused on analyzing fluency data, identifying gaps, and planning targeted interventions.
- Teachers are integrating accountable talk strategies into math instruction, as observed during walkthroughs.
- Intervention teachers are using fluency trackers and answer key binders to monitor progress and adjust instruction.

IEP At A Glance Profiles: All students with IEPs have updated profiles that include math fluency goals and Tier II/III supports. These profiles were distributed in both digital and paper formats and are actively used by math teachers to personalize instruction and monitor progress. The integration of fluency goals into IEP profiles has strengthened alignment between special education services and core instructional practices, ensuring that students with disabilities receive targeted support in foundational math skills.

Evidence of Learning:
- Fluency data from universal screeners and NWEA assessments is being used to track student progress and inform instructional decisions.
- Teachers are using formative assessments and fluency trackers to identify students in need of reteaching or enrichment.

			• Student work samples and classroom observations show increased use of math discourse and fluency routines.	• Increased walkthrough completion and targeted feedback documented in Bullseye • Improved student fluency outcomes tracked in Excel and OneNote systems • Enhanced instructional planning and differentiation reflected in PLT artifacts and classroom observations • Observable use of IEP profiles in math fluency instruction and small group planning

| Intentional Welcoming School/Class Environment | #3 #5 #160 | **Implementation Steps from the Clary 2025-2026 SCEP**

Collaborate with the CREW staff to share EL strategies and resources that foster a welcoming and safe environment for students during CREW.

Develop a comprehensive action plan comprised of MYP Learner Profiles to create meaningful activities to be conducted during crew.

Create a student friendly attendance tracking and goal setting tool.

Incorporate attendance tracking and goal setting into daily CREW routines, encouraging peer accountability and celebrating improvements.

Design CREW lesson templates in bi-weekly staff CREW that connect college visits to ATL Skills | **Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets**

During Quarter 2, Clary Middle School focused on refining a welcoming and inclusive school environment through intentional CREW programming. Staff collaborated to embed EL strategies, MYP Learner Profiles, and attendance goal-setting into daily routines. These efforts continue to foster student belonging, increase engagement, and improve attendance outcomes.
Impact on DI Targets:
• **Staff CREW Participation:** 100% of staff participated in bi-weekly Staff CREW sessions, engaging in whole-group and small-group activities. The EL strategy "Accountable Talk" (Text Based lesson routine) was introduced and discussed.
• **Comprehensive School Plan Implementation:** 93% of the CREW action plan have been implemented. CREW lessons continue, with the next building walkthrough scheduled for the end of January to assess fidelity and focus on PowerPoint use, talking pieces, and circle protocols.
• **Attendance Tracker:** The Attendance Tracker has been created, and implementation began the first week in December.
• **Attendance Outcomes:** Daily attendance has exceeded the target (88.1% vs. 87%), and | **Next Steps**

Strengthen
Increase CREW walkthroughs and feedback: Building leaders schedule monthly walkthroughs of CREW classes using and input into Bullseye tool to provide immediate, actionable feedback

Launch and monitor attendance tracker: The student-friendly attendance tracker will be used to monitor completion. Teachers will guide students in color-coding their attendance and setting personal goals, promoting ownership and accountability. The CREW Committee will deliver professional development during the last week of January.

Enhance Staff CREW engagement: Staff CREW sessions will include more opportunities for small-group community building and structured feedback. Teacher input will be used to adjust weekly CREW lessons and ensure relevance and impact.

Expand CREW committee collaboration: The committee will continue meeting bi-weekly to refine lesson content, incorporate teacher feedback, and ensure lessons connect to MYP Learner Profiles and ATL skills. |

| | | | chronic absenteeism has decreased significantly (34.9% vs. 47%), indicating early success in engagement strategies.
• **CREW Templates:** The CREW committee meets bi-weekly to adjust and refine lessons aligned with grade level needs, which are shared via email and OneNote.

Teacher Practice Shifts:
• Staff are engaging in collaborative planning and reflection during Staff CREW, with a emphasis on EL strategies and student-centered routines.
• CREW lesson planning is intentional, with connections to ATL skills and college readiness.
• Teachers are integrating attendance tracking and goal-setting into daily CREW routines, promoting peer accountability and celebrating progress.

Evidence of Learning and Engagement:
• Student attendance data shows improvement, suggesting increased engagement and connection to school routines.
• CREW walkthroughs and lesson templates reflect growing consistency in implementation and alignment with school culture goals. | **Promote peer-led attendance incentives:** As students begin tracking their attendance, peer accountability and recognition systems will be introduced to celebrate progress and reinforce positive habits.

Resources Needed
• CREW walkthrough tool via Bullseye
• Student attendance tracker templates and materials
• OneNote for lesson sharing and collaboration
• Attendance data from SchoolTool and tracker sheets

Professional Learning
• Monthly district PD on "AT" practices
• Staff CREW sessions focused on EL strategies and community building
• District PD on Accountable Talk for coaches and content liaisons

System Supports
• Bullseye platform for walkthrough documentation and feedback
• CREW committee coordination for lesson development and review
• Integration of attendance data into school-wide monitoring systems |

			• Staff feedback during CREW sessions is informing lesson adjustments and strengthening community-building efforts. **Tangible Outputs Developed:** • CREW lesson templates aligned to ATL skills and college visits • Student-friendly attendance tracker (color-coded system) • EL strategy integration (Accountable Talk) • CREW committee planning agendas and shared resources via OneNote • Attendance data dashboards and walkthrough logs	**Monitoring and Feedback** • Daily student attendance tracker used in CREW classes • Bullseye walkthrough data to monitor lesson fidelity and engagement • SchoolTool attendance reports to track trends and impact • CREW committee review of lesson implementation and staff feedback

| Multi-Tiered System of Supports (MTSS) | #3 #5 #160 | **Implementation Steps from the Clary 2025-2026 SCEP**

Provide faculty professional development related to disaggregated school-wide data (2024-2025) including demographics, discipline, attendance, grades, restorative, and card system.

Analyze disaggregated data and identify building-wide trends.

Revise and update current MYP Card system based on staff and student feedback.

Establish clear, consistent criteria for college visit participation tied to academic and behavioral benchmarks

Clarify behavioral goals and college visit eligibility criteria in profiles

Include attendance as a criterion for college visit eligibility and PBIS Card advancement | **Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets**

During Quarter 2, Clary Middle School advanced its MTSS framework by focusing on data-informed decision-making, system refinement, and equitable access to incentives and enrichment opportunities. Staff received professional development on disaggregated school-wide data, including demographics, discipline, attendance, academic performance, restorative practices, and the MYP Card system. This data was used to identify building-wide trends and inform updates to the MTSS Handbook and incentive structures.

Impact on DI Targets:
• **Professional Development:** Staff received weekly updates via the Friday report, and the Equity School Climate Team (ESCT) met every Monday to analyze building trends.
• **College Visit Criteria:** Clear, consistent criteria, including attendance benchmarks and card status were published and shared with students and families.
• **Student Profiles:** 100% of students with disabilities are updated profiles that include behavioral goals and college visit eligibility indicators.
• **Gold/Platinum Card Status:** 56% of students earned Gold Card/Platinum status, surpassing | **Next Steps**

Strengthen
Embed MTSS walkthroughs: Begin walkthroughs focused on MTSS implementation, including use of student profiles, behavioral goal-setting, and incentive systems. Feedback will be documented in Bullseye and used to guide coaching.

Broaden incentive structures: Explore ways to expand Gold Card incentives to include additional enrichment opportunities, peer mentoring, or leadership roles.

Adaptation and Refinement
Align walkthroughs with MTSS goals: Develop a walkthrough tool that captures evidence of MTSS practices and supports real-time coaching.

Resources Needed
• MTSS Handbook and updated student profiles
• Bullseye platform for walkthrough documentation
• ESCT data dashboards and meeting summaries
• Visuals and communication tools for benchmarks and incentives

Professional Learning |

the target of 30%, indicating strong engagement with the incentive system.
- 114 Gold Card
- 12 Platinum Card

Teacher Practice Shifts:
- Staff are increasingly using disaggregated data to inform classroom practices and student support strategies.
- Teachers are aligning behavioral goals and attendance expectations with college visit eligibility, reinforcing accountability and motivation.
- Staff are contributing feedback to refine the MYP Card system and ensure it reflects student needs and school culture.

Evidence of Learning and Engagement:
- Increased Gold and Platinum Card attainment suggests students are responding positively to revised benchmarks and incentives.
- Student profiles are being used to guide eligibility decisions and support personalized goal-setting.
- The MTSS Handbook is serving as a reference for staff to ensure consistency in expectations and interventions.

- Training on integrating student profiles into classroom routines
- Coaching on behavioral goal-setting and incentive alignment
- CREW sessions focused on college readiness and accountability

System Supports
- Weekly ESCT meetings for data analysis and planning
- Bullseye for walkthrough documentation and feedback
- CREW committee collaboration to reinforce MTSS goals

Monitoring and Feedback
- Track Gold and Platinum Card attainment and college visit eligibility
- Use Bullseye to document MTSS walkthroughs and feedback
- Review ESCT data trends to guide adjustments and interventions

Part 3 – Demonstrable Improvement (DI) Indicator Progress Reporting

*Report on **all DI Indicators** (both **Level 1 and Level 2**) identified in the Continuation Plan.*
For each indicator:
- *Indicate whether the **Mid-Year Progress Goal** has been met.*
- *Provide supporting **evidence and outcomes** that demonstrate progress.*
- *Reflect on next steps: What comes after this stage of implementation?*

DI Indicator # and Name: Use the exact indicator language.	Early Implementation Progress Goal: Restate the specific measurable target identified for early implementation.	Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?	Target Met? State whether the early progress goal was achieved. If not, briefly describe the gap and barriers.	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies? If not, describe next steps here.
#3- Student Attendance	87.6% Daily Attendance	For the second quarter, Clary Middle School achieved a student attendance rate of 87.6% surpassing our early progress target of 87% This positive trend reflects the impact of targeted interventions and a school-wide commitment to improving attendance outcomes. To support this progress, the Attendance Impact Team and school-based attendance team met weekly to:	Early implementation target goal met. DI #3 progress target met.	Target met.

- Review interventions for assigned students
- Discuss new referrals and plan individualized supports
- Conduct outreach through home visits and family engagement

Quarter 1 Attendance Support Actions:
- 9 home visits conducted
- 41 attendance letters sent home
- 73 phone calls made to families
- 7 ACCESS referrals submitted for attendance concerns
- 3 referrals to Child Protective Services for educational neglect

These efforts have helped build stronger connections with families and promote consistent school attendance.

Clary continues to align its attendance strategy with NYSED expectations by:
- Analyzing daily and weekly attendance data to identify trends and respond proactively
- Maintaining weekly SIT Team meetings with administrators and grade-level teams to coordinate supports
- Embedding social-emotional learning and mindfulness practices throughout the building
- Leveraging agency partnerships to provide wraparound services for students and families
- Utilizing a dedicated Family Engagement Room stocked with resources and materials for caregivers

To further incentivize attendance, the Attendance Team implemented:
- Weekly drawings to reward students with perfect attendance
- Ongoing incentives for students who arrive on time and attend daily
- Use of the Clary Community Center as a positive space for students with MYP Cards which has led to an increase in card applications and student engagement during lunch periods

		These combined efforts reflect a comprehensive, multi-tiered approach to improving attendance and fostering a welcoming, supportive school environment.		
#5- School Safety	0 incidents.	Throughout the second quarter, Clary Middle School reported zero incidents that count toward the School Safety indicator. This places us firmly on track to meet our progress target of .4 for this indicator, reflecting the effectiveness of our proactive and restorative approaches to student support. During this period, we conducted 155 restorative conferences with students. Of these, 23 were repeat restoratives, prompting the implementation of Tier 3 supports—including counseling, family outreach, and targeted behavioral interventions—for students with recurring referrals or suspensions. Our multi-tiered approach to school safety and climate includes: • Weekly SIT Team meetings with administrators, grade-level teams, and agency partners to identify student needs and coordinate supports • Restorative practices embedded into daily routines and conflict resolution strategies • Integration of the MYP Learner Profile attributes into CREW lessons, unit planning, and community-building activities • Monthly assemblies aligned to trends identified in the District Code of Conduct, reinforcing expectations and celebrating positive behavior • Launch of the Student Support Room, a dedicated space that promotes a positive tone and provides structured support for students in need Clary has prioritized relationship-building with students and families, creating a more welcoming and affirming school environment. Teachers, support staff, and agency partners maintained weekly contact with families to provide academic and behavioral support. Our SIT team used data trackers—including the "Data-at-a-Glance" tool—to identify students at higher risk and ensure timely Tier 3 interventions.	Early implementation target goal met. DI #5 progress target met.	Target met.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

| | | Additional supports included:
- Counselor-led weekly office hours for individual student support
- Small group skill-building sessions focused on social-emotional development
- Virtual counseling options to increase accessibility
- Professional development for staff on "Warm Demander" practices, emphasizing high expectations, mutual respect, and relational consistency across classrooms
- Triage as a supportive tool to help students take a moment to reset and reflect. This process provides students with a structured opportunity to pause, regulate their emotions, and return to class ready to learn. Our goal is to build self-awareness and equip students with strategies to manage their emotions.

The ten attributes of the MYP Learner Profile—such as principled, reflective, and inquirers-were consistently incorporated into daily instruction, CREW lessons, and monthly mindfulness strategies. These were also tied to community projects and our "Cougar Shout Outs," reinforcing positive identity development and school pride. Together, these efforts reflect a comprehensive, data-informed strategy to maintain a safe inclusive, and supportive school environment. | | |
| #100- ELA Core Subject P All Students | 15% projected school wide proficiency and 6% SWD proficiency | 20.18% schoolwide and 3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.

Utilizing our most recent student data from the Winter NWEA Reading assessments, Clary Middle School has calculated a projected ELA Performance Index (PI) of 80.2 which is at our progress target of 80.2 for this indicator.

NWEA Reading Growth reports show:
- 51.41% of students demonstrated high or average-high growth
- 15.89% showed average growth
- 32.21% fell into the low-average or low growth categories
These increased growth scores (All students 67.3% and SWD 54.39%) support our continue focus on literacy development and targeted instructional support. | DI #100 progress target met.

Schoolwide proficiency target met.
SWD proficiency not met, however, growt scores were met for both groups. | Changes noted in Nex Steps of Lead Strategy. |

To build on this momentum, we will continue a multi-tiered literacy strategy that includes:

- Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning
- Tier 2 interventions using Lexia PowerUp for students performing below the 10th percentile on benchmark assessments in grades 6–8
- Tier 3 interventions provided by the Intensive Reading (IR) Teacher and Wilson-certified staff across all grade levels
- Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement

Professional development has supported ELA, consultant, and self-contained teachers in implementing Tier 3 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and professional learning teams (PLTs), using student growth plans and trackers to monitor progress and adjust instruction.

Instructional planning is further supported by:

- Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards
- IB/MYP strategies infused into daily lessons to promote inquiry, reflection, and principled learning
- Student Growth Plans that help students set goals, track progress, and reflect on their learning journey

These efforts reflect a comprehensive, data-informed approach to continue to improve literacy outcomes and building instructional capacity across the school.

| #110- Math Core Subject PI- All Students | 10% projected school wide proficiency | 8.07% schoolwide and 0% SWD met the proficiency metric from Winter 2026 NWEA Assessment.

Utilizing our most recent student data from the Winter NWEA Math assessments we have calculated a projected Math PI of 47.5 which is above our progress target of 30.8 for this indicator. | DI #110 progress target met.

Early implementation target goal met for students growth but SWD growth fell short by 2% points. | Changes noted in Next Steps of Lead Strategy and Self-Contained teachers are |

| | | NWEA Math Growth reports show:
• 34.26% of students demonstrated high or average-high growth
• 15.28% showed average growth
• 50.47% fell into the low-average or low growth categories
These increased growth scores (All students 49.54% and SWD 41.82%) support the need for continued focus on differentiated instruction and targeted interventions to accelerate student progress.

To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes:
• **Tier 1 instruction** using the district-adopted Illustrative Math curriculum, aligned with IB/MYP philosophy and unit planning
• **Tier 2 interventions** informed by SOAR surveys and fluency screeners, with strategies supported by Origo training and district math coaches
• **Tier 3 interventions** delivered by the Algebraic Reasoning (AR) Teacher, targeting students with persistent gaps in foundational skills

Professional development has supported math teachers in implementing Tier 2 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and grade-level professional learning communities (PLCs), using student growth plans and trackers to monitor progress and adjust instruction.
Instructional planning is further supported by:
• **Bi-weekly math fluency assessments** to evaluate student understanding of key standards and proficiency levels
• **IB/MYP strategies** embedded in daily lessons to promote inquiry, reflection, and conceptual understanding
• **Student Growth Plans** that guide goal-setting, progress tracking, and instructional adjustments based on individual needs
These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school. | | attending ongoing and explicit instruction professional development weekly. |

#160- Chronic Absenteeis	44.6% Chronic Absenteeism	For the second quarter, Clary Middle School achieved a chronic absenteeism rate of 44.6% which is below our target of 47% This positive trend reflects the impact of targeted interventions and a school-wide commitment to improving attendance outcomes. To support this progress, the Attendance Impact Team and school-based attendance team met weekly to: • Review interventions for assigned students • Discuss new referrals and plan individualized supports • Conduct outreach through home visits and family engagement Quarter 1 Attendance Support Actions: • 7 home visits conducted • 89 attendance letters sent home • 84 phone calls made to families • 0 ACCESS referrals submitted for attendance concerns • 0 referrals to Child Protective Services for educational neglect These efforts have helped build stronger connections with families and promote consistent school attendance. Clary continues to align its attendance strategy with NYSED expectations by: • Analyzing daily and weekly attendance data to identify trends and respond proactively • Maintaining weekly SIT Team meetings with administrators and grade-level teams coordinate supports • Embedding social-emotional learning and mindfulness practices throughout the building • Leveraging agency partnerships to provide wraparound services for students and families • Utilizing a dedicated Family Engagement Room stocked with resources and materials for caregivers To further incentivize attendance, the Attendance Team implemented:	DI #160 progress target met. Early implementation target goal met.	Target met.

- Weekly drawings to reward students with perfect attendance
- Ongoing incentives for students who arrive on time and attend daily
- Use of the Clary Community Center as a positive space for students with MYP Cards which has led to an increase in card applications and student engagement during lunch periods

These combined efforts reflect a comprehensive, multi-tiered approach to improving attendance and fostering a welcoming, supportive school environment.

| #34- ELA MGP- Students with Disabilities | 6% projected SWD proficiency | 3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.

Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA MGP of 53.85 which is above our progress target of 43.28 for this indicator.

NWEA Reading Growth reports show:
• 42.11% of students demonstrated high or average-high growth
• 12.28% showed average growth
• 45.62% fell into the low-average or low growth categories
These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.

To continue to address these needs, Clary has implemented a multi-tiered literacy strategy that
includes:
• Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning
• Tier 2 interventions using Lexia PowerUp for students performing below the 10th percentile on benchmark assessments in grades 6–8
• Tier 3 interventions provided by the Intensive Reading (IR) Teacher and Wilson-certified staff across all grade levels | DI #34 progress target met.

Early implementation target goal not met. However, SWD growth scores were at 54.39% | Changes noted in Next Steps of Lead Strategy |

		• Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement Professional development has supported ELA, consultant, and self-contained teachers in implementing Tier 3 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and professional learning teams (PLTs), using student growth plans and trackers to monitor progress and adjust instruction. Instructional planning is further supported by: • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • IB/MYP strategies infused into daily lessons to promote inquiry, reflection, and principled learning • Student Growth Plans that help students set goals, track progress, and reflect on their learning journey These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.		
#45- ELA Level 2 and above gap- Students with Disabilities/Non-Students with Disabilities	6% projected SWD proficiency	3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment. Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA Gap of 43.28% which is above our progress target of 36% for this indicator. NWEA Reading Growth reports show: • 42.11% of students demonstrated high or average-high growth • 12.28% showed average growth • 45.62% fell into the low-average or low growth categories These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.	DI #45 progress target not met. Early implementation target goal not met. However, SWD growth scores were at 54.39%	Changes noted in Next Steps of Lead Strategy

To continue to address these needs, Clary has implemented a multi-tiered literacy strategy that
includes:

- Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning
- Tier 2 interventions using Lexia PowerUp for students performing below the 10th percentile on benchmark assessments in grades 6–8
- Tier 3 interventions provided by the Intensive Reading (IR) Teacher and Wilson-certified staff across all grade levels
- Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement

Professional development has supported ELA, consultant, and self-contained teachers in implementing Tier 3 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and professional learning teams (PLTs), using student growth plans and trackers to monitor progress and adjust instruction.

Instructional planning is further supported by:

- Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards
- IB/MYP strategies infused into daily lessons to promote inquiry, reflection, and principled learning
- Student Growth Plans that help students set goals, track progress, and reflect on their learning journey

These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.

| #101- ELA Core Subject P Students with Disabilities | 6% projected SWD proficiency | 3.33% SWD met the proficiency metric from Fall 2024 NWEA Assessment.

Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 32.1 which is above our progress target of 25 for this indicator. | DI #101 progress target met.

Early implementation target goal not met. However, SWD growth scores were at 54.39% | Changes noted in Nex Steps of Lead Strategy |

NWEA Reading Growth reports show:
- 42.11% of students demonstrated high or average-high growth
- 12.28% showed average growth
- 45.62% fell into the low-average or low growth categories

These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.

To address these needs, Clary has implemented a multi-tiered literacy strategy that includes:
- Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning
- Tier 2 interventions using Lexia PowerUp for students performing below the 10th percentile on benchmark assessments in grades 6–8
- Tier 3 interventions provided by the Intensive Reading (IR) Teacher and Wilson-certified staff across all grade levels
- Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement

Professional development has supported ELA, consultant, and self-contained teachers in implementing Tier 3 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and professional learning teams (PLTs), using student growth plans and trackers to monitor progress and adjust instruction.

Instructional planning is further supported by:
- Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards
- IB/MYP strategies infused into daily lessons to promote inquiry, reflection, and principled learning
- Student Growth Plans that help students set goals, track progress, and reflect

		on their learning journey These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.		
#105- ELA Core Subject P Economically Disadvantaged Students	15% projected school wide proficiency and 6% SWD proficiency	20.18% schoolwide and 3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment. Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 79.3 which is above our progress target of 71.7 for this indicator. NWEA Reading Growth reports show: • 51.41% of students demonstrated high or average-high growth • 15.89% showed average growth • 32.21% fell into the low-average or low growth categories These increased growth scores (All students 67.3% and SWD 54.39%) support our continue focus on literacy development and targeted instructional support. To address these needs, Clary has implemented a multi-tiered literacy strategy that includes: • Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning • Tier 2 interventions using Lexia PowerUp for students performing below the 10th percentile on benchmark assessments in grades 6–8 • Tier 3 interventions provided by the Intensive Reading (IR) Teacher and Wilson-certified staff across all grade levels • Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement Professional development has supported ELA, consultant, and self-contained teachers in implementing Tier 3 strategies and refining instructional practices. Teachers engage in	DI #105 progress target met. Early implementation goal met for all students, but not for SWD, however, grow goals were met for both groups.	Changes noted in Nex Steps of Lead Strategy

		ongoing data cycles during content area planning and professional learning teams (PLTs), using student growth plans and trackers to monitor progress and adjust instruction. Instructional planning is further supported by: • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • IB/MYP strategies infused into daily lessons to promote inquiry, reflection, and principled learning • Student Growth Plans that help students set goals, track progress, and reflect on their learning journey These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.		
#112- Math Core Subject PI- Black Students	10% school wide proficiency	8.07% schoolwide and 0% SWD met the proficiency metric from Winter 2026 NWEA Assessment. Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 40.0 which is above our progress target of 25.6 for this indicator. NWEA Math Growth reports show: • 35.47% of students demonstrated high or average-high growth • 16.31% showed average growth • 48.23% fell into the low-average or low growth categories These increased growth scores (51.78%) support the need for continued focus on differentiated instruction and targeted interventions to accelerate student progress. To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes: • **Tier 1 instruction** using the district-adopted Illustrative Math curriculum, aligned with IB/MYP philosophy and unit planning	DI #112 progress target met. Early implementation target goal not met for proficiency, however growth scores were met.	Changes noted in Next Steps of Lead Strategy

32 | P a g e
Receivership, 2025-2026 Q2 Report/OISR-121525
 (As required under Section 211(f) of NYS Ed. Law)

		• **Tier 2 interventions** informed by SOAR surveys and fluency screeners, with strategies supported by Origo training and district math coaches • **Tier 3 interventions** delivered by the Algebraic Reasoning (AR) Teacher, targeting students with persistent gaps in foundational skills Professional development has supported math teachers in implementing Tier 2 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and grade-level professional learning communities (PLCs), using student growth plans and trackers to monitor progress and adjust instruction. Instructional planning is further supported by: • **Bi-weekly math fluency assessments** to evaluate student understanding of key standards and proficiency levels • **IB/MYP strategies** embedded in daily lessons to promote inquiry, reflection, and conceptual understanding • **Student Growth Plans** that guide goal-setting, progress tracking, and instructional adjustments based on individual needs These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school.		
#115- Math Core Subject PI- Economically Disadvantaged Students	10% projected school wide proficiency	5% schoolwide and 2% SWD met the proficiency metric from Winter 2026 NWEA Assessment. Utilizing our most recent student data from the winter NWEA Math assessments we have calculated a projected Math PI of 38.9 which is above our progress target of 27.9 for this indicator. NWEA Reading Growth reports show: • 33.84% of students demonstrated high or average-high growth • 15.66% showed average growth • 50.50% fell into the low-average or low growth categories These increased growth scores (49.55) support the need for continued focus on differentiated instruction and targeted interventions to accelerate student progress.	DI #115 progress target met. Early implementation target goal met.	Changes noted in Nex Steps of Lead Strategy

		To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes:		
		• **Tier 1 instruction** using the district-adopted Illustrative Math curriculum, aligned with IB/MYP philosophy and unit planning • **Tier 2 interventions** informed by SOAR surveys and fluency screeners, with strategies supported by Origo training and district math coaches • **Tier 3 interventions** delivered by the Algebraic Reasoning (AR) Teacher, targeting students with persistent gaps in foundational skills Professional development has supported math teachers in implementing Tier 2 strategies and refining instructional practices. Teachers engage in ongoing data cycles during content area planning and grade-level professional learning communities (PLCs), using student growth plans and trackers to monitor progress and adjust instruction. Instructional planning is further supported by: • **Bi-weekly math fluency assessments** to evaluate student understanding of key standards and proficiency levels • **IB/MYP strategies** embedded in daily lessons to promote inquiry, reflection, and conceptual understanding • **Student Growth Plans** that guide goal-setting, progress tracking, and instructional adjustments based on individual needs These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school.		

Part 4 – District Support Plan
*District leadership should provide a clear reflection and report on the district's plan to **support the school's effective implementation of the Continuation Plan**. The report should describe the **specific support provided during this reporting period**, the **systems in place to monitor progress**, and the **adjustments planned** to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.*

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Report Out: 2025-2026 District Support

Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about: • **Equitable Resource Allocation**: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school. • **Access to Strong Teaching & Learning**: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities.	**Evidence of Impact** • What data, observations, or stakeholder feedback demonstrate the **impact** of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators? • Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics). **Adjustments & Next Steps** • Based on the evidence gathered to date, what **adjustments or refinements** will the district make in the next quarter to strengthen support for this school? • Identify **specific action steps** and timelines for implementation.
Resource Allocation: ▪ The student-to-staff ratio at Clary continues to be one of the lowest ratios in the district. The school's use of CREW (student to staff engagement structure) promotes a personalized opportunity to engage each student, with a strategic focus on economically disadvantaged students (DI #105, #115) and black students (DI #112). ▪ The district is funding partnerships with several Community-Based Organizations to ensure targeted students are supported and monitored. ▪ Aligned to the district's engagement in the Regional Partnership supporting Students with Disabilities, Clary is one of the schools participating in this effort. This participation will provide a data-driven decision-making approach to addressing the needs of students with disabilities (DI #34, #45, and #101). A recent activity involved a NWEA consultant leading the analysis of Winter NWEA results for students with disabilities (compared to non-SWD). The engagement resulted in a "Next Steps Action Plan" in which three to five next steps were collaboratively identified. Regular school visits will be used to monitor the implementation and impact of the next steps.	**Evidence of Impact** The district's Cross Functional Support Team provides daily and weekly support to Clary directly aligned to drive the school's progress toward its Demonstrable Improvement Indicators. Each District department providing support documents the support provided and the anticipated impact through a shared 'District Support Tracker'. To highlight a few examples of the District support provided this quarter: ▪ The district's Attendance Coordinator, and members from the Office of Information Technology (OIT) provided regular support to the Clary administrative team around specific attendance data and strategies and supports to address attendance concerns identified through the data. ▪ To continue to increase teacher effectiveness, the district's ELA department met with Clary administrators to identify alignment and needed support between the IB MYP program and EL ELA curriculum. This support aligns to Clary's Formative Assessment lead strategy. Growth was seen on the Winter NWEA reading assessment at all grade levels. ▪ The district's Math department continues its ongoing support to Clary through collaborative planning, coaching observations and debriefs, classroom visits and

- A district Cross Functional Support Team, with representatives from each district department, is one of the major elements of district support. In collaboration with the school, each department identifies and partners with the school on specific needs related to their department. Along with district-level academic support related to ELA and Math for all students (DI #100, #110), targeted interventions and resources from the Student Supports Department are being provided. The Human Resource Department meets bi-weekly to address any immediate staffing concerns and to explore long-term HR planning. The district's Deputy Chief of School Reform is responsible for coordinating this team.
- The Deputy Chief of School Reform, Assistant Superintendent of Middle Schools, and other District staff visit the school for two hours on at least a bi-weekly basis to conduct classroom walkthroughs and debriefs with the Principal, address staffing concerns, review data as appropriate, promote principal leadership development, and collaboratively identify next steps for both the school and the District team.

Strong Teachers:
- Throughout the Spring and Summer, Clary received prioritization on reviewing, interviewing, and selecting teacher candidates.
- The district is continuing its Long-Term Substitute Teacher Academy to support the needs of any non-certified teachers at the school.

debriefs, and unit unpacking. Modest growth was seen on the Winter NWEA Math assessment in 8th grade.

Adjustments and Next Steps
- A strong effort is in place to ensure coherence between NYSED's School Support Partner (SSP) and the district's support resources. This coherence will promote alignment, and also mitigate the principal from having too many coaching voices on the same topic.
- Aligned to the Regional Partnership focusing on students with disabilities, the school's external coach who is a member of the Cross Functional Support Team, is directly partnering with the school's Vice Principal to champion efforts related to SWD.
- An additional targeted effort involves promoting the effectiveness of the school's School Leadership Team (SLT). An effectiveness rubric has been collaboratively designed and is being used to allow SLT members to give feedback on SLT effectiveness. The district is exploring how to use this concept more broadly.
- The Cross Functional Support Team will continue to provide on-going, targeted support to administrators, teachers, and support staff at Clary. Additionally, the district's Deputy Chief of School Reform and Assistant Superintendent for Middle Schools will continue to conduct at least bi-weekly support visits to Clary focused on improved instruction and proactively identifying the needs of the building and providing appropriate supports.

Part 5 – 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 during this reporting period***, 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 2025–2026 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: 2025–2026 CET Plan Implementation- Quarter 2	
CET Engagement: • Provide dates and times of CET convening(s). • Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies • If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	**CET Impact:** • Identify the lead strategies that were presented to the CET for input and shared decision-making. • Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.
The Community Engagement Team met on November 18, 2025, December 16, 2025, and January 23, 2026. The Community Engagement Team examined key data points to better understand student needs and guide support efforts. This included reviewing daily attendance percentages, Winter NWEA proficiency and growth data, and insights from classroom observations and referral trends. By analyzing this information, the team is working collaboratively to identify patterns, celebrate progress, and develop targeted strategies that promote student success and engagement across the school community. The team helped to plan the Sneaker Ball, daily attendance raffle incentive, positive attendance post-cards to families, and Academic Parent Teacher Teams (APTT) initiative. The Community Engagement Team also prioritizes and discusses recruitment efforts, focusing on ways to engage families, strengthen community partnerships, and increase participation in school events and initiatives. The team actively recruits new members through outreach, phone calls, and personal invitations, ensuring diverse representation and voices from across the Clary community. Clary Middle School is participating in the Academic Parent Teacher Teams (APTT) initiative this school year as part of our effort to strengthen meaningful connections between families and teachers through conversations centered on each child's academic data. When parents are able to provide a learning environment at home that aligns with their students' needs, students have a greater opportunity to thrive. Because student success is a shared	During the second quarter, the Community Engagement Team focused on addressing chronic absenteeism (DI #160) and improving daily student attendance (DI #3). Through school events and family outreach, the team provided families with valuable resources to support consistent attendance, attendance tips, and connections to community organizations offering additional support. These efforts aim to strengthen the partnership between home and school and ensure that every student is present, prepared, and engaged in learning each day. Clary Middle School analyzed student growth and achievement using NWEA ELA scores to reflect on instructional practices and guide next steps for continued improvement on DI #34, 35, 101, and 105. Ongoing work with the EL curriculum, combined with intentional collaboration and targeted professional development, has supported educators in strengthening instruction and meeting diverse student needs. These collective efforts have contributed to measurable increases in student growth and achievement, highlighting the impact of data-informed teaching and shared professional learning. The school community proudly celebrates these achievements with students and families, reinforcing a culture of academic success, partnership, and continuous growth.

responsibility, APTT offers a structured way for us to partner more closely with families. Through this model, we hope to deepen collaboration and support every student in reaching their highest potential.

Clary Middle School's Community Engagement Team has implemented an attendance raffle ticket incentive to encourage students to arrive at school on time each day. Students earn raffle tickets for punctual attendance, receiving two tickets on Mondays and Fridays and one ticket on Tuesdays, Wednesdays, and Thursdays, reinforcing strong attendance habits at the beginning and end of the week. These tickets are entered into daily raffles. Prizes are aligned with student interests and are awarded. This creates excitement and motivation while fostering a positive school culture that values consistency, responsibility, and engagement.

Clary Middle School hosted a memorable Sneaker Ball for students in grades 6–8 and their families, creating a powerful opportunity to strengthen community bonds and build meaningful relationships. The event's success was made possible by the dedication and support of staff members who generously volunteered their Friday night to bring the vision to life. Students and parents arrived dressed in their absolute best, proudly walking down the red carpet as teacher volunteers clapped and cheered, creating an atmosphere of joy, affirmation, and belonging. The Sneaker Ball fostered positive connections between students, families, and staff, reinforcing a sense of unity and shared pride within the Clary Middle School community.

Clary Middle School celebrates student commitment and dedication by sending families positive postcards each month to recognize consistent attendance. These postcards highlight students' efforts to show up to school regularly and on time, reinforcing the importance of attendance while sharing uplifting messages with families at home. By acknowledging students in a personal and meaningful way, the initiative strengthens school–family connections, boosts student morale, and promotes a positive school culture where responsibility and perseverance are recognized and celebrated.

Part 6 – 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. **Staffing**

   Acknowledging the pervasive research related to the impact of the classroom teacher on student achievement, prioritization on reviewing and selecting teacher candidates continued as a Superintendent Receivership strategy for Clary. The school received applications/resumes of candidates prior to other schools for consideration. When necessary, any final teacher selection/placement decisions were given to Clary prior to other schools (except Lincoln Middle School, our other Superintendent Receivership School).

2. **New Position Created**

   Based on the new administrative and coaching team at the school, and early climate data, the district created and is funding a new Dean of Students position. This position will provide leadership in discipline, restorative practices, and overall school climate and culture. With this new position in place, it will allow the administrative team to focus more on enhancing classroom practices.

3. **2026-27 Planning**

   Through the bi-weekly meetings with HR, staffing ideas and considerations have been launched to plan for 2026-27. Through this effort, we anticipate a smoother and more effective effort to recruit, interview, select, and onboard new staff. Recent enhancements to the district's HR Department will be instrumental.

4. **District Support & Accountability**

   Understanding that district conditions and practices impact the success of individual schools, the district will continue targeted and comprehensive support to Clary above the support provided to other schools. Utilizing the Cross Functional Support Team (CFST) model, each district department will continue to provide targeted support to the school. Along with the support being provided, the tracker system to document support provides additional data (along with progress indicators) that assist in determining what support is effective, not effective, and what adjustments may be needed. Finaly, while the CFST model promotes support, it also embeds enhanced expectations, monitoring, and overall accountability.

NYSED New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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): _Pamela Odom_
Signature of Receiver: _PJ Jd_
Date: _2/4/26_

By signing below, I attest that the Community Engagement Team (CET) 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 2025–2026 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print): _Jessica Cannizzaro_
Signature of CET Representative*:
Title of CET Representative: _Instructional Coach_
Date: _1.29.2026_

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