

2025-2026 Receivership School Quarterly Report #3

Report Period: *February 1, 2026, to April 30, 2026 (Due April 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	4/30/2026	
School Leader	District Hyperlink to this Report		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Hayley Downs	https://www.syracusecityschools.com/clary		NA	NA

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 3 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: 4/24/26
Total Current Enrollment/Registrant Counts: SWD: 28%
 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%	88%
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	66	41	54	75

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%	66	29.5%
Duplicated Suspensions	53	19.3%	55	20.9%	50	18.5%	39	22.8%
Unduplicated Suspensions	36	13.1%	25	9.5%	36	13.3%	27	15.8%
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%	21	12.2%

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			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

Drop Out Rates			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
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.

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

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

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

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

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

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

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

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

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

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 3 Report - Reflection on Lead Strategies Implemented during February 1, 2026, to April 30, 2026

PLAN		DO	STUDY	ACT
<p>Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.</p> <p>Use a separate row for each Lead Strategy.</p>	<p>Aligned DIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.</p> <p>All DIs should be listed here.</p>	<p>Implementation Steps Describe the specific actions taken to implement this strategy to date.</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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? 	<p>Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Impact on Goals: How has 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 Spring implementation targets? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • Teacher Practice Shifts → Student Outcomes: <ul style="list-style-type: none"> ○ What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)? ○ How do you know those shifts are translating into changes in student learning and engagement? • Evidence of Learning: <ul style="list-style-type: none"> ○ What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)? ○ How do these measures demonstrate progress toward improvement goals? • Implementation Fidelity: <ul style="list-style-type: none"> ○ To what degree has the intended change taken hold across classrooms, grade levels, or content areas? ○ What variation exists in implementation, and what have you learned from that variation? 	<p>Based on your findings, identify the next steps to:</p> <ul style="list-style-type: none"> • 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? <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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)? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • What are your <i>tests of change</i> for the next cycle (small-scale trials, pilots, or refinements)? • How will you know if the change is an improvement (specific evidence/metrics)?

<p>Formative Assessment Practices</p>	<p>#100 #34 #45 #101 #105</p>	<p>Implementation Steps from the Clary 2025-2026 SCEP</p> <p>Conduct 2 walkthroughs in ELA and Math to ensure that building PD and teacher action plans are being executed.</p> <p>Analyze ELA and Math NWEA results and reflect with PLT group members to identify students’ strengths and areas of need to create a classroom action plan.</p> <p>Identify and administer 2-3 CER questions per content</p> <p>Leverage PLTs to analyze student work and reflect with PLT group members, biweekly, to identify students’ strengths and areas of needs to create a classroom action plan.</p>	<p>Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>During Quarter 3, formative assessment practices were implemented across classrooms with a focus on CER (Claim, Evidence, Reasoning) tasks. Teachers collaborated during PLTs and analyzed essential standards, highly tested standards and aligned them with their curriculum pacing guides. Teachers implemented cold read CERs to monitor student understanding, instructional practices, and personalized learning. Data was further used to impact instructional planning and individualized supports for students.</p> <p>Impact on DI Targets: NWEA results indicate that student proficiency remains below target:</p> <ul style="list-style-type: none"> • Schoolwide ELA: 20% (target: 26%) • Schoolwide Math: 8% (target: 26%) • SWD ELA: 4% (target: 10%) • SWD Math: 0% (target: 10%) <p>These results suggest that while systems for formative assessment are in place, additional instructional support and targeted interventions are needed to accelerate student growth.</p> <p>Teacher Practice Shifts:</p> <ul style="list-style-type: none"> • Teachers are using cold read CER data to drive instruction that is personalized to student needs. 	<p>Next Steps:</p> <p>Strengthen Ensure feedback is targeted and instructional: Walkthrough feedback will be driven through cognitive engagement of the lesson plan to promote increased evidence of students taking ownership of their own learning.</p> <p>Restructuring PLTs has been more personalized and data driven to meet the needs of the individual content areas, increased vertical planning, and reflected on student data. Collaboration and discussion has increased to promote a cohesive learning environment with teacher autonomy and relevance.</p> <p>Resources Needed</p> <ul style="list-style-type: none"> • New walkthrough tool • Data and agendas to drive PLTs <p>System Supports</p> <ul style="list-style-type: none"> • Continued EL walkthroughs and virtual math support to reinforce instructional expectations and provide targeted coaching • Bullseye for walkthrough data collections • Formative assessment data and student work
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			<ul style="list-style-type: none"> • PLTs were redesigned to meet the need of the individual content areas. Cycles included data analysis on formative assessments and lesson planning to embed instructional strategies that best fit the needs of individual students. • Small group instruction and targeted skill reinforcement implemented into daily lesson planning. • Walkthroughs have been revised to align with implementation of cognitive engagement and daily path to learning criteria. <p>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.</p> <p>Evidence of Learning:</p> <ul style="list-style-type: none"> • Student work samples show emerging use of CER structure and essential standards. Cold reads are aligned to targeted standard with no scaffolds, unless explicitly written in student 	<p>Monitoring and Feedback</p> <ul style="list-style-type: none"> • Continue to use cold read CER data tracker to monitor CFA results and student proficiency • Continue to track walkthrough frequency and feedback quality via Bullseye • Email individual teachers to increase efficiency with teacher goals and feedback from walkthroughs
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			<p>accommodations in the document IEP's at a Glance.</p> <ul style="list-style-type: none"> ○ Data for proficiency <ul style="list-style-type: none"> ▪ 6th Grade: 46% ▪ 7th Grade: 40% ▪ 8th Grade: 63% • Teachers are using formative data to identify gaps in mastery and adjust instruction accordingly. Students are grouped based on data driven decisions from the cold read CER. • PLTs are documenting student progress and instructional responses in shared agendas and data trackers. • Weekly PLTs are held three times a week, that focus on the individual needs of content areas and allow for vertical planning and analysis on curriculum and student achievement. <p>Implementation Fidelity:</p> <ul style="list-style-type: none"> • All teachers have implemented cold read CER • 100% of PLTs have collaborated and created data driven decisions that align with personalizing instruction for students • CER-linked IEP profiles are used to guide instructional decisions. • All walkthroughs have been completed for all targeted teachers. <p>Evidence from walkthroughs suggest goal setting for increased cognitive engagement within lesson plans</p>	
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<p>Building Math Fluencies</p>	<p>#110 #112 #115</p>	<p>Implementation Steps from the Clary 2025-2026 SCEP</p> <p>Administer short fluency checks and incorporate targeted fluency practice activities in Tier II math lessons.</p> <p>Engage PLTs in collaborative data analysis to refine Tier I instruction, identify targeted Tier II/III interventions or enrichment, and monitor progress</p> <p>Facilitate targeted professional development on math fluency strategies, including scaffolded supports. PD will focus on results from the fluency checks.</p> <p>Conduct walkthroughs (separate from our CFA walkthroughs) ensuring that Tier II and Tier III Math teachers are targeting interventions and monitoring student progress.</p> <p>Analyze Math NWEA results, CFAs, and Math Fluencies with PLT group members to</p>	<p>Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>During Quarter 3, 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.</p> <p>Impact on DI Targets: NWEA results indicate that student proficiency remains below target:</p> <ul style="list-style-type: none"> • SWD ELA: 4% (target: 10%) • SWD Math: 0% (target: 10%) • 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. <p>Teacher Practice Shifts:</p> <ul style="list-style-type: none"> • Teachers infusing Origo and AIS intervention manuals into daily teaching practices • PLTs are focused on instructional strategies and rules that expire for inquiry and critical thinking <p>IEP At A Glance Profiles: All students with IEPs have updated profiles that include math fluency goals and</p>	<p>Next Steps</p> <p>Strengthen</p> <ul style="list-style-type: none"> • Instructional practices that include Origo, AIS manuals, and rules that expire to increase student inquiry, critical thinking, and discourse. <p>Increase feedback from walkthroughs:</p> <ul style="list-style-type: none"> • Each teacher receives walkthroughs with feedback focused on instructional instruction, and student engagement. • Feedback is documented in Bullseye and used to guide coaching conversations and instructional adjustments. • Follow up emails to teachers, to enhance communication and personalize goals. <p>Resources Needed</p> <ul style="list-style-type: none"> • PLT time, pacing guides, walkthrough tools (Bullseye), NWEA data, rules that and instructional materials • Continued access to district math coaches and content experts <p>Professional Learning</p> <ul style="list-style-type: none"> • Biweekly district PLTs for cross-school collaboration • Weekly PLTs that focus on instructional practices and cognitive engagement
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		<p>identify students' strengths and areas of need to create a classroom action plan.</p>	<p>Tier II/III supports. These profiles 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.</p> <p>Evidence of Learning:</p> <ul style="list-style-type: none"> Formative assessments and NWEA assessments is being used to track student progress and inform instructional decisions. Teachers are using formative assessments, instructional practices, and rules that expire to identify students in need of reteaching or enrichment. Student work samples and classroom observations show increased use of math discourse. 	<p>System Supports</p> <ul style="list-style-type: none"> Bullseye platform for walkthrough documentation and feedback District-led virtual math support and EL walkthroughs ORIGO <p>Monitoring and Feedback</p> <ul style="list-style-type: none"> Bullseye to track walkthrough frequency, feedback quality, and instructional trends PLT presentations to ensure accountability and guide instructional next steps <p>Evidence of Improvement:</p> <ul style="list-style-type: none"> Targeted feedback documented in Bullseye 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
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<p>Intentional Welcoming School/Class Environment</p>	<p>#3 #5 #160</p>	<p>Implementation Steps from the Clary 2025-2026 SCEP</p> <p>Provide bi-weekly feedback to staff regarding the walkthrough trends and targeted areas of CREW curriculum and MYP Learner Profiles.</p> <p>Provide targeted coaching cycles based on the analysis of the walkthrough data.</p> <p>Provide on-going professional development opportunities for teachers to enhance CREW practices.</p> <p>Incorporate attendance tracking and goal-setting into daily CREW routines, encouraging peer accountability and celebrating improvements.</p>	<p>Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>During Quarter 3, Clary Middle School focused on refining a welcoming and inclusive school environment through intentional CREW programming. A CREW Committee member has been assigned to each grade level to design CREW lessons aligned with the curriculum and personalized for grade level needs. These efforts continue to foster student belonging, increase engagement, and improve attendance outcomes.</p> <p>Impact on DI Targets:</p> <ul style="list-style-type: none"> • Comprehensive School Plan Implementation: 100% of bi-weekly CREW walkthroughs have been completed and feedback provided. CREW lessons continue, with focus on PowerPoint use, talking pieces, and circle protocols. • Attendance Tracker: The Attendance Tracker has been redesigned. CREW Committee updated weekly tracker to track a personalized goal created by the student to make goal setting more personalized (grade, attendance or behavior). Students develop a goal and continue to track it weekly with data. • Attendance Outcomes: Daily attendance has exceeded the target, and chronic absenteeism 	<p>Next Steps</p> <p>Strengthen</p> <ul style="list-style-type: none"> • Develop individualized plans for staff that align with walkthrough data to increase accountability on CREW implementation. • Utilize the student weekly goal-setting tracker data to drive instruction and personalize lessons based on student needs <p>Resources Needed</p> <ul style="list-style-type: none"> • CREW walkthrough tool via Bullseye • Student goal setting and attendance tracker templates and materials • Email lesson plans • SchoolTool for student data <p>Professional Learning</p> <ul style="list-style-type: none"> • Bi-weekly Staff CREW • Bi-weekly CREW committee <p>System Supports</p> <ul style="list-style-type: none"> • Bullseye platform for walkthrough documentation and feedback • CREW committee coordination for lesson development and review • Integration of attendance data into school-wide monitoring systems
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			<p>has decreased significantly, indicating success in engagement strategies.</p> <ul style="list-style-type: none"> • 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. <p>Teacher Practice Shifts:</p> <ul style="list-style-type: none"> • CREW Committee is meeting bi-weekly to plan and adjust lessons that are personalized for each grade level. • Reflection on walkthrough data on student trackers led to changes and discussions on what best meets the needs of students • Strong focus on goal setting into daily CREW routines, promoting peer accountability and celebrating progress. <p>Evidence of Learning and Engagement:</p> <ul style="list-style-type: none"> • Student attendance data shows improvement, suggesting increased engagement and connection to school routines. • Staff feedback during CREW sessions is informing lesson adjustments and strengthening community-building efforts. • Evidence of increased competition of weekly student goal setting and attendance trackers <p>Tangible Outputs Developed:</p>	<p>Monitoring and Feedback</p> <ul style="list-style-type: none"> • Daily student attendance tracker used in CREW classes • Weekly student goal setting • Bullseye walkthrough data to monitor lesson fidelity and engagement • SchoolTool attendance reports to track trends and impact
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			<ul style="list-style-type: none"> • CREW lesson templates aligned to grade level goals, MYP, self-reflection and accountability • Student-friendly goal setting and attendance tracker updated • CREW committee planning agendas and shared resources via OneNote 	
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<p>Multi-Tiered System of Supports (MTSS)</p>	<p>#3 #5 #160</p>	<p>Implementation Steps from the Clary 2025-2026 SCEP</p> <p>Collaboratively discuss building-wide weekly academic, attendance, and behavior concerns with the Equity, Culture, and Climate team to identify trends and provide targeted support.</p> <p>Engage in building level professional development after school based on the walkthrough data and building level trends.</p> <p>Collaboratively review current MYP applications to determine card status and implement the tracking system.</p> <p>Schedule 1:1 meeting with students to review card status expectations</p>	<p>Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>During Quarter 3, Clary Middle School has continued to advance its MTSS framework by focusing on data-informed decision-making, system refinement, and equitable access to incentives and enrichment opportunities. Data continues to be utilized to identify building-wide trends and inform updates to the MTSS Handbook and incentive structures.</p> <p>Impact on DI Targets:</p> <ul style="list-style-type: none"> • 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 the target of 30%, indicating strong engagement with the incentive system. <ul style="list-style-type: none"> ○ 114 Gold Card ○ 12 Platinum Card <p>Teacher Practice Shifts:</p> <ul style="list-style-type: none"> • Teachers are aligning weekly student personalized goals with expectations of 	<p>Next Steps</p> <p>Strengthen</p> <ul style="list-style-type: none"> • Explore ways to expand building wide incentives • Continue to incorporate and engage with student council for student crafted incentives <p>Adaptation and Refinement</p> <ul style="list-style-type: none"> • Increased daily and weekly attendance incentives • Redesigned attendance protocol for late and chronic absenteeism <p>Resources Needed</p> <ul style="list-style-type: none"> • Bullseye platform for walkthrough documentation • ESCT data dashboards and meeting summaries • Visuals and communication tools for benchmarks and incentives <p>Professional Learning</p> <ul style="list-style-type: none"> • Staff Crew • CREW committee <p>System Supports</p> <ul style="list-style-type: none"> • Weekly ESCT meetings for data analysis and planning
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			<p>college visit eligibility, field trips and reinforcing accountability and motivation.</p> <p>Evidence of Learning and Engagement:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Bullseye for walkthrough documentation and feedback CREW committee collaboration to reinforce MTSS goals <p>Monitoring and Feedback</p> <ul style="list-style-type: none"> Track Gold and Platinum Card attainment and college visit eligibility Use Bullseye to document MTSS walkthroughs and feedback <p>Review ESCT data trends to guide adjustments and interventions</p>
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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 **Spring 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.	Spring 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 Spring 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	88.3% Daily Attendance as April 24th	For the third quarter, Clary Middle School achieved a student attendance rate of 88.3% surpassing our early progress target of 87% This positive	Early implementation target goal met.	Target met.

		<p>trend reflects the impact of targeted interventions and a school-wide commitment to improving attendance outcomes.</p> <p>To support this progress, the Attendance Impact Team and school-based attendance team met weekly to:</p> <ul style="list-style-type: none"> • Review interventions for assigned students • Discuss new referrals and plan individualized supports • Conduct outreach through home visits and family engagement <p>Quarter 3 Attendance Support Actions:</p> <ul style="list-style-type: none"> • 924 phone calls made to families—calls were made daily to every student who is not present by second period • 450 home visits conducted—if parents can not be reached by phone, visits are then made • 149 attendance letters sent home • 4 ACCESS referrals submitted for attendance concerns • 4 referrals to Child Protective Services for educational neglect <p>These efforts have helped build stronger connections with families and promote consistent school attendance.</p> <p>Clary continues to align its attendance strategy with NYSED expectations by:</p> <ul style="list-style-type: none"> • 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 support • Embedding social-emotional learning and mindfulness practices throughout the building 	<p>DI #3 progress target met.</p>	
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		<ul style="list-style-type: none"> • Leveraging agency partnerships to provide wraparound services for students and families • Utilizing a dedicated Family Engagement Room stocked with resources and materials for caregivers • Home visits for students that are late and absent <p>To further incentivize attendance, the Attendance Team implemented:</p> <ul style="list-style-type: none"> • 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 <p>These combined efforts reflect a comprehensive, multi-tiered approach to improving attendance and fostering a welcoming, supportive school environment.</p>		
#5- School Safety	0 incidents	<p>Throughout the thirdquarter, 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.</p> <p>During this period, we conducted 62 restorative conferences with students. Of these, 13 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.</p>	<p>Early implementation target goal met.</p> <p>DI #5 progress target met.</p>	Target met.

		<p>Our multi-tiered approach to school safety and climate includes:</p> <ul style="list-style-type: none"> • 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 • Assigning a CREW committee team leader per grade level to organize and design personalized CREW lessons to meet individual grade level needs • 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 <p>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.</p> <p>Additional supports included:</p> <ul style="list-style-type: none"> • 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 		
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		<ul style="list-style-type: none"> 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. <p>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.</p>		
#100- ELA Core Subject PI- Students	15% projected schoolwide proficiency and 6% SWD proficiency	<p>20.18% schoolwide and 3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> 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 	<p>DI #100 progress target met.</p> <p>Schoolwide proficiency target met. SWD proficiency not met, however, growth scores were met for both groups.</p>	Changes noted in Next Steps of Lead Strategy.

		<p>These increased growth scores (All students 67.3% and SWD 54.39%) support our continued focus on literacy development and targeted instructional support.</p> <p>To build on this momentum, we will continue a multi-tiered literacy strategy that includes:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Instructional planning is further supported by:</p> <ul style="list-style-type: none"> • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards 		
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		<ul style="list-style-type: none"> • Cold read CERs to assess essential standards aligned with curriculum • 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 <p>These efforts reflect a comprehensive, data-informed approach to continue to improve literacy outcomes and building instructional capacity across the school.</p>		
#110- Math Core Subject All Students	10% projected school wide proficiency	<p>8.07% schoolwide and 0% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Math Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes:</p> <ul style="list-style-type: none"> • 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 	<p>DI #110 progress target met.</p> <p>Early implementation target goal met for all students growth but SWD growth fell short by 2% points.</p>	<p>Changes noted in Next Steps of Lead Strategy and Self-Contained teachers are attending ongoing and explicit instruction professional development weekly.</p>

		<ul style="list-style-type: none"> • Tier 3 interventions delivered by the Algebraic Reasoning (AR) Teacher, targeting students with persistent gaps in foundational skills <p>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:</p> <ul style="list-style-type: none"> • Common formative 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 <p>These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school.</p>		
#160- Chronic Absenteeism	45.6% Chronic Absenteeism	<p>For the third quarter, Clary Middle School achieved a chronic absenteeism rate of 45.6% 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.</p> <p>To support this progress, the Attendance Impact Team and school-based attendance team met weekly to:</p> <ul style="list-style-type: none"> • Review interventions for assigned students • Discuss new referrals and plan individualized supports • Conduct outreach through home visits and family engagement 	<p>DI #160 progress target met.</p> <p>Early implementation target goal met.</p>	Target met.

		<p>Quarter 3 Attendance Support Actions:</p> <ul style="list-style-type: none"> • 924 phone calls made to families—calls were made daily to every student who is not present by second period • 450 home visits conducted—if parents can not be reached by phone, visits are then made • 149 attendance letters sent home • 4 ACCESS referrals submitted for attendance concerns • 4 referrals to Child Protective Services for educational neglect <p>These efforts have helped build stronger connections with families and promote consistent school attendance.</p> <p>Clary continues to align its attendance strategy with NYSED expectations by:</p> <ul style="list-style-type: none"> • 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 <p>To further incentivize attendance, the Attendance Team implemented:</p> <ul style="list-style-type: none"> • 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 		
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		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	<p>3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.</p> <p>To continue to address these needs, Clary has implemented a multi-tiered literacy strategy that includes:</p> <ul style="list-style-type: none"> • 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 	<p>DI #34 progress target met.</p> <p>Early implementation target goal not met. However, SWD growth scores were at 54.39%</p>	Changes noted in Next Steps Lead Strategy

		<ul style="list-style-type: none"> • Screening tools such as DIBELS (ORF and MAZE), and NWEA MAPS Growth 6+ Reading assessments to identify student needs and guide placement <p>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.</p> <p>Instructional planning is further supported by:</p> <ul style="list-style-type: none"> • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • Cold read CERs to assess essential standards aligned with curriculum • 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 <p>These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.</p>		
<p>#45- ELA Level 2 and above gap- Students with Disabilities/Non-Students with Disabilities</p>		<p>3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p>	<p>DI #45 progress target not met.</p> <p>Early implementation target goal not met. However, SWD growth scores were at 54.39%</p>	<p>Changes noted in Next Steps of Lead Strategy</p>

		<p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.</p> <p>To continue to address these needs, Clary has implemented a multi-tiered literacy strategy that includes:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Instructional planning is further supported by:</p>		
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		<ul style="list-style-type: none"> • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • Cold read CERs to assess essential standards aligned with curriculum • 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 <p>These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.</p>		
<p>#101- ELA Core Subject PI- Students with Disabilities</p>		<p>3.33% SWD met the proficiency metric from Fall 2024 NWEA Assessment.</p> <p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 32.1 which is above our progress target of 25 for this indicator.</p> <p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>These growth scores (54.39%) support the need for continued focus on literacy development and targeted instructional support.</p> <p>To continue to address these needs, Clary has implemented a multi-tiered literacy strategy that includes:</p> <ul style="list-style-type: none"> • Tier 1 instruction delivered by ELA (Language and Literature) teachers using the district-provided curriculum, aligned with IB/MYP philosophy and unit planning 	<p>DI #101 progress target met.</p> <p>Early implementation target goal not met. However, SWD growth scores were at 54.39%</p>	<p>Changes noted in Next Steps of Lead Strategy</p>

		<ul style="list-style-type: none"> • 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 <p>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.</p> <p>Instructional planning is further supported by:</p> <ul style="list-style-type: none"> • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • Cold read CERs to assess essential standards aligned with curriculum • 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 <p>These efforts reflect a comprehensive, data-informed approach to improving literacy outcomes and building instructional capacity across the school.</p>		
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<p>#105- ELA Core Subject PI- Economically Disadvantaged Students</p>		<p>20.18% schoolwide and 3.33% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>These increased growth scores (All students 67.3% and SWD 54.39%) support our continued focus on literacy development and targeted instructional support.</p> <p>To build on this momentum, we will continue a multi-tiered literacy strategy that includes:</p> <ul style="list-style-type: none"> • 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 	<p>DI #105 progress target met.</p> <p>Early implementation goal met for all students, but not for SWD, however, growth goals were met for both groups.</p>	<p>Changes noted in Next Steps of Lead Strategy</p>
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		<p>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.</p> <p>Instructional planning is further supported by:</p> <ul style="list-style-type: none"> • Common formative assessments (CFAs) embedded with CER (Claim, Evidence, Reasoning) tasks to assess student understanding of key standards • Cold read CERs to assess essential standards aligned with curriculum • 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 <p>These efforts reflect a comprehensive, data-informed approach to continue to improve literacy outcomes and building instructional capacity across the school.</p>		
<p>#112- Math Core Subject PI- Black Students</p>		<p>8.07% schoolwide and 0% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Math Growth reports show:</p> <ul style="list-style-type: none"> • 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 	<p>DI #112 progress target met.</p> <p>Early implementation target goal not met for proficiency, however growth scores were met.</p>	<p>Changes noted in Next Steps of Lead Strategy</p>

		<p>These increased growth scores (51.78%) support the need for continued focus on differentiated instruction and targeted interventions to accelerate student progress.</p> <p>To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Instructional planning is further supported by:</p> <ul style="list-style-type: none"> • Common formative 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 <p>These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school.</p>		
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<p>#115- Math Core Subject PI- Economically Disadvantaged Students</p>		<p>5% schoolwide and 2% SWD met the proficiency metric from Winter 2026 NWEA Assessment.</p> <p>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.</p> <p>NWEA Reading Growth reports show:</p> <ul style="list-style-type: none"> • 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 <p>These increased growth scores (49.55) support the need for continued focus on differentiated instruction and targeted interventions to accelerate student progress.</p> <p>To address these needs, Clary has implemented a multi-tiered mathematics strategy that includes:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>Instructional planning is further supported by:</p>	<p>DI #115 progress target met.</p> <p>Early implementation target goal met.</p>	<p>Changes noted in Next Steps of Lead Strategy</p>
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		<ul style="list-style-type: none"> • Common formative 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 <p>These efforts reflect a comprehensive, data-informed approach to improving math outcomes and building instructional capacity across the school.</p>		
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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**.

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. This has resulted in consistent upticks in Clary’s attendance rate and decreases in its chronic absenteeism rate.
- To continue to increase teacher effectiveness and in support of Clary’s Formative Assessment lead strategy, the district ELA coaches conducted classroom walkthroughs and provided targeted instructional feedback to teachers on focus areas.
- The district’s Math department continues its ongoing support to Clary through collaborative planning, coaching observations and debriefs, classroom visits and debriefs, and unit unpacking.

- 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.

- District Math, ELA, Science, and Social Studies coaches instituted regular collaborative meetings to align on cross content instructional strategies to support students in advance on New York State assessments.

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 3

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.

January 27, 2026, 2:40pm – 3:40pm, Outreach with sneaker ball

February 24, 2026, 2:40pm – 3:40pm, Academic Teacher Teams (6th Grade)

Sneaker Ball:

The Community Engagement Team played a key role in the success of the Sneaker Ball by intentionally building relationships and creating a sense of belonging through a non-academic, social event. By designing an inclusive and welcoming atmosphere, the team provided students, families, and staff with an opportunity to connect outside of the classroom, strengthening trust and rapport. These connections often translate into stronger communication, increased family involvement, and a deeper sense of community within the school. The Sneaker Ball served as a space where all participants felt valued and seen, reinforcing the importance of relationships as the foundation for a positive school culture.

This work directly aligns with the lead strategy of an intentional welcoming school and classroom environment. The event demonstrated that when we prioritize connection and inclusivity beyond academics, they create conditions where students feel safe, supported, and ready to learn. By modeling intentional outreach and engagement, the Community Engagement Team helped extend the welcoming environment beyond the classroom and into the broader school community. This not only strengthens overall school culture but also supports student success by ensuring that every stakeholder feels a sense of belonging and investment in the school.

Academic Teacher Teams:

The Community Engagement Team strengthened Academic Teacher Teams by bridging the gap between school and home through the intentional sharing of resources and assessment data. By providing families with clear, accessible information about student progress, the team provided opportunities to caregivers to better understand learning goals and support skill development at home. In addition, offering targeted resources and strategies aligned to classroom instruction ensured that families could reinforce key concepts, creating consistency between school and home. This collaboration enhanced the work of Academic Teacher Teams by extending learning beyond the classroom and fostering a shared responsibility for student growth.

This work directly connects to the lead strategy of implementing common formative assessments and building math fluency. By helping communicate the purpose and results of common formative assessments, the Community Engagement Team supported a more transparent and cohesive approach to tracking student progress. Families were better equipped to recognize areas of strength and need, particularly in math fluency, and could engage in meaningful practice at home. As a result, the alignment between assessment, instruction, and family support strengthened, allowing Academic Teacher Teams to use data more effectively and ensure that all students receive consistent, targeted opportunities to build fluency and confidence in mathematics.

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. Finally, while the CFST model promotes support, it also embeds enhanced expectations, monitoring, and overall accountability.



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: [Signature]
Date: 4/28/26

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*: [Signature]
Title of CET Representative: Instructional Coach
Date: 4.16.2026

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