

**2024-2025 Receivership School Quarterly Report #3**  
Report Period: *February 1, 2025, to April 30, 2025 (Due April 30, 2025)*

All sections of this document should be completed by the Superintendent Receiver and/or their designee. State Monitor Districts should streamline reporting, drawing from related metrics, data, target status and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations. Final Reports/Plans should be submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	District website hyperlink to this Report	
Clary Middle School	421800010003	Syracuse City School District	N/A	2	<a href="http://www.syracusecityschools.com/clary">http://www.syracusecityschools.com/clary</a>	
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Anthony Q. Davis	Jason Rutkey	7/1/2023	Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools	6-8	N/A	N/A

***Procedural Checklist for Quarterly Report Completion Review***

As the report is completed and reviewed, use the checklist below to confirm completion of each part by placing your initials in the related box.

**Title Page**

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

**Executive Summary**

DB The Executive Summary is completed per the related outline.

**Data Trend Tables**

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

**\*Suspension Tracking and Reporting Addendum**

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

**Building- and District-based Commitments and SMART Goal Strategies**

DB The *SMART Goal Strategies and Actions Towards Attaining Commitments* have been completed by building and district leaders, including, but not limited to:

- Incremental goals towards meeting DI targets.
- Strategies, actions, and resources towards meeting DI targets.
- How all goals and strategies will be measured/assessed.

**Part I - Lead Strategies for School Improvement**

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

**Demonstrable Improvement Level 1 Indicators**

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

**Part III – Demonstrable Improvement Level 2 Indicators**

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

**Part IV – Community Engagement Team (CET)**

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

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

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

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

### ***Executive Summary***

Please provide a plain-language summary of this Quarterly Report to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter that have framed a basis for developing a data-informed continuation plan for the academic year.

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

The third quarter was marked by several engaging events and initiatives. The *Steppin into History* event featured a gallery walk of student CREW projects, step dances performed by sorority members, the grand opening of the community center, book giveaways, tutoring and boot camp information, and upcoming assessment details. This event saw participation from PTO members, community-based organizations, Peaceful Schools Advocates, and school staff volunteers. In addition to community events, the Clary/ELMS Musical: *Peter Pan*, sponsored by the Clary PTO, was a two-night event with high community turnout and significant staff presence.

Student attendance increased during the third quarter due to enhanced weekly attendance initiatives, regular check-ins by community-based organizations, a continued emphasis on school-wide attendance, and programs like Foundation 44, which targeted 8th-grade students working on SEL skills.

Academically, the MYP Programme continued to strengthen by connecting data PLTs with the MYP planning process to ensure rigorous lessons for student success and weaving ATLs within the CREW curriculum. There was a significant increase in the number of MYP Card holders, with 124 Gold Card, 52 Platinum Card, and 12 Black Card members.

Weekly PLTs focused on NWEA student data breakdowns, targeting specific groups of students within each grade level, and emphasizing the “one thing” each week that is paramount to student success. The “one thing” implementation and performance is progress monitored each week using Tier 1 student work and artifacts, adjusting and enhancing for continued progress. Formative Assessments were tailored to high-leverage standards based on student performance and included rigorous state assessment-type questions.

The Wilson reading program is running smoothly with district coaching support, currently servicing 28 Students with disabilities. Our current staff member facilitating the program is working with HR to complete her teaching certification. Early data suggests the program is having success as students are demonstrating growth, which has prompted us to enroll 16 staff members into a micro-credentialing course through SUNY New Paltz centered around the Science of Reading.

We continue to focus on reading and writing within all content areas with CERs being a focus within classrooms and the “ROAR Into Reading” Program continuing, encouraging students to maintain independent reading.

Our Clary community center has been completed, with plans for a stage to be built by students in the Construction Program at the Institute of Technology for further e-gaming opportunities. The center is used during lunches, class for independent work (Black and Platinum Card Members), as classroom incentives, as well as within the After-School Program.

The Community Engagement Team recently completed a Financial Literacy program for students and is planning several upcoming events, including Clary's Got Talent (both in-school and evening events), a Transition to High School Family Event, Clary End of Year Carnival, and the 25-26 Back to School BBQ.

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

**Overview of School Demographic and Four-Year Trend Data**

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 6 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

Data Source: Student Management System  
Date of Capture: 4/28/2025

Total Current Enrollment/Registrant Counts: N = 258  
SWD: 26%  
ELL: 0.7%

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

**Average Daily Attendance and Chronic Absenteeism Rate by Year**

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
<b>Average Daily Attendance Rate</b>	84 %	86 %	87 %	86.7 %
<b>Chronic Absenteeism Rate</b>	54 %	48 %	46 %	42.8 %

**Suspension % Rate and Number by Category**

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

**Overview of School Demographic and Four-Year Trend Data**

Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math proficiency rates trend data, as applicable.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as 'point-in-time.'

**Graduation Percentage Rates**

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Grad. Rate	NA %	NA %	NA %	NA %
ELL Grad. Rate	NA %	NA %	NA %	NA %
SWD Grad. Rate	NA %	NA %	NA %	NA %
NYSAA Grad. Rate	NA %	NA %	NA %	NA %

**Drop Out Percentage Rates**

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Total Cohort Drop Out Rate	NA %	NA %	NA %	NA %
ELL Drop Out Rate	NA %	NA %	NA %	NA %
SWD Drop Out Rate	NA %	NA %	NA %	NA %
NYSAA Drop Out Rate	NA %	NA %	NA %	NA %

**3-8 ELA Proficiency Rates**

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	17 %	14 %	12 %

**3-8 Math Proficiency Rates**

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	1 %	3 %	6 %

**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.

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



***Directions for Parts I, II, and III*** - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify key strategies that were included in the 2024-2025 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning and school improvement*. *Only salient data that maps to DI target attainment should be included.*

The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitably accessible educational supports to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in via the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to *Quarter 3 Report*, identify processes:
  - Applied throughout Quarter 3 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
  - Utilized to assess the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request.

To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to *Building- and District-based Commitments** and Technical Assistance and Support sessions and diagnostic review feedback.

Data and narrative outlines should be comprised of supporting documentation. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.



**Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound**

At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. The SMART strategies section is to be completed by school and district leadership and should include specific, measurable, achievable, relevant, and time-bound (SMART) goals aligned with Lead Strategies and DII targets. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal, while also assessing the status of how these commitments and SMART Goals have been aligned with and support meeting DII target attainment.

- For example, “ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025.”

**Building-based Commitments**

- We are committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose. By effectively implementing Data- Driven Instruction, PLC’s, and Foundational Reading Instruction, we will achieve our 2024-25 academic DI Indicators.
- We are committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond. By effectively implementing Accountable Talk, we will achieve our SCEP Math and ELA Goals for 2024-25.
- We are committed to ensuring all students feel a sense of belonging and attend school daily. By effectively implementing SEL and MTSS structures, we will achieve our 2024-25 Attendance DI Indicators.
- We are committed to aligning and maximizing resources to serve and impact each student’s needs. By aligning and maximizing all available resources, we will achieve our 2024-25 Safety DI Indicator (along with Academic DI Indicators).

**SMART Goal Strategies and Actions Towards Attaining Commitments**

ELA proficiency of All students will increase by 6% to 15% proficiency by January 2025 as reflected by an increase in NWEA scores, and by 8% to 20% overall proficiency by June 2025 as reflected in NYS Assessments. Schoolwide achievement overall 8% proficient was the same as fall based on NWEA data. However, schoolwide growth overall at the 50<sup>th</sup> percentile, with 43% growing above the 60<sup>th</sup> percentile and 58% showing average to above average growth showing significant gains.

Math proficiency of All students will increase by 4% to 8% proficiency by January 2025 as reflected by an increase in NWEA scores, and by 6% to 12% overall proficiency by June 2025 as reflected in NYS Assessments Schoolwide achievement overall % proficient was the same as fall. However, schoolwide growth overall at the 50<sup>th</sup> percentile, with 43% growing above the 60<sup>th</sup> percentile and 58% showing average to above average growth showing significant gains.

ELA proficiency of SWD’s will increase by 2% to 3% by January 2025 as reflected by an increase in NWEA scores, and by 4% to 5% overall proficiency by June 2025 as reflected in NYS Assessments.

Increase overall student attendance by 3 percent to 89% by June 2025.

- By November 1st, 80% of teaching staff will effectively implement Accountable Talk moves in their lessons, measured through classroom observations and walkthroughs

**SMART Goal Strategies, Actions and Resources Towards**

**District-based Commitments**

- The district is committed to ensuring that all students, especially our diverse learners, have the numeracy and literacy skills to prepare them for any path they choose.
- The district is committed to ensuring that all students, especially our diverse learners, have the critical thinking and reasoning skills they need to excel at school and beyond.
- The district is committed to ensuring all students feel a sense of belonging and attend school daily.
- The district is committed to aligning and maximizing resources to serve and impact each student’s needs.

**Supporting Commitment Attainment**

- The district’s Special Education Department will provide weekly support to ensure the school achieves their 2024-25 DI Indicators #34 (3-8 ELA SWD MGP), #45 (3-8 ELA SWD Level 2 and above Gap with non-SWD Students), and #101 (3-8 ELA SWD Core Subject PI).
- The district’s School Reform & Improvement Office and the district’s Engagement Office will provide weekly attendance support to the school in achieving their 2024-25 DI Indicators #160 (EM Chronic Absenteeism – All Students) and #3 (Student Attendance).
- The district’s Teaching & Learning Department will provide weekly numeracy and literacy support, along with Impact Coaches directly supporting LTS, to ensure the school achieves their 2024-25 DI Indicators #100 (3-8 ELA All Students Core Subject PI), #110 (3-8 Math All Students Core Subject PI), #105 (3-8 ELA ED Core Subject PI), #112 (3-8 Math Black Core Subject PI), and #115 (3-8 Math ED Core Subject PI).
- The district’s Student Supports Department and the district’s Engagement Office will provide weekly support (i.e., to identify, maximize, and align available resources) to ensure the school achieves their 2024- 25 DI Indicator #5 (School Safety).
- The district’s HR Department will meet bi-weekly with the school to discuss staffing to assist in achieving all 2024-25 DI Indicators.

***Part I- Lead Strategies for School Improvement***

*Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.*

**Quarter 3 Report - Reflection on Lead Strategies Utilized during  
February 1, 2025 – April 30, 2025**

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
IBMYP International Baccalaureate Middle Years Program	G	As an officially recognized IBMYP authorized school and incorporating the MYP philosophy, Clary supports our students in understanding the complexities of the world and equipping them with the skills, knowledge, and disposition needed to take responsible action in the future. Our education crosses disciplinary, cultural, national, and geographical boundaries, championing critical engagement, stimulating ideas, and fostering meaningful relationships. Our teachers work tirelessly to create unit and lesson plans that support students in reaching their goals. These plans are tracked in our OneNote, reviewed through administrative feedback and walkthroughs, and supported by our MYP Coordinator. Every Tuesday, we will continue to incorporate MYP curriculum development and lesson plan writing, ensuring continuous improvement and alignment with our educational goals. Additionally, we will integrate ATLS-Approaches To Learning, into our CREW class, further enhancing our students' skills and readiness for the future. This comprehensive strategy supports us in meeting and exceeding our demonstrable improvement targets.
SEL/CRSP Social Emotional Learning/Culturally Responsive Sustaining Practices	G	Clary will continue to utilize SEL/CRSP, including the "EL CREW Curriculum," to support our students' needs during the scheduled CREW/advisory period. Teachers will continue to meet with students in small groups, providing opportunities to set goals based on the MYP Learner Profile, create action steps, and reflect on their progress. Additionally, we will implement restorative practices, hold biweekly equity, climate, and culture meetings to implement a tiered multi-student support system, and analyze data in SIT meetings with teams, administrators, and agency partners. The attendance team will continue to track attendance using a data wall, informing staff and students of the number of students by grade level who attend school on a weekly and biweekly basis. Furthermore, our 8 <sup>th</sup> grade WEB leaders will support our sixth-grade students in a variety of ways throughout the year.
DDI Data Driven Instruction	G	Clary will continue to utilize Data Driven Instructional Cycles through professional learning teams on a weekly basis supported by the school's instructional coaches. Teachers will look at a multitude of data sources available to target and personalize instruction for their students. Data sources will include NWEA, Lexia, MAP Accelerator, common assessments, do now and exit tickets, and other summative and formative assessments utilized in the classroom. With support from the district, teachers will align their common assessments horizontally and vertically. These assessments will be given every five to six weeks to monitor student literacy and numeracy. Furthermore, the data will allow us to intervene with tier 2 and tier 3 interventions, such as Algebraic Reasoning, Wilson, and Intensive Reading to

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		support student growth. We will continue to incorporate individual student profiles for students to individually reflect and set goals for themselves during CREW class. CREW leaders will support students in reflecting and setting goals using data.

**Part II – Demonstrable Improvement Level 1 Indicators**

*List the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.*

**Quarter 3 Report with Reflection on Lead Strategies Utilized during  
February 1, 2025 – April 30, 2025**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
3 Student Attendance		Clary continues with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, continuing with our District Impact Team for attendance, and consistently align our efforts with NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs.	<p>For the third quarter, our student attendance rate was 86.7% At this point in the year, this is above our progress target of 86%. As we focus on increasing student attendance, we will continue to analyze daily and weekly attendance data and find supports for our students and families in need.</p> <p>Our attendance Impact Team and attendance team will continue to meet weekly to review interventions for assigned students, discuss new referrals, plan interventions accordingly, make at-home visits and outreach to those students and their families.</p> <p>For the third quarter, we have not referred any students for attendance related ACCESS referrals, we have made 7 home visits, no referrals to Child Protective Services for Educational Neglect, 89 letters sent home and 84 phone</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		In addition, the Attendance Team has incentivized being in school every day by adding a weekly drawing to reward a student who has perfect attendance during each month. Weekly incentives are still being implemented for students who attend school on time every day. We have made significant progress on our Clary Community Center and are beginning to implement various opportunities for students to utilize the space in a positive manner. More recently, we have seen an increase in our MYP card applications which is a direct correlation to the improved Community Center.	calls regarding attendance. These actions help to support students and their families with getting to school on a more consistent basis.
5 School Safety		At Clary, we have made it a priority to build relationships with students and their families, which has translated into an even more welcoming and affirming environment for our students. Teachers, support staff, and agency partners were in contact with families weekly for academic and behavioral	Throughout the third quarter, we have had zero incidents that count toward the School Safety indicator. At this point in the year, we are on track to meet our progress target of 0.5 for this indicator.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>supports. Our SIT team also met weekly with administration, teams, and agency partners to identify student needs and track the data, which has translated into a more welcoming and affirming environment for our students. Our support staff continued to provide assistance for students and families in the areas of academic, attendance, and behavioral supports for targeted students including Tier 3 interventions for counseling. Much of this support is informed by data trackers, including our Data-at-a-Glance which helps to identify those students that are at higher risk and are in need of Tier 3 supports. Our counselors provided weekly office hours for students in need of individual support, small group skill-building to address social emotional needs, and virtual counseling. Our teachers, administrators, and staff participated in professional development related to trauma-informed practices and meetings</p>	<p>This quarter we had 188 restorative conferences with students. Of the 188, there were 17 repeat restoratives. Tier 3 supports were put into place for the students with repeat referrals and suspensions.</p> <p>Based on the data from the third quarter, we will continue to support students and families through our SIT team meetings, counseling, restorative practices, integrating the MYP Learner Profile into daily activities, agency supports, and family outreach, providing students and families support in the areas of academics, attendance and behavior. We will continue our monthly assemblies based on the trends that we observe from the District Code of Conduct. Following the District lead, we instituted a Student Support room, promoting a more positive tone and supportive expectations for students.</p>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>focused on culturally responsive and sustaining practices, critical examinations of power structures, examining implicit bias, and finding resources for students that are written and developed by racially, culturally, and linguistically diverse perspectives. These have become powerful tools for teachers as we address social justice issues with students. We have incorporated the ten attributes of the MYP Learner Profile, such as inquirers, reflective, principled, into daily lessons and unit planning, creating community projects, and tied to monthly mindfulness strategies and Cougar Shout Outs.</p>	
100 3-8 ELA All Students Core Subject PI		<p>Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessments, we have calculated a projected ELA PI of 37.8, which is below our progress target of 75.2 for this indicator, but an increase from the fall administration.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELs ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within</p>	<p>NWEA Reading Growth reports show that 42.73% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 14.1% of students and 43.17% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Through review of the Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>Based on our data, we have identified 28 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.	
110 3-8 Math All Students Core Subject PI		Clary continues to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and a Math curriculum, Illustrative Math, provided by the District is utilized by Math teachers. Targeted Tiers 2 and 3 instruction is based on data from SOAR Surveys and Fluency screeners. Focused, Tier 3 interventions are delivered by the AR Teacher (Algebraic Reasoning) and math teachers participate in professional development to implement Tier 2 interventions strategies (SOAR) to students as well. We continue to develop a data-	<p>Utilizing our most recent student data from the Winter NWEA Math assessments we have calculated a projected Math PI of 13.8, which is below our progress target of 21.8 for this indicator but data indicates that we are progressing toward meeting our year-end target with the support of the District providing math coaches to work with our teachers on a weekly basis.</p> <p>NWEA Math Growth reports show that 29.92% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 17.95% of students and 52.14% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District continues to provide a Mathematics Content Liaison who assists each of math teachers to build capacity and provide a model classroom. The Math Content Liaisons are currently working toward helping teachers to support a digital student portfolio in which students actively set unit goals based on their</p>	<p>identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.</p> <p>This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.</p>	
160 Chronic Absenteeism - All Students		Clary continues with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, continuing with our District Impact Team for attendance, and consistently align our efforts with	<p>For the third quarter, our chronic absenteeism rate was 42.8% This is below our progress target of 49%. We will continue to analyze daily and weekly attendance data and find supports for our students and families in need.</p> <p>Our attendance Impact Team and attendance team will continue to meet weekly to review interventions for assigned students, discuss new referrals,</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or related documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs. In addition, the Attendance Team has incentivized being in school every day by adding a weekly drawing to reward a student who has perfect attendance during each month. Weekly incentives are still being implemented for students who attend school on time every day. We have made significant progress on our Clary Community Center and are beginning to implement various opportunities for students to utilize the space in a positive manner. More recently, we have seen an increase in our MYP card</p>	<p>plan interventions accordingly, make at-home visits and outreach to those students and their families.</p> <p>For the third quarter, we have not referred any students for attendance related ACCESS referrals, we have made 7 home visits, no referrals to Child Protective Services for Educational Neglect, 89 letters sent home and 84 phone calls regarding attendance. These actions help to support students and their families with getting to school on a more consistent basis.</p>



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		applications which is a direct correlation to the improved Community Center.	

**Part III – Demonstrable Improvement Level 2 Indicators**

*List the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment that support sustainable progress toward Demonstrable Improvement Indicator targets attainment.*

**Quarter 3 Report with Reflection on Lead Strategies Utilized during  
February 1, 2025 – April 30, 2025**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
34 3-8 ELA SWD MGP		Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELs ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA MGP of 45.1, which is above our progress target of 40.3 for this indicator.</p> <p>NWEA Reading Growth reports show that 34.49% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 22.41% of students and 40.11% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Through review of the Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently. This quarter we have also added action planning for</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>continue to develop a data-driven cycle with teachers during content area and professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working</p>	<p>teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.</p> <p>Based on our data, we have identified 28 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.</p>	
45 3-8 ELA SWD Level 2 and above Gap with non-SWD Students		Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA Gap of 27.9%, which is much below our progress target of 37.0% for this indicator.</p> <p>NWEA Reading Growth reports show that 34.49% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 22.41% of students and 40.11% showed low average and low growth.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p>	<p>NWEA Reading Growth reports show that 35.48% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 11.29% of students and 53.23% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Through review of the Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson</p>	<p>Based on our data, we have identified 28 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		planning, writing and tracking higher level questioning and data driven instruction.	
101 3-8 ELA SWD Core Subject PI		Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELS ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA	<p>Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 4.9, which is below our progress target of 25.8 for this indicator.</p> <p>NWEA Reading Growth reports show that 34.49% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 22.41% of students and 40.11% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Through review of the Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying</p>



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>(LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the</p>	<p>this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.</p> <p>Based on our data, we have identified 28 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.</p>	
105 3-8 ELA ED Core Subject PI		Clary continues to focus on the literacy needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and an ELA curriculum	Utilizing our most recent student data from the Fall NWEA Reading assessments, we have calculated a projected ELA PI of 36.7, which is below our progress target of 67.6 for this indicator.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>provided by the District is utilized by ELA (LANGUAGE AND LITERATURE) teachers. Targeted Tiers 2 and 3 instruction is based on data from the DIBELs ORF and MAZE screeners, as well as the NWEA MAPS Growth 6+ Reading Assessment for all of our students. We use Lexia PowerUp as a Tier 2 intervention for our students falling below the 10th percentile ranking on assessments in grades 6-8. Focused, Tier 3 interventions are delivered by the IR Teacher (Intensive Reading) at all grade levels, and ELA (LANGUAGE AND LITERATURE) teachers participate in professional development to implement Tier 2 interventions strategies to students as well. We continue to develop a data-driven cycle with teachers during content area and professional learning teams, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that</p>	<p>NWEA Reading Growth reports show that 42% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 15% of students and 43% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 128 “bubble students” that we are confident we can push to the next reading level.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Through review of the Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently. This quarter we have also added action planning for teachers based on NWEA data focusing on our bubble students, essential standards and common assessments.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for ELA (LANGUAGE AND LITERATURE) intervention that follows directly from the ELA (LANGUAGE AND LITERATURE) block. The District continues to support Content Liaisons who provide assistance to each of the Language &amp; Literature and Individuals &amp; Society teachers to build capacity and provide a model classroom. Content Liaisons are currently working toward assisting teachers to support students actively setting unit goals based on their pre- and post-assessment data, collect all CERs, and summative assessments.</p>	<p>Based on our data, we have identified 28 students that require more intensive reading support and, working with the District, have begun to provide Wilson reading as a Tier 3 intervention. A LTS for the Wilson position was hired and four staff members have been Wilson trained. This has allowed us to provide flexible options for students to utilize Wilson reading strategies We have groupings throughout the day for self-contained students and highest priority students. Self-contained teachers have begun to supplement Wilson in their resource classes. The top five students have Wilson every day and the rest of the students receive instruction every other day on an a/b schedule.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.	
112 3-8 Math Black Core Subject PI		Clary continues to focus on the mathematics needs of our students, including utilizing data from multiple points to target interventions for all students. We continue to plan units and lessons with the IBMYP philosophy. Tier 1 instruction and a Math curriculum, Illustrative Math, provided by the District is utilized by Math teachers. Targeted Tiers 2 and 3 instruction is based on data from SOAR Surveys and Fluency screeners. Focused, Tier 3 interventions are delivered by the AR Teacher (Algebraic Reasoning) and math teachers participate in professional development to implement Tier 2 interventions strategies (SOAR) to students as well. We continue to develop a data-	<p>Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 10.3, which is below our progress target of 20.8 for this indicator.</p> <p>NWEA Math Growth reports show that 29.22% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 16.88% of students and 53.89% showed low average and low growth. Based on our breakdown of NWEA data, we have identified 118 “bubble students” that we are confident we can push to the next achievement level.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>driven cycle with teachers during content area and grade-level professional learning communities, infuse IBMYP strategies in lessons, and support students with Student Growth Plans and Trackers such as Pre, Post, and Common assessment data that evaluate student understand of key standards within a unit and proficiency level in terms of identified priority standards.</p> <p>Clary also made adjustments to our master schedule to allow for a dedicated period for math intervention that follows directly from the math block. The District continues to provide a Mathematics Content Liaison who assists each of math teachers to build capacity and provide a model classroom. The Math Content Liaisons are currently working toward helping teachers to support a digital student portfolio in which students actively set unit goals based on their</p>	<p>identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
		<p>pre- and post-assessment data, collect all CERs, and summative assessments.</p> <p>In addition, District math coaches come once a week to meet with teachers to develop a plan that will accelerate math learning for students.</p> <p>This quarter, these Content Liaisons have open office hours for teachers at the end of the day to target support based on their needs including lesson planning, writing and tracking higher level questioning and data driven instruction.</p>	
115 3-8 Math ED Core Subject PI			Utilizing our most recent student data from the Fall NWEA Math assessments we have calculated a projected Math PI of 13.3, which is below our progress target of 22.9 for this indicator but data indicates that we are progressing toward meeting our year-end target.



Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>• Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math.</li> <li>• Describe how the data trends for this reporting cycle will inform future action steps.</li> <li>• Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable.</li> <li>• Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.</li> </ul>
			<p>NWEA Math Growth reports show that 28.16% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 17.48% of students and 54.37% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator. This quarter, we have identified the specific level of each student and are using this data to structure our Tier 1, 2, 3 instruction/student grouping, along with our common assessment data. Revise Using Achievement Gap Databases, and NWEA reports we are able to identify current student levels and marrying this with our common assessment tracker, we can monitor student growth more incrementally, allowing greater opportunity for adaptation and targeted support more frequently.</p>

**Part IV – Community Engagement Team (CET)**

[The Community Engagement Team](#) is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review, update as applicable, and provide a list of CET membership for the 2024-2025 SY.

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

**Report Out of 2024-2025 CET Plan Implementation**

<ul style="list-style-type: none"> <li>• List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>• Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>• Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>• Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students.</li> <li>• Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members.</li> <li>• An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported.</li> <li>• Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.</li> </ul>
	<p>During the third quarter, the Community Engagement Team (CET) organized several impactful events. The <i>Steppin into History</i> event which has been featured in our opening Quarter 3 Summary.</p> <p>Additionally, Clary hosted the Clary/ELMS Musical: <i>Peter Pan</i>, which was a two-night event with high community turnout and significant staff presence.</p> <p>We held a job fair for 8<sup>th</sup> grade students, which transformed into a financial literacy providing valuable insights and resources.</p> <p>Looking ahead, the CET is working with our PTO and Equity, Culture, and Climate Team in planning several exciting events, including Clary’s Got Talent (both in-school and evening events), a Transition to High School Family Event, the Clary End of Year Carnival, and the 25-26 Back to School BBQ.</p> <p>These efforts reflect the CET's commitment to fostering community engagement and supporting student success.</p>

## **Part V – Powers of the Receiver**

*[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.*

*Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.*

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

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

### **2. Implement Professional Development for Staff**

Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA (LANGUAGE AND LITERATURE) and math instructional practices and became familiar with the re-paced middle school math curriculum. All Clary staff also participated in the IB MYP implementation for Year 3 and training over the summer prior to school to prepare them for unit planning. Clary offers additional hours for each teacher to be able to take part in professional development opportunities of need and interest throughout the school year. Clary has an instructional coach, content-area Lead Teachers, and an IB MYP Coordinator to provide job-embedded professional development in each of the four core content areas each week, as well as additional PD time with these content experts and district-level content supervisors on Thursday during weekly professional development time.

### **3. Create/Change School Program and Curriculum**

The Superintendent has been intentional and strategic in support of improved instructional practices across all middle school grade levels. The Executive Director of Secondary Schools has developed and implemented professional development sessions to integrate the District’s Personalized Learning and IB MYP program initiatives to raise the level of rigor across all content areas. The Director of Mathematics has weekly professional development sessions for math teachers around the district-adopted curriculum. Clary instructional coaches, content area Lead Teachers, and the IB MYP Coordinator support professional leaders, instructional unit planning for IB MYP, and data analysis of student work during team and weekly PD sessions to improve instruction and analyze student progress.

Math curriculum in grades 6-8 and Algebra and prioritized, assessment-based science standards have been implemented to increase instructional engagement and student achievement outcomes. These resources allow math and science teachers to provide additional, targeted mathematics and science instruction to ensure more hands-on, interactive learning experience. These resources are designed to focus on the most important math and science learning to assist students in mastering material needed for promotion to the next grade. It also exposes more students to higher-level math and science curriculum, while preparing them for success on exit exams and future math and science coursework.



**Part VI – Assurance and Attestation**

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

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: Anthony Davis  
Date: 4/29/25

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2024-2025 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): Jessica Cannizzaro  
Signature of CET Representative\*: \_\_\_\_\_  
Title of CET Representative: MYP Coordinator  
Date: 4.23.25

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