New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2023-2024 Receivership School Final Report and 2024-2025 Continuation Plan
Report Period: *May 1, 2024, to June 30, 2024 (Due July 22, 2024)*

All sections and related prompts in 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.

Note that Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered an evaluation by the New York State Education Department (NYSED). Once finalized and accepted by NYSED, the complete document *must be posted* in a conspicuous accessible 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 engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Lincoln Middle School	421800010003	Syracuse City School District	NA	Cohort 1	https://www.syracusecityschools.com/lincoln

Superintendent	School Principal (*If appointed since the last reporting period, attach resume*)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Anthony Q, Davis	Alison Dupree	July 13, 2023	Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools	6-8	N/A

New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

> **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 boxes are fully completed with accurate and 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 the building and district leaders, including, but not limited to:
- ☐ Incremental goals towards meeting targets.
- ☐ Strategies, actions, and resources towards meeting 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 supported 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` Prompts in each column are completed with the understanding that CET implementation is guided by *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 regulatory approved CET members who are **not** school administrators.

Executive Summary
Please provide a *plain-language summary* of this Quarterly Report #4 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 have framed a basis for developing a data-informed continuation plan for the next school 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 and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report.
Lincoln Middle School: - Restructured weekly PLTs to implement: - Teacher supports—implemented a School Wellness Team that provides weekly staff support activities.   - Building—Instructional Coach Support   - District Supports—Impact Coaches, co-planning, data collection and analysis, co-teaching, classroom management, etc.   - Established five behavioral priorities on which to focus for the remainder of the academic year—be in class on time and remain in class; no electronic devices; hall sweeps; no profanity; positively responding to adult directives.   - Incorporated student voice into SCEP action steps—student interviews were completed, and WEB (Where Everyone Belongs) and Student Council became action steps of the SCEP.   - CET helped complete five school-home connection events together with the Office of Family Engagement.   - Welcomed its Family Engagement Program Aide.   - Implemented two positive telephone calls a week per staff member to increase positive family engagement.   - Completed a successful half day of team building activities with all staff.   - Completed a daily, weeklong Teacher Appreciate Week of activities.   Lincoln continues to focus on our lead strategies of becoming an AVID demonstration school, Cultural and Historically Responsive Practice, and Instructional Priority Areas that include Data-Driven Instruction; Inquiry; Claim, Evidence, Reasoning protocol; and academic vocabulary. Supports have been put into place for teachers that include providing meaningful and personalized Professional Learning Teams (PLTs) and supporting teachers in utilizing daily data to inform planning and instruction for students. Our student priority supports include increasing student belonging in the learning environment, a focus on a positive participation system (e.g., our AVID/MTSS Vibrant Climate and Culture Card Status plan, Building Women, Building Men, and implementing an effective student restorative practice tracking system).

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.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Data Source: Student Management System

Date of Capture: 7/1/2024

SWD 21%

Total Current Enrollment/Registrant Counts: N = 478

ELL 24%

SWDs who are also ELLs:
N = 6/1%

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	93%	80%	83.5%	___%
Chronic Absenteeism Rate	24%	63%	53.8%	___%

Suspension % Rate and Number by Category

	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	22%/#115	24%/#132	22.4%/#114	31%/#150
Duplicated Suspensions	11%/#58	13%/#71	7.7%/#39	15%/#70
Unduplicated Suspensions	11%/#57	11%/#61	14.8%/#75	17%/#80
ELL Suspensions	9%/#12	18%/#22	12.3%/#14	23%/#23
SWD Suspensions	29%/#32	19%/#21	31.4%/#32	37%/#38

3-8 ELA Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	16%	20%

3-8 Math Proficiency Rates

	2021-2022	2022-2023
Percentage of Students Scoring Level 3 and Above	8%	12%

Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here. *

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension.

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

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time.

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

Unduplicated Suspensions #:

Number of students suspended out of school one time.

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

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.

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

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.

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

Directions for Parts I, II, and III - District and school leadership frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent session with OISR, as well as identify key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement.*

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 support of the NY Social Emotional Learning Benchmarks @ NYS SEL Benchmarks (nysed.gov).

- When responding to prompts pertaining to *Quarterly Report #4*, identify processes:

  - Applied throughout Quarter 4 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 pending 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.

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.
(1) Reflect on the 2023-2024 end-of-year outcomes for each commitment in relation to the SMART goals established and, as appropriate, adjust the commitments and SMART goals such that they support implementation of the strategies and action steps included in the 2024-2025 School Year Continuation Plan.
(2) The 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 that lead to DII target attainment. Strategies should include incremental assessment of measurable progress and actions toward meeting each commitment and SMART Goal. For example, "ELA proficiency of SWDs will increase 2% by January 2025 and 5% overall by June 2025."

Building-based Commitments	**SMART Goal Strategies and Actions Towards Attaining Commitments**
• Conduct meaningful and personalized PLTs. • Support teachers in utilizing daily data to inform their planning and instruction.	• By the end of October 2024, conduct meaningful and personalized PLTs for teachers to focus on our instructional priority areas of Accountable Talk and Tier II Interim Practices. • Conduct bi-weekly PLTs for teachers to analyze data to inform their planning and instruction evidenced by walkthrough data. • 100% of teachers will receive personalized building- and district-level supports embedded within the academic day (e.g., non-evaluative observations, data collection, data analysis, planning supports, co-teaching, curriculum unpacking, real-time coaching, classroom management supports, etc.) on a weekly basis to support success both professionally and for classroom success.

District-based Commitments	**SMART Goal Strategies, Actions and Resources Towards Supporting Commitment Attainment**
• Support effective PLTs with tight systems, protocols, and data analysis. • Support data-driven instruction (DDI) tailored to students. • Support with NWEA. • Implement strategic support model via Cross Functional Support Team.	• District office representatives attend weekly PLCs at the school and based on a best practices rubric, offer feedback to the school on ways to improve PLC systems and protocols • A district Cross Functional Support Team is responsible for supporting the school with its prioritized needs. The Support Team identifies specific deliverables, a cadence of support, and evidence of impact around the collaboratively identified needs for 30-day cycles. • The school receives prioritized access to NWEA consultants to support teachers and building leaders in analyzing NWEA data and using the data to drive instructional decision making and practices

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.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024		Lead Strategies that Will Guide the 2024-2025 School Year Continuation Plan	
Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and rationale for doing so.	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2024-2025 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
Advancement Via Individual Determination (AVID)	Through the collaborative work of our entire faculty and district support, we continue working toward becoming an AVID Demonstration school during the 2023-2024 school year. AVID's philosophy holds students accountable to the highest standards and provides academic and social support, and our students will rise to the challenge. We continue to make progress and are partnering with the district AVID Coach and the National organization to support full programmatic implementation. Monthly walkthroughs of AVID indicators were conducted, and new goals are set frequently with the district AVID committee.	Advancement Via Individual Determination (AVID)	AVID will drive progress toward this year's demonstrable improvement targets by fostering a culture of high expectations and providing students with the skills and support needed to succeed academically. The strategy emphasizes a rigorous Curriculum, teacher and student support, and college readiness. By integrating a challenging curriculum, AVID ensures that students are prepared for college-level coursework, thereby improving academic performance across the board.
SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices	In aligning with the expectations of the Middle School Division, Lincoln implemented CREW for the 2023-2024 school year; CREW uses the "Second Step" curriculum for instruction and team building. CREW supports students' academic, social-emotional, and behavioral needs during a morning advisory period, and it is built into each student's class schedule. CREW is also designed to create a smaller community of connectedness for each student (e.g., establish at least one adult in the building with whom a child builds trust and rapport; creates familiarity and connectedness among a small group of students). As an advisory	SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices	Social Emotional Learning (SEL) and Culturally and Historically Responsive Sustaining Practices (CHRSP) have been chosen as a lead strategy for the upcoming academic year in response to emerging data trends from the recently completed school year. The goal of the latter is to highlight the importance of student well-being and cultural responsiveness in education. There is growing recognition of the need to address cultural and historical contexts in teaching to better engage and support diverse student populations. Implementing SEL/CHRSP strategies has shown to reduce behavioral issues, improve school climate, and foster inclusivity, it a critical

	structure, CREWs are teams of 8-10 students led by a faculty member. Crews focus on building essential academic and social-emotional skills through a combination of team building, student-centered academic support, conflict resolution, and self-reflection. We continue with restorative practices, weekly culture and climate meetings, and analyze data in Student Intervention Team (SIT) meetings with grade-level teams, administrators, and agency partners. This strategy supports reaching Lincoln's Demonstrable Improvement targets by building positive relationships between students and staff and creating a welcoming and affirming learning environment. Lincoln faculty and administrators engaged in monthly professional development to reflect on culturally and historically responsive and sustaining practices to ensure our understanding of expectations we desire in classrooms; to increase culturally responsive instruction; common, schoolwide expectations and language; assist in establishing rigor in teacher planning and instructional delivery.		approach based on current educational data. The SEL/CHRSP strategy will help achieve this year's demonstrable improvement targets by promoting a holistic educational environment that supports both the emotional and academic needs of students. This approach emphasizes CREW, WEB (Where Everyone Belongs), cultural responsiveness, and ongoing professional development through the Department of Diversity, Equity, and Belonging.
Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary	Lincoln continued to utilize data-driven instructional cycles during the fourth quarter of the 2023-2024 school year. Teachers examined data from multiple sources to support planning, instructional delivery, and student expectations—e.g., daily instruction; NWEA Map Reports to target standards and focus instruction to allow for maximum growth for our students; common content assessments; attendance, etc. The WICOR strategy focus was changed from Inquiry to Collaboration, as collaboration encompasses inquiry, academic vocabulary, and the district wide initiative of Accountable Talk. Collaboration also centers on effective information sharing, and it affords students the opportunity to work with peers in various group configurations as they engage subject matter across content areas. Collaboration is essential for student success, as it entails experiencing the challenges and opportunities associated with a diversity of perspectives and working styles, which can deepen metacognitive thinking, accelerate learning, and broaden perspective. Providing students with the opportunity to work with different peers from diverse	Instructional Priority Areas – Accountable Talk, Tier II Interim Practices, Effective PLT Implementation	**Instructional Priority Areas**—*Accountable Talk, Tier II Interim Practices, and Effective Professional Learning Team (PLT) Implementation*—have been selected based on recent data trends that underscore the need for targeted instructional improvements to enhance student learning outcomes. Data indicates that structured dialogue, timely interventions, and collaborative professional development are critical for closing achievement gaps and promoting consistent academic growth. The implementation of these Instructional Priority Areas will drive progress toward this year's demonstrable improvement targets by addressing key aspects of teaching and learning. This approach emphasizes the use of Accountable Talk structures. This will foster structured, meaningful classroom discussions. Accountable Talk encourages students to think critically, articulate their reasoning, and engage deeply with content. Lincoln Middle School will also

		focus on Tier II Interim Practices that include targeted interventions, data-driven decisions, and effective professional learning team (PLT) implementation. Through PLTs, supported by the school's instructional coaches, educators engage in continuous professional development, improving their instructional strategies and adapting to the evolving needs of their students.
	backgrounds and with varying experiences strengthens the class community and enriches the learning experience for every student involved.	

Part II – Demonstrable Improvement Level 1 Indicators

Please 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.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
3 Student Attendance	During the fourth quarter, the student attendance rate was 84.3%. This is above our progress target of 81%. There was a continued focus on student daily and weekly attendance data and supports for our students and families in need. The attendance Impact Team made at-home visits and completed student and family outreach. Our Attendance Team Plan: • Attendance is discussed weekly at grade level team meetings • Attendance impact team is notified of extended absences • Students are brought to a Student Intervention Team meeting to determine supports that are needed to support student in school	Lincoln will continue with efforts to support progress toward increasing student attendance, including analyzing daily and weekly attendance data, finding supports for students and families, continuing the use of the Impact Team for support students with chronic absence, and consistently aligning efforts with NYSED expectations. Social emotional practices and mindfulness, weekly SIT Team meetings with administrators and grade-level teams and utilizing agency partners for student support will continue this academic year. A dedicated Family Engagement room with resources and materials for families will contribute to the culture of connectedness and improve attendance. Through weekly drawings to reward students for perfect and great attendance, the Attendance Team will continue to incentivize students being in school every day. Weekly incentives will continue to be implemented for students who attend school every day and on time. After-hours home visits for students with the highest absenteeism rate will be a continued Tier 3 intervention practice. To further foster community and increase attendance, Lincoln will use the WEB (Where Everyone Belongs) program. This strategy aims to build a supportive school culture by connecting students and promoting a sense of belonging, which research shows can lead to higher attendance rates. Additionally, we will begin a student council to increase student voice, ensure a platform for students to express their ideas and participate in decision-

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• Home visits are completed by the attendance impact team and support plans are put in place • Faculty will use CREW to emphasize the importance of daily attendance and being on time. • HERO (Here, Every Day, Repeatedly, On-Time) Passes are used as raffle tickets during random times of the day to incentivize students attending school and each period on time.	making processes, and enhance student engagement and investment in the school community.
39 3-8 Math All Students MGP	Utilizing our most recent student data from the Spring NWEA Math assessment, we have calculated a projected Math MGP of 35.7. This is below our progress target of 45.2. NWEA Math Growth reports show that 26.39% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 15.28% of students and 58.34% showed low average and low growth. We continued to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we used our Math data to identify five focus students per class to track and monitor their progress throughout the year.	Student data from the Spring administration of the district wide NWEA Math assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers with the support of the school's instructional coaches during instructional meetings and PLTs. Supported by the instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district Math curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. SOAR will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students can engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	interventions through an AR (Algebraic Reasoning) course. Math tutorial classes will also utilize DreamBox and Zearn to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will implement daily PLTs (Professional Learning Teams) that, through support from administrators and instructional coaches, focus on data-driven decisions and targeted interventions. This approach will enhance our ability to monitor student progress closely, address learning gaps promptly, and ensure that instructional practices are continuously refined to meet the diverse needs of our students.
100 3-8 ELA All Students Core Subject PI	Utilizing our most recent student data from the Spring NWEA Reading assessment, we have calculated a projected ELA Performance Index of 38.7. This is below our progress target of 69.3.	Student data from the Spring administration of the district wide NWEA ELA assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers with support from the

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	NWEA Reading Growth reports show that 22.40% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 16.40% of students and 61.20% showed low average and low growth. Lincoln continues its twice-weekly Personalized Learning Teams (PLT) to establish a foundation of support for planning and instruction for the remainder of the academic year. Teachers have begun to work in content area teams to identify and prioritize three content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery.	school's instructional coaches during instructional meetings and PLTs. Supported by the instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. DIBELS assessments will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an IR (Intensive Reasoning) course. ELA tutorial classes will also utilize Lexia to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will design and implement staff professional development that, through support from administrators and instructional coaches, assists staff with curriculum unpacking. In addition, Lincoln will establish Professional Learning Teams (PLT) that allow for curriculum unpacking. This will ensure that educators have a deep understanding of the curriculum and are equipped to deliver effective instruction that meets the diverse needs of all students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	
110 3-8 Math All Students Core Subject PI	Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math MGP of 18.0 At this point in the year, this is below our progress target of 28.4. NWEA Math Growth reports show that 26.39% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 15.28% of students and 58.34% showed low average and low growth. We continued to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we used	Student data from the Spring administration of the district wide NWEA Math assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. Supported by the instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district Math curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	our Math data to identify five focus students per class to track and monitor their progress throughout the year. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students can engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	infuse AVID strategies into lessons. SOAR will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an AR (Algebraic Reasoning) course. Math tutorial classes will also utilize DreamBox and Zearn to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will implement daily PLTs (Professional Learning Teams) that, through support from administrators and instructional coaches, focus on data-driven decisions and targeted interventions. This approach will enhance our ability to monitor student progress closely, address learning gaps promptly, and ensure that instructional practices are continuously refined to meet the diverse needs of our students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
160 Chronic Absenteeism - All Students	For the fourth quarter, our chronic absenteeism rate was 54.9%. This is below our progress target of 60%. As we continued to focus on our chronic absenteeism rate, we also analyzed daily and weekly attendance data to find supports for our students and families in need. Our attendance Impact Team made at-home visits and outreach to those students identified as chronically absent or at risk of becoming chronically absent. Our Attendance Team Plan: • Attendance is discussed weekly at grade level team meetings • Attendance impact team is notified of extended absences • Students are brought to a Student Intervention Team meeting to determine supports that are needed to support student in school • Home visits are completed by the attendance impact team and support plans are put in place • Faculty will use CREW to emphasize the importance of daily attendance and being on time.	Lincoln will continue with efforts to support progress toward increasing student attendance, including analyzing daily and weekly attendance data, finding supports for students and families, continuing the use of the Impact Team for support students with chronic absence, and consistently aligning efforts with NYSED expectations. Social emotional practices and mindfulness, weekly SIT Team meetings with administrators and grade-level teams and utilizing agency partners for student support will continue this academic year. A dedicated Family Engagement room with resources and materials for families will contribute to the culture of connectedness and improve attendance. Through weekly drawings to reward students for perfect and great attendance, the Attendance Team will continue to incentivize students being in school every day. Weekly incentives will continue to be implemented for students who attend school every day and on time. After-hours home visits for students with the highest absenteeism rate will be a continued Tier 3 intervention practice. To further foster community and increase attendance, Lincoln will use the WEB (Where Everyone Belongs) program. This strategy aims to build a supportive school culture by connecting students and promoting a sense of belonging, which research shows can lead to higher attendance rates. Additionally, we will begin a student council to increase student voice, ensure a platform for students to express their ideas and participate in decision-making processes, and enhance student engagement and investment in the school community.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	HERO (Here, Every Day, Repeatedly, On-Time) Passes are used as raffle tickets during random times of the day to incentivize students attending school and each period on time.	

Part III – Demonstrable Improvement Level 2 Indicators

Please 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, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.

Final Report and Reflection on Lead Strategies Applied during May 1, 2024 – June 30, 2024	2024-2025 School Year Continuation Plan for Meeting this Indicator

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
44 3-8 Math ED Students MGP	Utilizing our most recent student data from the Spring NWEA Math assessment, we have calculated a projected Math MGP of 36.6. This is below our progress target of 46.4. NWEA Math Growth reports show that 26.77% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 14.65% of students and 58.59% showed low average and low growth. We continued to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we used our Math data to identify five focus students per class to track and monitor their progress throughout the year. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection.	Student data from the Spring administration of the district wide NWEA Math assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. With the support of the school's instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district Math curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. SOAR will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an AR (Algebraic Reasoning) course. Math tutorial classes will also utilize DreamBox and Zearn to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will implement daily PLTs (Professional Learning Teams) that, through support from administrators and instructional coaches, focus on data-driven decisions and targeted

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students can engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	interventions. This approach will enhance our ability to monitor student progress closely, address learning gaps promptly, and ensure that instructional practices are continuously refined to meet the diverse needs of our students.
46 3-8 ELA Black Level 2 and above Gap with non-Black Students	Utilizing our most recent student data from the Spring NWEA Reading assessment, we have calculated a projected ELA Performance Index of 9.7%. This is below our progress target of 11%. NWEA Reading Growth reports show that 19.40% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 15.67% of students and 64.92% showed low average and low growth.	Student data from the Spring administration of the district wide NWEA ELA assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. Supported by the instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	Lincoln continues its twice-weekly Personalized Learning Teams (PLT) to establish a foundation of support for planning and instruction for the remainder of the academic year. Teachers have begun to work in content area teams to identify and prioritize three content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson	Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. DIBELS assessments will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an IR (Intensive Reasoning) course. ELA tutorial classes will also utilize Lexia to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will design and implement staff professional development that, through support from administrators and instructional coaches, assists staff with curriculum unpacking. In addition, Lincoln will establish Professional Learning Teams (PLT) that allow for curriculum unpacking. This will ensure that educators have a deep understanding of the curriculum and are equipped to deliver effective instruction that meets the diverse needs of all students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	
49 3-8 ELA ED Level 2 and above Gap with non-ED Students	Utilizing our most recent student data from the Spring NWEA Reading assessment, we have calculated a projected ELA Performance Index of 27.3%. This is above our progress target of 22%. NWEA Reading Growth reports show that 22.42% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 16.02% of students and 61.56% showed low average and low growth. Lincoln continues its twice-weekly Personalized Learning Teams (PLT) to establish a foundation of support for planning and instruction for the remainder of the academic year. Teachers have begun to work in content area teams to identify and prioritize three content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across	Student data from the Spring administration of the district wide NWEA ELA assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. Supported by the instructional coaches, teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. DIBELS assessments will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an IR (Intensive Reasoning) course. ELA tutorial classes will also utilize Lexia to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	Lincoln will design and implement staff professional development that, through support from administrators and instructional coaches, assists staff with curriculum unpacking. In addition, Lincoln will establish Professional Learning Teams (PLT) that allow for curriculum unpacking. This will ensure that educators have a deep understanding of the curriculum and are equipped to deliver effective instruction that meets the diverse needs of all students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
105 3-8 ELA ED Core Subject PI	Utilizing our most recent student data from the Spring NWEA Reading assessment, we have calculated a projected ELA Performance Index of 35.2. This is below our progress target of 65.7. NWEA Reading Growth reports show that 22.42% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 16.02% of students and 61.56% showed low average and low growth. Lincoln continues its twice-weekly Personalized Learning Teams (PLT) to establish a foundation of support for planning and instruction for the remainder of the academic year. Teachers have begun to work in content area teams to identify and prioritize three content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee:	Student data from the Spring administration of the district wide NWEA ELA assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. Teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress. Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. DIBELS assessments will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an IR (Intensive Reasoning) course. ELA tutorial classes will also utilize Lexia to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will design and implement staff professional development that, through support from administrators and instructional coaches, assists staff with curriculum unpacking. In addition, Lincoln will establish Professional Learning Teams (PLT) that allow for curriculum unpacking. This will ensure that educators have a deep understanding of the curriculum and are equipped to deliver effective instruction that meets the diverse needs of all students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	• Students are asking questions and engaging in self-reflection. • Teacher provides adequate modeling and practice opportunities required for mastery. • Students have opportunities to engage in Accountable Talk. • Evidence of opening activity • Evidence of closing assessment • Evidence of culturally relevant teaching • Evidence of personalizing learning • Evidence of teacher collecting data throughout lesson • Student progress is monitored through a variety of formative assessments and documents toward mastery • Students receive timely and specific feedback Scaffolds and adjustments were made to instruction based on checks for understanding	
115 3-8 Math ED Core Subject PI	Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math MGP of 16.3. This is below our progress target of 27.1. NWEA Math Growth reports show that 26.77% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 14.65% of students and 58.59% showed low average and low growth.	Student data from the Spring administration of the district wide NWEA Math assessment will be used to appropriately place students for Tier I and Tier II instruction and be used as a beginning point to chart student growth as the progress throughout the academic year. Achievement and growth results will be analyzed by teachers during instructional meetings and PLTs. Teachers will lesson plan using data-driven cycles to monitor student growth; identifying focus standards (where students were not reaching mastery); and creating action plans to address specific deficits. Teachers will aid students in creating academic goals and utilize multiple data points to track student progress.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	We continued to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we used our Math data to identify five focus students per class to track and monitor their progress throughout the year. We developed a walkthrough tool for a more collaborative approach to our afterschool PLTs with the support of our professional development committee: • Students are asking questions and engaging in self-reflection. • Teacher provides adequate modeling and practice opportunities required for mastery. • Students can engage in Accountable Talk. • Evidence of opening activity • Evidence of closing assessment • Evidence of culturally relevant teaching • Evidence of personalizing learning • Evidence of teacher collecting data throughout lesson • Student progress is monitored through a variety of formative assessments and documents toward mastery • Students receive timely and specific feedback	Teachers will continue to utilize the district Math curriculum for Tier 1 instruction, and during instructional meetings, collaborate with the math Content Liaison to lesson plan and infuse AVID strategies into lessons. SOAR will be used for additional screening to provide tiered interventions for identified students. These students will receive daily Tier 2 interventions through an AR (Algebraic Reasoning) course. Math tutorial classes will also utilize DreamBox and Zearn to provide targeted interventions to all students. Students will additionally be offered opportunities for additional learning time. Lincoln will implement daily PLTs (Professional Learning Teams) that, through support from administrators and instructional coaches, focus on data-driven decisions and targeted interventions. This approach will enhance our ability to monitor student progress closely, address learning gaps promptly, and ensure that instructional practices are continuously refined to meet the diverse needs of our students.

Indicator	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends for this reporting cycle will inform future action steps for the 2024-2025 school year.	Identify specific strategies and action steps that will be implemented during the 2024-2025 school year to support progress for this Demonstrable Improvement Indicator. • Provide a data-informed rationale for the strategies and action steps indicated. Include point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made from the 2023-2024 academic year as evidence. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment, as applicable. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	Scaffolds and adjustments were made to instruction based on checks for understanding	

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.*

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 and update, if necessary, its membership for the 2023-2024 SY should be included and detailed below.

*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)

• List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school's improvement plan.	• Outline the process by which new members of the CET will be identified and selected*, including action steps to increase participation of parents/family members and students. • Include any changes that will be made to CET membership for the 2024-2025 school year. Include the roles/titles of new members. • An outline of the school's plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
The Community Engagement Team at Lincoln consists of teachers, teaching assistants, parents/guardians, members of the local neighborhood association, community-based organization members, school counselors, our parent engagement program aide, and our school social worker. We continue to focus on four goals for the year which include student academic improvement, culturally responsive culture for student positive behavioral choices, relationship building, and instructional staff professional development. This quarter we have focused on: • BINGO and Books Night (May 2024)—families engage in an activity that supports reading in the home followed by a night of BINGO. • Math and ELA Curriculum Nights (April and May 2024) --families learn how to prepare their child for a successful state assessment testing season; trivia; food.	We will continue to focus on four goals for the 2024-2025 school year which include student academic improvement, culturally responsive culture for student positive behavioral choices, relationship building, and instructional staff professional development. New members will be sought out during our September and October events. Planned CET Events for Community Engagement in the 2024-2025 School Year:

- Author Night (May 2024)—local storyteller read a story, followed by a game night.
- Transition to High School Night (June 2024)—students display the high school and program they will attend (like athletes announcing the college/university they will attend); high school information; student recognition.
- 8th grade Semi-Formal (June 2024)
- AVID/MTSS Vibrant Climate and Culture Card Status Plan
- CREW, Student-Led Academic Conferences, International Fall Festival, Pep Rally

Partnership with Community-Based Agencies (Family Support for Student Success; Good Life, Inc.; Hillside; Liberty Resources; Peaceful Schools; Promise Zone)

Month	Family Engagement Event	Date
September	Open House	September 19, 2024
October	Art Display/ Trunk or Treat	October 24, 2024?
November	Parent Teacher Conference/ Honors Awards	November 21, 2024?
December	Concert/ Cookie Decorating	December 19, 2024
January	Curriculum Night/How to help your child at home	January 23, 2025
February	Honors Awards Student and Parents	February 27, 2025
March	BINGO Night	March 27, 2025
April	Movie Night	April 24, 2025
May	Spring Concert	May 22, 2025
June	Food Truck Night	

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.	Describe the anticipated use of the School Receiver's powers during the 2024-2025 school year.
1. Review and Make Changes to the School Budget With monies provided from the district and via secured grant funding, Lincoln has hired Restorative Coaches to work with each grade level on a daily basis to provide restorative coaching in a proactive manner, in addition to restoring relationships after conflict occurs. 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. An additional instructional coach position will also be added during the upcoming school year. **2. Implement Professional Development for Staff** Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became oriented to the new middle school math curriculum. Lincoln offers additional hours for each teacher to be able to	It is anticipated that the School Receiver's powers used during the 2024-25 school year will be the same as those used during the 2023-24 school year, but will be examined during the course of the school year.

take part in professional development opportunities of need and interest throughout the school year. Lincoln will have an instructional coach, an AVID coach, and Lead Teachers to provide job-embedded professional development in and will engage in weekly Wednesday PD for each of the four core content areas each week, as well as additional PD time with these content experts and district-level content supervisors and lead teachers.

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 three professional development sessions to integrate the District's Personalized Learning and AVID initiatives to raise the level of rigor across the four core content areas. Lincoln has begun the three-year process of becoming an AVID Demonstration School.

The Director of Mathematics has weekly professional development sessions for math teachers around the new district-adopted curriculum. Lincoln has an instructional coach, an AVID coach, and Lead Teachers support professional leaders, instructional planning, and data analysis of student work during afternoon PD sessions to improve instruction and analyze student progress.

To support Math, Science, and Technology learning and achievement, Lincoln will be implementing a district-wide and school-specific Math-Science-Technology (MST) Block built into the instructional day. This time allows math and science teachers to provide additional, targeted mathematics and science instruction with the support of technology teachers to ensure more hands-on, interactive learning experience. This time is 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.

**New York State
EDUCATION DEPARTMENT**
Knowledge > Skill > Opportunity

Part VI – Assurance and Attestation

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

Name of Receiver (Print): _Anthony Davis_
Signature of Receiver: _Anthony Davis_
Date: _7/29/24_

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 2023-2024 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): _AMANDA OLTZ_
Signature of CET Representative*:
Title of CET Representative: _INSTRUCTIONAL COACH_
Date: _JULY 24, 2024_

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