New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2023-2024 Receivership School Quarterly Report #2
Report Period: *October 31, 2023, to January 31, 2024 (Due January 31, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to OISR@NYSED.gov.

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to 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

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Executive Summary
Please provide a *plain-language summary* of this Quarterly Report #2 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 has:

- Restructured its weekly PLTs to implement teacher supports:
    - Building Supports—Instructional Coach Support
    - District Supports—Impact Coaches, co-planning, data collection and analysis, co-teaching, classroom management, etc.
    - Once weekly choice PLTs (on a 5-week cycle) that includes Lincoln faculty leading PLTs in their self-selected area of expertise.
- Incorporated student voice into SCEP action steps.
- CET has identified nine family engagement activities for the remainder of the academic year to increase school-home connection. and has completed three of the nine and continue to work on the remaining six.
- Working with the Office of Student Support to complete a Restorative Engagement Tracker to document daily student restorative practices.
- Welcomed its Family Engagement Program Aide approximately one week ago.
- Implemented two positive telephone calls a week per staff member to increase positive family engagement.

We still do all of this:

We will continue 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). In the first quarter, we are proud to have met six of our demonstrable improvement indicators

and are close to meeting two more. Two indicators have slipped below the baseline, and we are delving into the data to determine the next steps. We are confident that we will meet our indicators this year.

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 5 of this Reporting Document to determine related calculations .

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

Data Source: Student Management System

Date of Capture: 1/31/2024

SWD 22%

Total Current Enrollment/Registrant Counts: N=   485

ELL 22%

SWD/ELL percentage total 44%

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%	83.4%
Chronic Absenteeism Rate	24%	63%	53.8%	51.3%

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	13%/#63
Duplicated Suspensions	11%/#58	13%/#71	7.7%/#39	24%/#27
Unduplicated Suspensions	11%/#57	11%/#61	14.8%/#75	33%/#36
ELL Suspensions	9%/#12	18%/#22	12.3%/#14	4%/#4
SWD Suspensions	29%/#32	19%/#21	31.4%/#32	19%/#21

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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.'

Graduation Percentage Rates

	2019-2020	2021-2022	2022-2023	2023-2024 (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

	2019-2020	2021-2022	2022-2023	2023-2024 (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
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%

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Suspension Tracking and Reporting Addendum

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 should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the second quarter, as well as by identifying 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, equitable educational supports accessible 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 the *Quarterly Report #2*, identify processes:
    - Used throughout Quarter 2 to <u>assess the impact of</u> *strategies implemented* to improve student learning outcomes, <u>*as aligned to Building- and District-based Commitments*</u>.
    - For <u>assessing the impact</u> 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.

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. Note that the strategies section is to be completed by school and district leadership. This report should assess the progress and actions toward meeting each commitment as aligned to the school's Lead Strategies and DII targets, while assessing the status of how these commitments have been aligned with and support meeting DII target attainment.

School-based Commitments	SMART Goal Strategies and Actions Towards Attaining Commitments
• Conduct meaningful and personalized PLCs. • Support teachers in utilizing daily data to inform their planning and instruction. • Support the staff at Lincoln to be successful.	• By the end of the 2023-2024, conduct meaningful and personalized PLCs for teachers to focus on the essential elements of lesson planning. • Conduct bi-weekly PLCs for teachers to analyze data to inform their planning and instruction evidenced by walkthrough data. • Teachers 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.

District-based Commitments	SMART Goal Strategies, Actions and Resources Towards Supporting Commitment Attainment
• Support effective PLCs with tight systems, protocols, and data analysis • Implement strategic support model via Cross Functional Support Team • Focused NWEA support	• 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.

Quarterly Report #2 - Reflection on Lead Strategies Utilized during
October 31, 2023 – January 31, 2024

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards 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. Student organization is integral to individual student success—resultantly, bi-weekly AVID binder checks within content level classes are designed to increase student sustained organization and achievement. Lincoln has implemented the AVID/MTSS Vibrant Climate and Culture Card Status plan, which is a 4-tier system to recognize and reward students for achieving and maintaining academic, behavioral, and social-emotional expectations. Specific criteria are established for each tier, and students are responsible for meeting criteria and seeking staff signatures to advance through each tier; students receive additional "perks" at each level.
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 structure, CREWs are teams of 8-10 students led by a

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		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 engage in monthly professional development to reflect on culturally and historically responsive and sustaining practices to ensure our understanding of expectations we desire in classrooms. Lincoln faculty and administrators will engage in eight training sessions of No-Nonsense Nurturing to increase culturally responsive instruction; common, schoolwide expectations and language; assist in establishing rigor in teacher planning and instructional delivery.
Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary		Lincoln continues to utilize data-driven instructional cycles during the first quarter of the 2023-2024 school year. Teachers examine 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 backgrounds and with varying experiences strengthens the class community and enriches the learning experience for every student involved.

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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.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
October 31, 2023 – January 31, 2024

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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 . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - 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		Lincoln continues with efforts to support progress towards student attendance, which includes analyzing daily and weekly attendance data, finding supports for our students and families, continuing to use 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 continues this academic year. We also have a dedicated Family	During the second quarter, the student attendance rate was 85%. This is above our progress target of 81%. There is a continued focus on student daily and weekly attendance data and supports for our students and families in need. The attendance Impact Team will continue to make at-home visits and complete student and family outreach.

Our Attendance Team Plan continues to be:

Attendance is discussed weekly at grade level team meetings Attendance impact team is notified of extended absences |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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 . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Engagement room with resources and materials for families. In addition, the Attendance Team has incentivized being in school every day by adding a weekly drawing to reward students for perfect and great attendance. Weekly incentives are implemented for students who attend school every day and on time. After-hours home visits for students with the highest absenteeism rate have begun as a Tier 3 Intervention.	- 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. HERO (Here, Every Day, Repeatedly, On-Time) Passes will be used as raffle tickets during random times of the day to incentivize students attending school and each period on time.
39 3-8 Math All Students MGP		Student data from the Fall administration of the district wide NWEA Math assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery,	Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 44.7 At this point in the year, this is slightly below our progress target of 45.2.

NWEA Math Growth reports show that 36.25% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 16.3% of students and 47.44% showed low average and low growth. |

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	- Provide point in time 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 . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	(green)	and create action plans to address specific deficits. Teachers also worked with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district Math curriculum for Tier 1 instruction. Lessons were planned that focused around the SCSD Math units with teachers and the Math Content Liaison Teacher during instructional meetings and infused AVID strategies into lessons. Additional screening was done with SOAR assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an AR (Algebraic Reasoning) Teacher daily. We also utilize DreamBox and Zearn during our tutorial classes to provide targeted interventions to all students.	We continue 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 will use our Math data to identify five focus students per class to track and monitor their progress. We developed a walkthrough tool for a more collaborative approach to our afterschool PLCs 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

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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	
			• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • 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 receive timely and specific feedback Scaffolds and adjustments are made to instruction based on checks for understanding
100 3-8 ELA All Students Core Subject PI		Student data from the Fall administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLTs. Teachers planned using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers also worked with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district ELA curriculum for Tier 1 instruction. Lessons were planned that focused around the SCSD ELA units with teachers during	Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 47.8. At this point in the year, this is below our progress target of 69.3. NWEA Reading Growth reports show that 29.34% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 14.18% of students and 56.48% showed low average and low growth. Lincoln began 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;

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		instructional meetings and infused AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.	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 PLCs 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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
	(yellow)		Scaffolds and adjustments are made to instruction based on checks for understanding
110 3-8 Math All Students Core Subject PI	*(green)*		Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math MGP of 24.9 At this point in the year, this is below our progress target of 28.4. NWEA Math Growth reports show that 36.25% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 16.3% of students and 47.44% showed low average and low growth.
160 Chronic Absenteeism - All Students	*(green)*	Lincoln 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 continue with our social	For the second quarter, our chronic absenteeism rate was 47.3%. At this point in the year, this is below our progress target of 60%. As we continue to focus on our chronic absenteeism rate, we will also continue to analyze daily and weekly attendance data and find supports for our students and families in need. Our attendance Impact Team will continue to make at-home visits and

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		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. After-hours home visits will begin to take place as a Tier 3 Intervention for students with the highest absenteeism rate.	outreach to those students identified as chronically absent or at risk of becoming chronically absent. Our Attendance Team Plan continues to be: • 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

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.

Quarterly Report #2 with Reflection on Lead Strategies Utilized during
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Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • 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	*(green)*		Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 45.1. At this point in the year, this is slightly below our progress target of 46.4. NWEA Math Growth reports show that 34.64% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 17.67% of students and 47.15% showed low average and low growth.
46 3-8 ELA Black Level 2 and above Gap with non-Black Students	*(yellow)*		Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 14.8%. At this point in the year, this is above our progress target of 11%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	• Provide point in time 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 . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • 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 29.34% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 14.18% of students and 56.48% showed low average and low growth.
49 3-8 ELA ED Level 2 and above Gap with non-ED Students			Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 12.2%. At this point in the year, this is below our progress target of 22%. NWEA Reading Growth reports show that 29.34% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 14.18% of students and 56.48% showed low average and low growth.
105 3-8 ELA ED Core Subject PI			Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 44.8. At this point in the year, this is below our progress target of 65.7.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	- Provide point in time 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 . - Describe how the data trends for this reporting cycle will inform future action steps. - Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. - 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 29.34% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 14.18% of students and 56.48% showed low average and low growth.
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 22.8. At this point in the year, this is below our progress target of 27.1. NWEA Math Growth reports show that 37.64% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 17.67% of students and 47.15% showed low average and low growth.

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)

Report Out of 2023-2024 CET Plan Implementation

Receivership, 2023-2024 Q2 Report/OISR_Nov.23
 (As required under Section 211(f) of NYS Ed. Law)

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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.

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Outline the process by which new members of the CET will be identified and selected*.
Include any changes that will be made to CET membership for the 2023-2024 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.

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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.
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This quarter we have focused on:

A holiday gift for all students (each child received earmuffs and gloves).
Technology Night—families engaged in activities to learn how to access the district digital platforms and technology-based Apps to access student information (SchoolTool) and at-home student academic supports.
Career and Technical Education Night—school counselors supported 8th grade families in completing the student High School Choice application.
Family Multicultural Night (upcoming March 8th)--Cultural representation; food; cultural displays.
BINGO and Books Night (upcoming March 2024)—families engage in an activity that supports reading in the home followed by a night of BINGO.
Math and ELA Curriculum Nights (upcoming April and May 2024)--families learn how to prepare their child for a successful state assessment testing season; trivia; food.
Author Night (upcoming May 2024)—local storyteller will read a story, followed by a game night.

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	• Transition to High School Night (upcoming June 2024)—students display the high school and program they will attend (similar to athletes announcing the college/university they will attend); high school information; student recognition. • 8th grade Semi-Formal (upcoming 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)

Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Part V – Powers of the Receiver
Provide a summary of the use of the School Receiver's powers during this reporting period.

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.

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 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.

4. **Require all Staff to Reapply for Their Positions and Negotiating Changes to the Collective Bargaining Agreement**

The "mutual consent" power has allowed Lincoln to improve the commitment of the staff to be held to high expectations of providing high impact instruction, engaging with families, and collaborating with peers to improve student achievement. Principals and staff had to mutually agree to either continue or begin work at Lincoln this year.

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:
Date: *2/14/24*

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): *Mikem Simpson*
Signature of CET Representative*:
Title of CET Representative: *Family Engagement*
Date: *02/13/24*
The CET Attestation must be signed by a CET member other than a school administrator.