

2024-2025 Receivership School Quarterly Report #1

Report Period: July 23, 2024, to October 30, 2024 (Due October 30, 2024)

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

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

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	District website hyperlink to this Report	
Lincoln Middle School	421800010003	Syracuse City School District	NA	Cohort 1	https://www.syracusecityschools.com/lincoln	
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Anthony Q, Davis	Alison Dupree	July 13, 2023	Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools	6-8	N/A	N/A

Procedural Checklist for Quarterly Report Completion Review

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

Title Page

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

Executive Summary

The Executive Summary is completed per the related outline.

Data Trend Tables

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

***Suspension Tracking and Reporting Addendum**

*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

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

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

Part I - Lead Strategies for School Improvement

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

Demonstrable Improvement Level 1 Indicators

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

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)

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

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

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

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

Executive Summary

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

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

During the summer of 2024, Lincoln Middle School focused on three priorities for overall school improvement during the 2024-2025 academic year—(1) daily Collaborative Instructional Communities (CICs) to improve instruction; (2) school climate and culture/welcoming school environment; and (3) increasing student voice. While Lincoln Middle School reached its goals of Demonstrable Improvement in five indicator categories, it seeks to maintain goal achievement in these categories while reaching goal attainment in the following categories:

- 3-8 ELA—All students core subject PI
- 3-8 ELA—Black Level 2 and above Gap with non-Black students
- 3-8 ELA—ED core subject PI
- 3-8 Math—All students core subject PI
- 3-8 Math—ED core subject PI

To achieve goal attainment in the above categories, Lincoln Middle School has prioritized its version of Professional Learning Communities with its Collaborative Instructional Communities (CICs). These 40-minute CICs at the end of each academic day are convened by grade-level or content area to address holistic student needs (e.g., academics, attendance, behavior, needed interventions, and social-emotional development). Lincoln also holds weekly Data-Driven Instructional/Instructional Focus triad meetings with teachers (teacher, Instructional Coach, and administrator at each meeting) that seeks to strengthen instructional delivery for improved student performance. Each Long-term Substitute Teacher (LTS) and teacher who is new to the district is assigned an Impact Coach who weekly observes and meets with these teachers to personalize teacher supports around instructional needs. These LTS' and new teachers also meet weekly for an extension of service hour to focus on specific teacher support around foundational pedagogical needs. The latter is also offered to any teacher who may request or need additional support.

To improve school climate and culture, a morning CREW period is scheduled for all students, and its curriculum focuses on social-emotional learning and development through Circles. Each grade level has a CREW teacher-lead who weekly delivers CREW lessons and expectations for the following week. Staff participate in bi-weekly Circles to support staff social-emotional development and to reinforce student CREW expectations. To increase student voice and belonging, Lincoln is a partner in Where Everybody Belongs (WEB) and has 23 student ambassadors

of the program who serve as student leaders, share in the responsibility of student voice, and provide service to the school when needed. Also, Lincoln's Student Council is scheduled to be fully established by mid-November. Staff members are an integral part of Lincoln's positive culture and climate and are weekly recognized and celebrated for exceptional work and achievement through the principal's weekly Instructional Focus. Staff also monthly receive a token of recognition and appreciation by administrators.

Lincoln's Community Engagement Team (CET) focuses on activities that create a welcoming school environment for families. There is a family engagement event planned for each month that is fun and educational, and each is planned to offer opportunities for families to increase engagement with the school community.

Overview of School Demographic and Four-Year Trend Data

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

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

Data Source: Student Management System
Date of Capture: 10/24/2024

Total Current Enrollment/Registrant Counts: N = 466
SWD: 21%
ELL: 23%

SWDs who are also ELLs:
N = 6 / 1.3 %

Average Daily Attendance and Chronic Absenteeism Rate by Year

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Average Daily Attendance Rate	<u>80</u> %	<u>84</u> %	<u>85</u> %	<u>90</u> %
Chronic Absenteeism Rate	<u>63</u> %	<u>54</u> %	<u>55</u> %	<u>32</u> %

Suspension % Rate and Number by Category

	2021-2022	2022-2023	2023-2024	2024-2025 (YTD)
Out-of-School Suspensions	<u>24</u> %/ <u>132</u> #	<u>22</u> %/ <u>114</u> #	<u>31</u> %/ <u>150</u> #	<u>10</u> %/ <u>48</u> #
Duplicated Suspensions	<u>13</u> %/ <u>71</u> #	<u>8</u> %/ <u>39</u> #	<u>15</u> %/ <u>70</u> #	<u>2</u> %/ <u>10</u> #
Unduplicated Suspensions	<u>11</u> %/ <u>61</u> #	<u>15</u> %/ <u>75</u> #	<u>17</u> %/ <u>80</u> #	<u>8</u> %/ <u>38</u> #
ELL Suspensions	<u>18</u> %/ <u>22</u> #	<u>12</u> %/ <u>14</u> #	<u>23</u> %/ <u>23</u> #	<u>8</u> %/ <u>9</u> #
SWD Suspensions	<u>19</u> %/ <u>21</u> #	<u>31</u> %/ <u>32</u> #	<u>37</u> %/ <u>38</u> #	<u>14</u> %/ <u>14</u> #

Overview of School Demographic and Four-Year Trend Data

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

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

Graduation Percentage Rates

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

Drop Out Percentage Rates

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

3-8 ELA Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	16 %	20 %	19 %

3-8 Math Proficiency Rates

	2021-2022	2022-2023	2023-2024
Percentage of Students Scoring Level 3 and Above	8 %	8 %	8 %

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

Out of School Suspensions #: Number of students who received at least one day of out of school suspension.

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

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

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

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

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

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

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

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

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

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

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

- When responding to prompts pertaining to *Quarter 1 Report*, identify processes:
 - Applied throughout Quarter 1 to assess the impact of *strategies implemented* to improve student learning outcomes, as aligned to *Building- and District-based Commitments*.
 - Utilized to assess the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.

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

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

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

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

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

Building-based Commitments

- Conduct meaningful and personalized CICs.
- Support teachers in utilizing daily data to inform their planning and instruction.
- Weekly real-time Impact Coaching
- Weekly extension of service Impact Coaching

SMART Goal Strategies and Actions Towards Attaining Commitments

- By the end of October 2024, conduct meaningful and personalized CICs for teachers to focus on our instructional priority areas of Accountable Talk and Tier II Interim Practices.
- Conduct bi-weekly CICs for teachers to analyze data to inform their planning and instruction evidenced by walkthrough data.
- 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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
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Part I- Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.

Quarter 1 Report - Reflection on Lead Strategies Utilized during July 23, 2024 – October 30, 2024

Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets.
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.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued and the rationale for doing so.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
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 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— Accountable Talk, Tier II Interim Practices, and Effective Professional Learning Team (PLT) Implementation		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.

Part II – Demonstrable Improvement Level 1 Indicators

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

**Quarter 1 Report with Reflection on Lead Strategies Utilized during
July 23, 2024 – October 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. 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 related 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 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.	<p>During the first quarter, the student attendance rate was 90.2%. This is above our progress target of 83.0%. 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.</p> <p>Our Attendance Team Plan continues to be:</p> <ul style="list-style-type: none"> Attendance Team meets weekly to discuss daily attendance trends; outreach efforts; documentation; and rectifying any attendance concerns. Home visits are completed by the Attendance Impact Team and support plans are put in place. Student attendance is discussed weekly at grade-level Collaborative Instructional Communities (CICs).

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> • An attendance liaison for the district is notified of students who are chronically absent to assist in outreach efforts. • The District Impact Team is notified of students who are deemed chronically absent to assist in outreach efforts. • Students who demonstrate an attendance concern are discussed at each grade-level Student Intervention Team (SIT) meeting to determine needed in-school support. • Faculty will use CREW to emphasize the importance of daily attendance, being on time, and to establish a sense of belonging. • 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. Both the achievement and growth 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, and create action plans to address specific deficits. Teachers also worked with students to aid them in	<p>Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 49.1 At this point in the year, this is below our progress target of 46.2.</p> <p>NWEA Math Growth reports show that 39% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 15.65% of students and 44.35% showed low average and low growth.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
		<p>creating academic goals and tracking their progress around multiple data points.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> ▪ Scaffolds and adjustments are made to instruction based on checks for understanding
100 3-8 ELA All Students Core Subject PI		<p>Student data from the Fall administration of the district wide NWEA Reading assessment was used to track student growth and progress. Both the achievement and growth 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.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>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.</p>	<p>Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 46.0. At this point in the year, this is below our progress target of 74.3.</p> <p>NWEA Reading Growth reports show that 41.95% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 16.36% of students and 41.69% showed low average and low growth.</p> <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize 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</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
			<p>grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
110 3-8 Math All Students Core Subject PI		<p>Student data from the Fall administration of the district wide NWEA Math assessment was used to track student growth and progress. Both the achievement and growth 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, 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.</p> <p>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.</p> <p>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.</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 23.2 At this point in the year, this is below our progress target of 33.4.</p> <p>NWEA Math Growth reports show that 39% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 15.65% of students and 44.35% showed low average and low growth.</p> <p>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.</p> <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ 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.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>
160 Chronic Absenteeism - All Students		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 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	<p>For the first quarter, our chronic absenteeism rate was 29.5%. At this point in the year, this is below our progress target of 57%. As we continue to focus on our chronic absenteeism rate, we will also continue to analyze daily and weekly attendance data and find support for our students and families in need. Our attendance Impact Team will continue to make at-home visits and outreach to those students identified as chronically absent or at risk of becoming chronically absent.</p> <p>Our Attendance Team Plan continues to be:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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 related documents. Such must be made publicly available prior to submitting this report.
		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.	<ul style="list-style-type: none"> • Attendance Team meets weekly to discuss daily attendance trends; outreach efforts; documentation; and rectifying any attendance concerns. • Home visits are completed by the Attendance Impact Team and support plans are put in place. • Student attendance is discussed weekly at grade-level Collaborative Instructional Communities (CICs). • An attendance liaison for the district is notified of students who are chronically absent to assist in outreach efforts. • The District Impact Team is notified of students who are deemed chronically absent to assist in outreach efforts. • Students who demonstrate an attendance concern are discussed at each grade-level Student Intervention Team (SIT) meeting to determine needed in-school support. • Faculty will use CREW to emphasize the importance of daily attendance, being on time, and to establish a sense of belonging. • 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.

Part III – Demonstrable Improvement Level 2 Indicators

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

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 23, 2024 – October 30, 2024**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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		<p>Student data from the Fall administration of the district wide NWEA Math assessment was used to track student growth and progress. Both the achievement and growth 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, 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.</p> <p>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.</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 49.1. At this point in the year, this is above our progress target of 47.4.</p> <p>NWEA Math Growth reports show that 40% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 14.12% of students and 45.88% showed low average and low growth.</p> <p>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.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
		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.	<p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>
46 3-8 ELA Black Level 2 and above			Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
Gap with non-Black Students			<p>16.5%. At this point in the year, this is above our progress target of 10%.</p> <p>NWEA Reading Growth reports show that 34.94% of our students showed high and average high growth from Spring to Fall. Average growth was seen in 19.89% of students and 45.16% showed low average and low growth.</p> <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize 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.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
			<p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>
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 14.5%. At this point in the year, this is below our progress target of 21%.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
			<p>NWEA Reading Growth reports show that 40.94% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 16.96% of students and 42.11% showed low average and low growth.</p> <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize 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.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
			<ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>
105 3-8 ELA ED Core Subject PI			<p>Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA Performance Index of 43.0. At this point in the year, this is below our progress target of 70.7.</p> <p>NWEA Reading Growth reports show that 40.94% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 16.96% of students and 42.11% showed low average and low growth.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
			<p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize 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.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ 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

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
			<ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>
115 3-8 Math ED Core Subject PI		<p>Student data from the Fall administration of the district wide NWEA Math assessment was used to track student growth and progress. Both the achievement and growth 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, 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.</p> <p>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.</p>	<p>Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 23.7. At this point in the year, this is below our progress target of 32.1.</p> <p>NWEA Math Growth reports show that 40% of our students showed high and average high growth from Fall to Fall. Average growth was seen in 14.12% of students and 45.88% showed low average and low growth.</p> <p>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.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time trend data such as BoY, MoY and EoY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math. • 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.
		<p>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.</p>	<p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ 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 <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p>

Part IV – Community Engagement Team (CET)

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

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

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

Report Out of 2024-2025 CET Plan Implementation

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Student; two Community Members; faculty member; CBO; Administrators</p>	<p>Programs/Initiatives--Monthly family engagement activities</p> <p>Partnerships--Local vendors; have raised \$10,000+ in donations thus far</p> <p>Measurable Effectiveness--Increased Family Participation in the School Community; Promotion of Student Voice in Decision-Making</p>

Part V – Powers of the Receiver

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

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

1. Review and Make Changes to the School Budget

With monies provided from the district and via secured grant funding, Lincoln has hired Restorative Coaches to daily work with each grade level 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. New teachers and Long-term Substitute Teachers (LTS') receive support through personalized real-time coaching (a minimum of twice weekly) and an additional extended-day Impact Coaching that convenes weekly. Lincoln also has a Multi-Classroom Teacher Leader who provides real-time coaching throughout the week. 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 has two instructional coaches, an AVID coach, and Content Liaisons (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. English Language Arts, math, English as a New Language (ENL), and Special Education teachers receive weekly supports from district instructional coaches.

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.



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: [Signature]
Date: 10/30/24

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 2024-2025 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print): Amanda Oltz
Signature of CET Representative*: [Signature]
Title of CET Representative: Instructional Coach
Date: 10/25/24

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