Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.syracusecityschools.com/lincoln		
Lincoln Middle School	421800010048	Syracuse City School District	N/A	Check which grant(s) below apply:		
				CSG	PSSG	SIG (6 or 7)
				√		

Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Grade Configuration	% ELL	% SWD	Total Enrollment
Jaime Alicea	LaJuan White Appointment Date: 8/1/2015	Laura Kelley, Chief Academic Officer Pamela Odom, Executive Director of Secondary Schools	6-8	25%	20%	522

Executive Summary
Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.
The unusual circumstances of COVID interruptions have presented challenges and opportunities for Lincoln Middle School staff, students, and families. Lincoln has a new partnership with Red House to provide arts-based enrichment each morning to students, and we are working collaboratively with the Family Engagement Coordinator and the district Community Family Advocate. This year, due to the pandemic we have been unable to hold our annual family events. However, we are reaching out through virtual meetings and events, chats, game nights, parent feedback surveys, and supporting the district's professional development for families. We use the communication tool called Talking Points to send families translated messages in the language of their choice and allows families to engage teachers in conversations about academics, updates and general questions.   This year we continue our focus on AVID (Advancement Via Individual Determination) and becoming a demonstration school. A site team has been created that consists of our building PLAVID (Personalized Learning + AVID Multi-classroom Leader), Principal, AVID teachers (1 per grade) and the district AVID coach. The district AVID team

provided a 3-day training session to selected staff. They receive AVID training to ensure our goals are being met. The implementation of AVID aligns with engaging families and communities by providing an engaging and rigorous curriculum by:

1. Build and develop authentic, intentional relationships with families.
2. Engage and empower families by providing structure and resources to work collaboratively with educators within the learning community.
3. Develop an environment that establishes and promotes a positive, safe, and inclusive learning community.

Providing a rigorous curriculum is a priority at Lincoln. This year has brought many challenges but it has also provided us with the opportunity to expand our knowledge base on virtual learning. As we learn how to provide synchronous and asynchronous instruction to support all of our students' academic needs we have also sought out programs that support and enhance our instruction. We use Canvas as our core platform for all students but we have also embraced applications such as Nearpod, Imagine Math, Newsela, Flocabulary, and Naviance just to name a few. This year we continue to implement the Illustrative Math curriculum, designed to give students access to innovative math programs we have not seen before so they can build their competency and skills in math. It is unique because it guides students in mathematical conversations and teachers facilitate learning in ways that are collaborative and not teacher directed. Scholars can participate even if they are not confident in math, and we are seeing strong participation rates despite the challenges of COVID.

Our formal AVID classes are going well, and we continue to implement schoolwide AVID strategies like WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Focus Note Taking, CER (Claim, Evidence, Response) and Costa's Level of Questioning. Lincoln is in the process of becoming an AVID Demonstration School and is a member of the district AVID site team. Personalized Learning has been and continues to be a focus at Lincoln, particularly as we implement virtual station rotation.

Attention – This document is intended to be completed by the school receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should <u>not</u> be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the mid-year reporting instrument for receivership schools. The Mid-Year Report, in its entirety, <u>must be posted</u> on the district website.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both **analyzing and summarizing** the key strategies of the continuation plan in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – *Demonstrable Improvement Indicators (Level 1)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#33 – 3-8 ELA All Students MGP	46.10		Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. Lincoln has also developed Parent Guides to support the use of technology during virtual learning, organized by subject area and grade level, to facilitate learning at home.	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures.	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA MGP of 45.61. At this point in the year, though we are slightly behind our year-end target, we believe we are on-track to meet our progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.
#100 – 3-8 ELA All Students Core	51.70		Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Performance Index of 52.58.

Subject Performance Index				strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement. We disaggregate our data by subgroup to determine if our PI is on track to meet our DI target. Lincoln Middle School administered the STAR assessment last June, this past fall, and this January of 2021 to assess student growth and areas still in need of improvement, with nearly all students participating in the assessment in 20-21.	throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that are Performance Index measures.	While this currently exceeds our progress target, we will continue to push this group in order to accelerate our students' reading and literacy skills.
#110 – 3-8 Math All Students Core Subject Performance Index	42.00		Yes	Lincoln is utilizing the Illustrative Math (IM) curricula in grades 6-8 and Algebra to assist teachers in instructing students to develop conceptual understanding,	The SCSD uses Renaissance Learning's STAR Math assessment to monitor students' academic performance and growth	Utilizing student data from the STAR assessment screening, we have calculated a projected Math Performance Index of

				procedural fluency and application of mathematics to real world concepts. The use of this new curriculum and the professional development accompanying the implementation builds on the success of the 2018-19 school year by expanding the Math-Science-Technology block in the schedule to afford students an opportunity to build on the concepts from their academic classes. Data from the mathematics assessment (STAR and IM) is reviewed on a regular basis by teachers with the assistance of coaches from the school and district level. The IM benchmarks are being utilized all year long, rather than just the latter half of the year as in 2018-19, a practice Lincoln established in 2019-20 and continues this school year.	throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 Math Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that are Performance Index measures.	63.02. This performance currently exceeds our year-end target. We will continue to implement the Math strategies that we have been throughout the year.
#150 – Grades 4 and 8 Science All Students Core Subject Performance Index	70.60		Yes	Lincoln utilizes rigorous interims assessments on targeted standards. We continue to infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers. We monitor targeted groups of students around CER (Claim, Evidence, Reasoning) Writing tasks to continue to work toward student proficiency Castle Learning science assessments monitored our academic progress and growth throughout the year. Using this data, teachers created reteach and action plans based on standards. In addition, we monitored student growth through bi-weekly CER (Claim, Evidence,	Science interim assessments are administered three times throughout the school year. Additionally, Claim-Evidence-Reasoning (CER) Writing responses are administered twice monthly to assess student performance and progress in writing constructed responses.	The first interim assessments for science were administered using the Castle Learning Platform. Our 8th grade students had a passing rate of 79% and our Living Environment students had a passing rate of 69%. These assessments do not allow for triangulation, so our projection for a Performance Index is based on the interim assessments. We remain focused on continued growth in Science and will continue to utilize Castle assessments and CER Writing response data to monitor student performance and needed interventions.

				Reasoning) Writing constructed responses. Science standards have been highlighted based on previous year's performance as "target" standards, and additional curriculum and instructional activities are provided for high-leverage content. Intervention time and small group instruction is utilized to ensure that every student is making the maximum growth possible for the school year. PLCs on Wednesdays allow teachers to create personalized learning stations, targeted instructions, and action plans based on their student data. Resources around AVID, PL, and data-driven decisions are available for teachers.		
#160 – Chronic Absenteeism- All Students	37.00%		No	Lincoln has made a number of attempts to engage all students and families, including leveraging TalkingPoints to translate messages to families, using weekly surveys to "take the pulse" and get feedback from families, and weekly phone calls and home visits. Providing a consistent format with online classrooms has helped students know what to expect each day. The Principal has shadowed a hybrid and a virtual student to understand the experience of learning during the pandemic.	We review daily attendance and chronic absenteeism data at the grade and student level each week to determine who is in need of additional support and/or intervention and recognition for improvements. We utilize the same chronic absenteeism definition as NYSED when looking at our chronic absenteeism data to ensure that our efforts are consistently aligned with NYSED attendance expectations.	The effects of the pandemic have been difficult for students and families and teachers. While the school is not on track to meet the target, we are continuously implementing different strategies to keep students engaged.
#180 – ELP Success Ratio- All Students	0.80		Yes	ENL students at Lincoln each have an individualized plan in the Ellevation platform, and ENL teachers update the plans as they work with students in classrooms and virtual environments	We review STAR assessment data for this subgroup and have created a mock NYSESLAT to administer to determine growth in English language proficiency amongst our ENL students.	When analyzing STAR data, we are approaching our target for the ELP Success Ratio. Upon administration of the mock NYSESAT, we will be able to regroup students and target

				and update STAR assessment data for this student subgroup.		instruction for the second semester of the year.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#35 – 3-8 ELA Black Students MGP	45.00	[Yellow]	Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Black Students MGP of 40.45 At this point in the year, this is below our progress target. However, we will continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator.

				students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement.	data are further disaggregated by subgroup to align to subgroup specific indicators, in this indicator for Black students.	
#36 - 3-8 ELA Hispanic Students MGP	43.30		Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement. We have identified all students who fall into this student subgroup to be sure we are tracking data properly student by student.	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These data are further disaggregated by subgroup to align to subgroup specific indicators, in this indictor focusing specifically on Hispanic students.	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Hispanic Students MGP of 44.85. While this currently exceeds our progress target, we will continue to focus on this particular subgroup of students and them in order to accelerate and advance their reading and literacy skills.

#38 – 3-8 ELA Economically Disadvantaged Students MGP	46.30		Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement. Numerous students fall within this subgroup at Lincoln, and we track students by multiple subgroups to ensure all DI targets will be met.	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. In conjunction with a student's past performance on STAR Reading assessments, these performance level estimates are utilized to monitor Receivership indicators that are growth measures. These data are further disaggregated by subgroup to align to subgroup specific indicators, in this indictor looking specifically at students who are economically disadvantaged.	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA Economically Disadvantaged Students MGP of 45.78. At this point in the year, this is below our progress target. However, we will continue to closely monitor our ELA instruction and track the growth of specific students in this subgroup through our assessment data and, in doing so, we are confident that we will meet our year-end progress target for this indicator.
#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students	28.00%		Yes	The key strategies that support progress in this indicator include our school-wide approach to PLAVID, where Personalized Learning and AVID strategies are combined and aligned to content area standards. This includes individual goal setting for every student; virtual data	The SCSD uses Renaissance Learning's STAR Reading assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening	Utilizing student data from the STAR assessment screening, we have calculated a projected ELA gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of

				walls reflecting proficiency and student growth by content standards. Additional key processes will also include uniformed lesson plan expectations and school/district feedback cycles. Lincoln uses demonstration lessons and differentiates support and scaffold for students based on digital content data collected through Canvas. During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement. The number of students who are not economically disadvantaged for a very small subgroup at Lincoln, and we use this information to close achievement gaps after each STAR administration.	windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8 ELA Exam based on his or her scaled score on STAR Reading. These performance level estimates are utilized to monitor Receivership indicators that measure closing the performance gaps between subgroups of students.	21.8%. As this point in the year, this places us on-track to meet our year-end progress target.
#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students	44.00%		Yes	Lincoln is utilizing the Illustrative Math (IM) curricula in grades 6-8 and Algebra to assist teachers in instructing students to develop conceptual understanding, procedural fluency and application of mathematics to real world concepts. The use of this new curriculum and the professional development accompanying the implementation builds on the success of the 2018-19 school year by expanding the Math-Science-Technology block in	The SCSD uses Renaissance Learning's STAR Math assessment to monitor students' academic performance and growth throughout the school year. Districtwide screening windows are held in the fall, winter, and spring. Renaissance Learning uses historical data to produce estimates of student's performance level on the NYS 3-8	Utilizing student data from the STAR assessment screening, we have calculated a projected Math gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 21%. As this point in the year, this places us on-track to meet our year-end progress target.

the schedule to afford students an opportunity to build on the concepts from their academic classes. Data from the mathematics assessment (STAR and IM) is reviewed on a regular basis by teachers with the assistance of coaches from the school and district level. The IM benchmarks are being utilized all year long, rather than just the latter half of the year as in 2018-19, a practice Lincoln established in 2019-20 and continues this school year.

During the beginning of COVID it was important to see how virtual learning was impacting student progress. The STAR assessment was given to all students in the first week of June 2020 to measure progress curing school closures due to COVID. STAR data has also been collected in the fall of 2020 and the winter of 2021 to determine growth and areas still in need of improvement.
The number of students who are not economically disadvantaged for a very small subgroup at Lincoln, and we use this information to close achievement gaps after each STAR administration.

Math Exam based on his or her scaled score on STAR Math. These performance level estimates are utilized to monitor Receivership indicators that measure closing the performance gaps between subgroups of students.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Additional Key Strategies – (As applicable)*

<table>
<tr><td colspan="4"><u>Key Strategies</u>
• Do not repeat strategies described in Parts I and II.
• If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
• Every school must discuss the use of technology in the use of remote and hybrid instruction.
• Describe student social emotional support strategies.</td></tr>
<tr><td colspan="2">List the Key Strategy from your approved intervention plan (SIG or SCEP).</td><td>Status (R/Y/G)</td><td>Analysis/Report Out</td></tr>
<tr><td>1.</td><td>Use of technology in the classroom to deliver instruction</td><td>Green</td><td>This year, every student has access to a laptop and hotspot in order to access virtual learning. All teachers have been trained thoroughly in integrating technology in learning opportunities, and there is ongoing weekly support for this work, including personal coaching sessions after school as option. Lincoln has implemented a substantial amount of technology training for teachers, students, and families in order to make the most of the unusual circumstances of COVID.</td></tr>
<tr><td>2.</td><td>AVID</td><td>Green</td><td>AVID Schoolwide has been implemented and will continue to be monitored to address priorities and achieve goals. We have shifted from biweekly binder checks to online ways to support organizational structures and systems to support student learning in our virtual classrooms. Teachers and students create goals based on curricular unit outcomes and students create an action plan to meet their goals and track their progress.</td></tr>
</table>

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
Green	During the second quarter, Lincoln's CET continued to implement the continuation plan and address the CET goals for 2020-2021. CET membership remained consistent from the first quarter. Our goals this year are focused on helping students and families engage with us to support asynchronous and synchronous learning by identifying strategies that work and support this process. Additionally, with the current climate due to COVID regulations, the CET Plan also addresses a consciousness on our part to the social and emotional needs of our

students and families and the responsibilities of the CET. As a result, the team organized an array of activities to carry out the second quarter goals. Such events, which took place during the quarter are:

- Engaging in virtual parent conferences with the trajectory being virtual student-led conferences (SLCs).
- Providing a planning framework and communicating this process to parents as we prepare for our SLCs during the third quarter.
- Affirming the importance of attendance by utilizing social media and our school website to celebrate academic achievements through honor roll assemblies and certificates to students.
- Hosting a holiday partnership drive benefiting our students and some of our neediest families, on behalf of: The Sedgewick Farm Community Association and We Rise Above the Streets.
- The Family Gaming Entertainment Series sponsored by the Lincoln Game Squad who sponsors a monthly family game night.

The CET continues to work in conjunction with the Lincoln Guidance Team to pinpoint tier 2 and tier 3 attendance concerns and strategies to address chronic absenteeism. As a result, grade level teams meet daily to review student attendance and prepare needed parental outreach, which has yielded extremely positive data for Lincoln. Our quarter –2 attendance averages are: 6th Grade – 71.55%, 7th Grade – 70.02%, 8th Grade – 71. 24% , and the overall school average is: 70:53%

Powers of the Receiver
Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
	1. Expanding the School Day Lincoln will continue to have an extended school day and afterschool program to expose students to more learning opportunities. This additional time allows students to receive additional instructional support from Lincoln teachers before engaging in various enrichment instruction with our enrichment partner Red House. Teachers use the extended school day time to work daily in Professional Learning Communities to analyze student work/data, plan instruction, and receive professional development by instructional coaches, district content area supervisors, and Multi Classroom Leaders. Lincoln's Community School Site Director has been working with families to target support for Lincoln family members which included GED classes, working with students of incarcerated parents, and family fun nights. **2. 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. **3. 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 instructional coaches 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 demonstration teachers.

	4. 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 instructional coaches and Multi Classroom Leaders (MCLs) support professional leaders, instructional planning, and data analysis of student work during afternoon PD sessions to improve instruction and analyze student progress. Students in need of intensive ELA intervention participate in Language!Live support, and these courses have been scheduled to reduce the number of students in groups at a time so that even more attention can be paid to our most struggling scholars.

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.

5. 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. |

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part V – *Budget*
(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG) as applicable. Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved **2017-21** (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG:	NA	

SIG:	NA	
CSG:		The school utilized the majority of Community School funds in prior years and once the COVID 19 issue has resolved, the school will utilize a small amount – approximately $20,000 of carryover funding – to continue grant initiatives that are on pause.

Part VII: *Best Practices (Optional)*

Best Practices	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	
2.	
3.	

Part VIII – *Assurance and Attestation*

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): _Jaime Alicea_

Signature of Receiver: _____

Date: _2/10/21_

By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2020-2021 community engagement team plan and membership.

Name of CET Representative (Print): _Kim Shan_

Signature of CET Representative: _____

Date: _1/29/2021_