Receivership Schools ONLY

Quarterly Report #1: *July 1, 2017 to October 13, 2017*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School Name | School BEDS Code | District | Lead Partner or EPO | Hyperlink to where this report will be posted on the district website: | | | |
| Lincoln Middle School | 421800010048 | Syracuse City School District |  | Check which plan below applies: | | | |
| SIG | | | SCEP |
| Cohort (4, 5, 6, or 7?):  Model: | | |
| Superintendent/EPO | School Principal | Additional District Staff working on Program Oversight | | Grade Configuration | % ELL | % SWD | Total Enrollment |
| Jaime Alicea | LaJuan White | Linda D. Mulvey, Chief Academic Officer  Pamela Odom, Executive Director of Secondary Schools | | 6-8 | 24.6 | 20 | 496 |
| Appointment Date:  June 1, 2015 |

|  |
| --- |
| **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*. |
| Lincoln Middle School continues refining strategies to address the state of the school’s Receivership status. During this quarter, the school spent much time identifying and implementing instructional initiatives to address the gaps in student achievement. Further, much time was spent over the summer engaging the school’s CET in developing activities to engage families in the school environment during the 2017-2018 school year, and solidifying reciprocal communication between home-school. The school also secured parent representatives for the PBIS, the Family Engagement, and the School Climate committees. The continuation of Restorative Practices is a key focus at Lincoln to include the addition of the addition of a Community School Site Director, and 4 Peaceful Schools restorative coaches. Key leverages include the continuation of using restorative coaching with staff and students, daily morning circles, and a restorative practices tracker to address student and staff conflict in a prosocial manner. The school has also spent much time explaining the implications of data to the Lincoln Community. The first family engagement activity of the year involved a PTO meeting to share the Family Engagement calendar with community members (parents, community members and district staff) so that all stakeholders are aware of the events planned throughout the year and are encouraged to attend. Coupled with a focus of parent involvement, Lincoln has identified instructional strategies such as salient lesson planning to include identifying measurable objectives and daily assessments to align instructional practices. With the focus on targeted instructional practices, a calendar of student data cycles was developed over the summer where each student is provided with his/her performance data (STAR, ANet, NYS, and Science and Social Studies Benchmark) and engaged in goal setting based on those data points. The process allows all students the opportunity to create action plans to address identified goals to increase overall student awareness of current performance and achievement. Students will also add data pieces to student portfolios building-wide. A parent letter was sent home including student data sheets and an explanation of those scores and translated into 5 additional languages to reach the school’s growing ENL population. Much time has also been dedicated to establishing a focus and schedule for learning walks in every classroom to calibrate effective lesson planning and align assessments. This build-wide initiative is orchestrated by the MCLS, instructional coach and administrative team. It is anticipated the data gleaned will help identify focal areas for future professional development of staff.  During this quarter, the school continued work with the collaborative partnership between Lincoln and Interfaith Works (6th grade SEEDS of Peace, and 8th grade Community-wide Dialogue about Race) to break down the barriers about race and cultural differences. Coupled with this initiative, the building continues to reinforce the consistent implementation of school wide procedures (classroom hierarchy, HALLS, CLASS, hall sweeps) and holding staff and students accountable. The refinement of building wide systems is expected to decrease the number of referrals and days of OSS for students building-wide. This will be attributed to a restorative coach for each grade level team and the continued implementation to restorative practices with all students. Much of this positive movement is attributed to the consistent implementation of bi-monthly PBIS incentives to recognize students making positive academic and behavioral choices. As every student matters at Lincoln, the building Attendance Committee continues its initiative to address and reduce chronic absenteeism, which is in alignment with the district initiative, *Every Child, Every Day*. |

***Attention*** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not 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 quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

.

***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 first quarter 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 | | Baseline | 2017-18  Progress Target | Status  (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below. | | | What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting the is indicator?  Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made. | List the formative data points being used to assess progress towards meeting the target for this indicator? | | | Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target. |
| #1/Priority School makes yearly progress | | NA | Make Progress | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Nurturing the whole child in a safe environment; and 2. Cultivating character education. | * Monthly student led data cycles * Discipline referrals * Removed from persistently dangerous school status * Student Attendance data * Restorative Practices Tracker * Interim assessment data (Achievement Network) * Science/SS benchmarks * STAR Math/Reading * Growth based on assessment data (ANet, STARS, Science Benchmarks, Social Studies benchmarks). | | | * Much work continues in this area with minor adjustments to the goals as the data suggests the school has made steady growth in this area as evidenced in the number of referrals, the incidents of OSS, and student performance on the NYS ELA Assessment from 2016. Work continues to take place in weekly content meetings to align instructional initiatives among content areas. Data cycles include the disaggregation of STAR, ANet, Social Studies and Science Benchmarks to identify the standards that students are encountering difficulty and what kinds of supports students need to continue to make progress. * All students engage in data cycles to goal-set and develop plans to make further progress. Parents were also informed of data points and how to interpret them. * Further, staff engaged in mandatory summer professional development with the aid of the building Instructional Coach, MCLs, administrators, and teacher leaders to roll out the continued building foci (consistently building procedures, instructional initiatives, and restorative practices) to affect the continued positive change in the school climate and instructional gains. * It is vital to obtain feedback from all stakeholders to identify strengths and areas in need of growth. Lincoln will continue the use of surveys to obtain feedback from staff, students and parents about how they perceived Lincoln’s progress in academics to include meeting the needs of students, and establishing a positive, safe and nurturing environment. |
| #5/School Safety | | 26 | 21 or fewer Serious Incidents | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Nurturing the whole child in a safe environment; and 2. Cultivating character education. | * Referral data * OSS Data * Attendance Data * Restorative Practices Tracker * Number of Morning Circles * SIT referral data | | | Much work continues in this area with minor adjustments to the goals as the data suggests the school has made growth in this area as evidenced by the decrease in the number of referrals, and a decrease in the incidents of OSS. Lincoln has continued the use of consistent school wide systems to hold students accountable for their behavior and academic growth.   * Thus far, there have been 40 referrals, resulting in 35.80 of ISS and 21 days of OSS. * All staff have received professional development about restorative practices. This would include each of the 23 homerooms holding daily morning circles. * There have been 245 restorative conferences conducted to enable students to return to the classroom after behavioral and/or conflict issues. Of the 245 restorative conferences, 71 or 28.98% were proactive conferences, and 174 or 71.02% were restorative conferences. The sheer number of reliance on restorative practices to address student issues and resolve student issues has decreased the amount of ISS and OSS incidents with students. This, effecting a reduction in overall referrals. * To date, Lincoln has 116 students on CBOs caseloads with 24 students referred to SIT. * Lincoln has had 4 Serious Incidents in the 2017-18 school year (through 10/5) * Through 10/5, Lincoln’s average daily attendance is over 97%. |
| #9/3-8 ELA All Students Level 2 & above | | 31% | 37% | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. | * STAR ELA data | | | Much work continues in this area as the data suggests the school is making growth as evidenced by STAR assessment data. From meetings with Academic Leadership Team (Instructional Coach, MCLs and administrators), key focus areas were identified over the summer and plans were developed to address the areas in need of growth during the 2017-2018 school year.   * From the disaggregation of multiple data points (NYS assessments, STAR, ANet and Science benchmark data, the instructional foci are: lesson planning (measurable objectives and daily assessments tied to those instructional objectives). * Academic Leadership Team (Instructional Coach, MCLs and administrators) identified priority literacy standards based on multiple data points from the previous school year. School-wide literacy priority standards (Reading standards 1, 2, and 4 and writing standard 2) are being taught across content areas where teachers get explicit collaborative planning time with content area partners as well as significant coaching from our Instructional Coach, Administrators, and MCLs on how to align instruction to key standards. * Academic Leadership Team (Instructional Coach, MCLs and administrators) also determined that a focus on Interdisciplinary planning between ELA, Social Studies, ENL, and CT teachers would result in increased rigor, relevancy and student achievement. Teachers in all subject areas have participated in significant and targeted professional development to collaboratively plan integrated units (ELA and social studies) to further align instruction across classes. * ELA and math AIS was provided to all students to complement skills-based instruction in ELA and math content classes. iReady and Language is also being used an intervention-based resource which differentiates lessons at the individual student's level. The anticipated outcome is to raise level 1 students to level 2 and level 2 students to level 3. * ***Thus far, Lincoln has administered one STAR ELA Assessment, showing that shows 16% of 6th grade students scored at or above benchmark; 19% of 7th grade students performed at or above benchmark and 12% of 8th grade students scored at or above benchmark on the ELA STAR assessment #1.*** |
| #15/3-8 Math All Students Level 2 and above | | 18% | 24% | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. “Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. | * STAR Math data | | | Much work continues in this area with minor adjustments to the goals as the data suggests the school is making growth in this area as evidenced by STAR assessment data. The math MCL spent much time working with teachers in content meetings to align instruction between teachers, to ensure consistent pacing of the content is taking place, and to raise the level of rigor with instruction. The focus is on raising the level of procedural and application of skills knowledge.   * The math MCL was also instrumental in disaggregating data to drive instructional practices. This helped the Instructional Leadership Team (ILT) identify mathematical practices to ensure continuity with instructional practices. * ***STAR math data shows 13% of 6th grade students scored at or above benchmark; 21% of 7th grade students performed at or above benchmark and 14% of 8th grade students scored at or above benchmark on the STAR math assessment #1.*** |
| #33/3-8 ELA All Students MGP | | 47.87 | 49.87 | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. | * STAR ELA data | | | See indicator #9. |
| #39/3-8 Math All Student MGP | | 43.07 | 45.07 | Green | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. “Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. | * STAR Math data | | | See indicator #15. |
| #85/Grades 4 and 8 Science All Students Level 3 and above | | 33% | 39% | Yellow | Yes | | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. “Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. | * Living Environment Regents Scores 2016-2017 data * NYS 8th grade Science Assessment Scores * 6-8 Science Benchmark Data   ***6th grade administration dates***  10-23, 11-8, 12-14, 2-5, 5-14  ***7th grade administration dates***  11-13, 2-5, 4-16  ***8th grade administration dates***  11-13, 2-12, 4-16 | | | * Much work continues in this area. While no adjustments were made to this goal, the ANet coach and worked with science teachers to connect ELA strategies to science with the use of close reading protocols. * Science teachers will continue to work with to infuse close reading protocols into their daily lesson plans. * Science is an area in need of improvement as one science vacancy exists, and two other science teachers are lacking some of the necessary skills to effectively delivery quality instruction in this area. |
| **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 | | Baseline | 2017-18  Progress Target | Status  (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below. | | What are the SCEP/SIG 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 17-18 continuation plan and a rationale as to why these adjustments were made. | | List the formative data points being used to assess progress towards meeting the target for this indicator? | | | Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target. |
| #4/Student Suspension Rate (Out of School) | | 46% | 43% | Green | Yes | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. “Nurturing the whole child in a safe environment; and 2. Cultivating character education. Much work continues refining school-wide systems and providing staff with professional development to reach identified goals as the data suggests the school has made growth in this area as evidenced by the decrease in the number of referrals, decrease in the incidents of OSS, and a decrease of chronically absent students. | | * Reduction in referrals * Reduction in incidents of OSS * Restorative Conferences * Attendance data * **Lincoln’s Student Suspension Rate for the 2017-18 school year is 1.4% as of 10/5/2017** * **Thus far, we have had a reduction of referrals by 20 or 33.33% compared to the same time last year. Similarly, there has been a reduction of 30 days of OSS or a decrease of 58.8%. There has also been an increase in the use of restorative conferences by 73.74% (65 during the 2016-2017 and 245 thus far this year).** * **Thus far, daily student attendance is averaging 97% and above** | | | Lincoln has continued the use consistent school wide systems to hold students accountable for their behavior and academic growth. To date, we have continued to use our restorative coach to provide staff with professional development related to engaging students in restorative practices including morning circle ideas in each homeroom to set the positive tone for all students for the day. Thus far, all staff have received professional development with restorative practices. In addition, there is an increase from one restorative coach to 5 (an additional restorative coach will be added to each grade-level team in the building. |
| #6/Family and Community Engagement (DTSDE Tenet 6) | | Stage 1 | Stage 2 | Green | Yes | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Linking students, parents and community; and 2. Navigating a college and career path. Much work continues in this area to involve all stakeholders in the Lincoln school community and school events. This is aimed at furthering increasing family engagement in Lincoln’s learning environment and solidify reciprocal communication. | | * Number of parents attending school led events (PTO meetings, Parent Teacher Conferences, Family Curriculum and Fun Night, Multicultural Night, Receivership Public Forum, High School Information Night, CTE Information Night, Parent Workshops * Parent Award Ceremonies * Newly opened Family & Community Engagement Room * Regular meetings with our Family Engagement Liaison * Family Workshops * Family/Community involvement on all Lincoln Committees. | | | Data from all school-wide family events suggests that Lincoln is making significant strides in solidifying family and community involvement in the school. To continue this momentum, monthly Parent Workshops will take place. Parents received a punch card to track events attended. At the end of the year, the punch card will be collected and names of parents having the most punches will have their names out into a drawing for incentives to acknowledge their involvement and support in the school community.   * One parent engagement event has been held to date. The Curriculum Night offered Lincoln families the opportunity to learn about each grade’s curriculum as well as tour the building. * Community Engagement is paramount to a school's success. For the 2017-2018 school year, planned Family Engagement Workshops will take place monthly in the school’s Family and Community Engagement Room. * Events will include community stakeholders to showcase Lincoln’s students’ successes as well as to acknowledge parents and community members who have positively contributed to the Lincoln environment. The first Family Engagement Workshop will take place on October 12, 2017. * To further actively engage families in the school, REMIND is used to send the Lincoln community messages about school activities taking place daily. Similarly, eChalk is again being used to house each teacher’s daily lesson plans and assignments to a continually inform parents of the academic expectations the school. * Further, through the PTO, parents are encouraged to become active participants in school-based committees to add an additional lens toward the goals of school committee and become active participants in school-based planning. |
| #41/3-8 Math Black Students MGP | | 41.43 | 43.43 | Green |  | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. Much work continues in this area to identify the gaps in instructional practices (lesson planning, and using higher order questioning, as the data suggests the school is making growth in this area as evidenced by STAR assessment data. | | * STAR Math data * See Level 1 indicators | | | * See Level 1 Indicators above. * In addition to the details provided in the Level 1 Indicators, staff will be provided with professional development around culturally responsive classrooms. |
| #44/3-8 Math ED Students MGP | | 43.66 | 45.66 | Green |  | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. Much work continues in this area related to lesson planning, use of relevant assessments, and using higher order questioning as the data suggests the school is making growth in this area as evidenced by STAR assessment data. | | * STAR Math data * See Level 1 indicators | | | * In addition to strategies outlined for #41, during weekly math content meetings, the Instructional Leadership Team (ILT) identified mathematical practices to ensure continuity with instructional practices. Also, math teachers are provided with bi-weekly opportunities to take a deep dive into the curriculum and connecting it with instructional practices to ensure continuity with instructional practices. |
| #48/3-8 ELA LEP Level 2 and above Gap with non-LEP Students | | 21% | 15% | Yellow |  | | The SIG Plan outlines several goals. The salient goals for this indicator are: 1. Learning through a rigorous curriculum, 2. Instruction that is effective and 3. Engaging and linking students, parents and community efforts with the school. See above ding wide focus areas, as there is evidence of growth in this area as evidenced by STAR assessment data. | | * STAR ELA data * See Level 1 indicators | | | Lincoln will continue to close the achievement gap between non-LEP students and LEP students by:   * Providing staff with professional opportunities such as the after school ENL cross-curricular planning time to infuse strategies to support LEP learners; * Continuing the refinement of the co-teaching model to provide LEP students with targeted skill based instruction based on need; and * Providing professional development opportunities for all staff to observe ENL teachers. |
| **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)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Key Strategies*   * 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 classroom to deliver instruction. | | | | | |
| List the Key Strategy from your approved intervention plan (SIG or SCEP). | | Status (R/Y/G) | Analysis/Report Out | | |
| 1. | Use of technology in the classroom to deliver instruction | Yellow | Wave 3 of personalized blended learning is being implemented at the school. Teachers on the Blended Learning Team are receiving targeted professional development about how to implement personalized blended learning in the classrooms to meet the diverse needs of the learners at the schools. Thus far, iPads are being used in select classrooms to afford students the opportunity to engage in personalized learning activities. | | |
| 2. | EPO (lead partner) for SIG 6 and SIG 7 ONLY |  |  | | |
| 3. | AVID | Yellow | AVID is taking place in the 6th grade team to provide all students with strategies to ensure academic successes. All students in 6th grade are required to carry 3-inch binders with sections, use Cornell notes in all classes engage in binder checks to ensure organization of class materials. It is anticipated that for the next school year, AVID will expand building wide. | | |
| 4. | New Teacher Support Group | Green | Lincoln has experienced high teacher attrition due to a variety of factors. As such, half of the teachers are new to the building. To ensure gains made at Lincoln continue, new teacher support is provided to the staff on a variety of topics such as classroom management, lesson planning, and aligning the content to name a few. | | |
| **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 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report. | | | | | |
| Status  (R/Y/G) | Analysis/Report Out | | | | |
| Green | The CET in conjunction with Lincoln’s PTO and the SLT (School Leadership Team) meets monthly to discuss issues that address barriers to making gains at the school both behaviorally and academically. The CET meets the first Monday of each month and is comprised LaJuan White, principal; Laureen Lane, Vice Principal; Julie Sayles, Vice Principal, Richard Richardson, Vice Principal; Mark Dubey, MCL; Michael Foley, teacher; John Sessa, MCL, Marleah Tkacz, teacher; Susan Boyle, Teacher; Omar Gonzalez, Teacher; Kim Shane, Teaching Assistant; Kevin Carney, parent; Junita Manzi, parent; and Selina Lazarus, SCSD Parent Liaison. Members of SLT are also on the CET. The parent members also serve as a representative on each of the school based committees and team (SLT, School Climate, PBIS and Family Engagement). SLT, a representative group of the building, meets once monthly and is the leadership and decision-making forum for the building. The other three committees meeting every other week. All meetings afterschool and agendas and notes are housed in an electronic file for all to reference. The first CET meeting was October 2, 2017, as was the first SLT meeting. School Climate, PBIS, and Family Engagement Committees had the first meeting September 13, September 20, and September 11 respectively, and meet every other week. The School Climate Team has disaggregated behavioral data to affect the need for re-entry conferences for students receiving OSS. PBIS plans bi-monthly incentives to acknowledge students making academic and behavioral strides using Class Dojo as a school-wide system to track progress. Similarly, the Family Engagement Team meets to plan for effective parent and community involvement for the monthly parent workshops. | | | | |
| *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 | | | | |
| Green | The following goals and outcomes related to Receivership Powers are currently being leveraged at Lincoln Middle School:  ***Expanded School Day:*** Time has been added to the day for instructional opportunities for students and common planning time for staff. The goal of the addition of enrichment classes is to provide staff with targeted planning time each day each week, either team-based or in content areas. This also allows the school to effectively put systems in place to promote a safe climate and culture. Peaceful Schools continues at Lincoln’s community based organization partner, which offers all students the choice of enrichment classes. All students choose one class from the first semester and a different class for the second semester. Prosocial skills are infused into choice student classes, which is in alignment with the school’s focus of teaching students the power of restorative practices through and enrichment class. While all students are in grade-level classes, teachers are afforded daily time within the schedule to collaborate in content areas. This collaborative time is led by the instructional specialist and the ELA multi-classroom teacher (MCL) and the math MCL. During content meetings, focus areas include calibration of lesson plans to ensure alignment with the Common Core standards, as well as focusing on ELA focus areas and math focus areas. In all content areas, the focus is on literacy in all classes, while math is focusing on mathematical practices (procedural and application of skills and knowledge) to ensure continuity with instructional practices.  ***Review, alter or replace curriculum and program offerings of the school:*** An intentional and strategic effort by the Superintendent to support improved instructional practice through a professional development plan that allocated additional days in the summer and eight additional hours after school during the year targeted on the focus areas of the school, which include personalized learning, AVID Schoolwide, and community schools. Data coaches have been secured to facilitate data meeting and drive subsequent planning. Instructional coaches support through observation feedback cycles. The goal of aligning programming is to account for and provide instructional at all levels for all students. This is evidenced in the revamping of the school’s master schedule, the implementation of advanced courses to include to Regents course in Algebra and Living Environment, and the implementation of AIS to provide additional time for struggling students to close the gaps in skills. Additionally, iReady and Language Live were implemented to target interventions for those students at Tier 2 and most notably Tier 3. Administrative staff build pedagogical content knowledge through cohort meetings, school stat, leadership academies and the district leadership summit. Program offerings at the school include math interventions, Language Live, iReady (ELA and Math) and the school is in the second wave of personalized learning implementation. These interventions identify areas of academic deficiencies and can support teacher decisions for targeted instruction.  ***Review and make changes to the school budget:*** The Superintendent has allocated fiscal and human resources to Lincoln Middle School including an additional administrator and dean, expanded summer programming, purchase of devices and digital content related personalized learning, funding for professional development, contracts, expanded summer programming, and branding.  ***Negotiate a Receivership agreement that modifies the existing collective bargaining agreements:*** All existing staff have had to reapply for their positions because of a Memorandum of Understanding/Election to Work Agreement consent requirement. All new staff have participated in new teacher (substitute teacher, teaching assistant) orientation. Teachers have also been recruited through an Urban Fellows initiative, the Opportunity Culture model, utilizing Multi-Classroom Leaders and Reach Associates. These initiatives include stipends for teachers and administrators and additional stipends for coaches, MCLs, and Reach Associates. These increases in salaries help to retain high-performing staff.  Lincoln will also be converting to a community school with Peaceful Schools as a lead community partner and a community school director will be appointed to monitor all aspects of implementation on or about November 1, 2017. | | | | |
| **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 – *Community Schools Grant (CSG)*

*(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)*

|  |  |
| --- | --- |
| *Community Schools Grant (CSG)*  As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations. | |
| Required Activities | Provide updates to each activity with regard to its planning, implementation, or operations. |
| Community-Wide Needs Assessment (if one is being conducted in 17-18) |  |
| To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:   1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year) | A Receivership Public forum was held on September 14, 2017, where the Assistant Superintendent of School Reform presented information about Lincoln’s and its Receivership status. CET members were solicited and resulted in 4 parents who agreed to either continue their involvement in the school and/or new members were obtained to serve on Lincoln’s CET. Each of the CET members also agreed to serve on one of 4 Lincoln teams and/or committees to include the School Leadership Team (SLT), School Climate, PBIS, and Family Engagement. In addition to much planning over the summer about how to further engage parents in school activities and initiatives, as well as writing a proposal for the Schools Community Grant, Lincoln received noticed of the approved grant. While many of the activities/initiatives have not yet begun, the following will be implemented during the 2017-2018 school year:  While Lincoln is a recipient of the Community Schools Grant, activities have not yet begun.  Community Schools Grant anticipated activities:   * ***Peaceful Schools*** – one Community Schools Site Director and 4 additional restorative coaches will be added to the Lincoln staff to continue the work with school-based restorative practices. It is anticipated these positions will be filled on or before October 31, 2017. * ***We Rise Above the Streets Recovery Outreach*** – This initiative is a service project (prepared food for the homeless) to engage Lincoln students and the Promise Zone Specialist, which began during the 2016-2017 school year. During the 2017-2018 school year, Lincoln will expand the collaboration to include Lincoln students connecting positively with the message of supporting those that are less fortunate.  As Lincoln has a significant population of our students and families that have been or are homeless at some point during their lives, so our school community is very interested in these community service opportunities.  The first event will take place at Lincoln on November 18, 2017 to include serving a traditional Thanksgiving meal to those less fortunate. * ***Lincoln Peacemaking Project is a community-based conflict resolution initiative***. It brings people together who are in conflict, along with family and friends, to resolve problems in a peacemaking circle. All participants are treated equally and provided a safe forum to speak. The purpose is to reach a consensus decision. The Near Westside Peacemaking Project is inspired by the Native American practice and our volunteers are trained by Native American peacemakers.  We want to adapt this program to meet the needs of our eastside and northside city residents. The first event will kick-off in November 2017. * ***High School Equivalency Program at Lincoln*** – Over one-quarter of our students are English as New Language Learners (ENL) and one-quarter of our students are students with disabilities.  As the number of students in the school have high needs, it is essential that parents are used as a vital support to aid their child(ren)’s academic growth.  Often, parents of ENL students are at a disadvantage because they do not possess the skills necessary to help their chidl(ren) with academics.  Housing a High School Equivalency Program at Lincoln strengthens the bonds between our school and community by supporting adults in our community.  Therefore, Lincoln will house a High School Equivalency Program for parents of our students in its new Family Engagement Room three times a week. It is anticipated this program will begin at the school during the first week of November 2017. * ***Camp Talooli*** – Camp Talooli regularly works with schools and organizations in our community.  Camp Talooli can host our scholars, staff, and families and provide opportunities for our community to challenge themselves in ways that push them out of their comfort zone.  Camp Talooli offers students and their families a way to celebrate and connect with Lincoln staff in a nontraditional manner.  Students, teachers, and families would be able to camp at their facilities, challenge themselves on the ropes course, and explore the outdoors (swimming, boating, etc).  Camp Talooli has a proven track record of team and community building at their facilities. * ***Educational Fieldtrips*** - 8th grade students will engage in an out-of-state field trip to Philadelphia at the end of the year as a culminating school experience at Lincoln.  The field trip to Philadelphia will bring the 8th grade social studies to life.  NOVA Tours has planned previous trips for Lincoln and provided quality service that meets the needs of our school community. * ***Team Building Student Activities to address the School Climate and Culture at Lincoln*** – Bubble Soccer has proven to be a positive outlet for our students to engage in physical activities that require skill in the past.  The continuation of using Bubble Soccer Extreme would be a logical extension. Bubble Soccer is a great venue for students to engage in physical activity that combines the skill of soccer with the thrill of bumper cars for an EXTREME day of play.  Kids & adults of all ages are raving about the fun, the laughs & the workout. Orenda Springs, a non-for-profit Experiential Learning Center, provides outdoor experiences that foster a deeper understanding of self, others, and nature.  Through individual and group challenges that foster life skills, students and families will grow by exploring leadership, communication, problem-solving and risk.  There our students, families, and staff will learn to work more inclusively, creatively, and cooperatively. Each year, over more-third of our student population is new to the school.  As such, it is paramount to ensuring student successes that students engage in team-building to break down the barriers to students’ success. Both Seabreeze and Darien Lake have proven track records of welcoming students from our community in ways that makes them feel welcomed and allow our scholars to enjoy a day of celebration toward the end of the school year.  Their facilities offer our scholars opportunities to experience things outside of their comfort zone and push themselves to build positive relationships with all stakeholders in the Lincoln community.  To celebrate year-long success, 6th, 7th, and 8th grades would have a grade-level field trip to Seabreeze and Darien Lake at the end of the year celebrate the successes throughout the year. * ***Partnerships to ensure Family and Community Engagement*** - Centro transportation services provide bus services throughout the Syracuse community.  A significant portion of Lincoln families do not own a vehicle, so providing vouchers to take public transportation to and from school for various events throughout the school year helps our school become more of a community school by ensuring that parents/families are able to transport themselves and their children to Lincoln.  First Student transportation services provides school bus services throughout the Syracuse community.  First Student provides school busing for our school district.  Lincoln will align important field trips with the 7th grade curriculum that highlights local abolitionist sites in our greater community.  This research and the field trips enhance one another to bring the proud history of our community to life for our students and families.  First Student will close a gap for our students in that they will be able to visit historic sites where local abolitionists fought to bring an end to slavery and help escaping enslaved people to freedom in Syracuse and Canada.  Families will be more engaged in the instructional programming of our school since their children will come home more engaged in their learning based on these field trips. |
| 1. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language) | As the schools believes reciprocal communication is the best means to inform parents in the happenings at school, and to accommodate the growing ENL population at the school, all communication is translated in five major languages aside for the English counterpart. Those languages are Spanish, Arabic, Somali, Swahili, and Nepali. School Flyers, letters and notices are sent home weekly to inform parents of upcoming events and important dates at the school.   * Family folders with key information provided at all Lincoln events. This is to solidify communication with all families. The folder contained a calendar of events, entitled Family Engagement Calendar. * Family Engagement Calendar of Events: It is important for Lincoln families and community   stakeholders to be aware of and involved in the school community. Over the summer, a family engagement calendar was developed and handed out to families. Monthly activities will take place. This first of such events too place on October 2, 2017 with a focus on healthy cooking and eating. The second event, entitled Data Night, will take place on November 14 to coincide with parent teacher conferences and will focus on families understanding their child’s data.   * Lincoln website, SCSDUS.com is unique to the school. The site house several important communication tools. First, all parents and students have access to eChalk, which houses teachers’ classes and a calendar of assignment for each teacher. Similarly, the website houses key pieces of communication for families such as past Receivership reports and a calendar of events for the school. * Robo calls are made at the school level to inform parents of important school information such as PTO meetings, Family Engagement meetings, Receivership Public forums and pertinent school events such as Curriculum Night, and parent teacher conferences to name a few. * REMIND is an application which allows the parents to received school related reminders and communicate directly with the principal about student concerns or general school issues. This allows for further solidification of reciprocal communication between home and school. |
| 1. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee | This will begin on or about November 1, 2017. |
| Steering Committee (challenges, meetings held, accomplishments) | This will be addressed on or about November 1, 2017. |
| Feeder School Services (specific services offered and impact) | This will begin on or about November 1, 2017. |
| Community School Site Coordinator (accomplishments and challenges) | While this position has been approved, it is anticipated the selected person will begin on or about November 1, 2017. |
| Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan) |  |
| Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan) |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 VI – *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). Add rows as needed.)*

|  |  |  |
| --- | --- | --- |
| *Budget Analysis* | | |
| Identify the grant. | Status(R/Y/G) | If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2. |
| PSSG: NA |  |  |
| SIG: $500,000 | Green | We have encumbered our SIG funding to partner with Peaceful Schools as our ELT CBO that is providing enrichment to our students during the ELT time while teachers engage in planning and professional development. ELT stipends for staff have being expended according to budget plan. The District has allocated additional Title I funding and general funds to support our ELT initiative which is approximately $950,000. Spending is on target. |
| CSG: $1,047,744 | Yellow | We are still awaiting approval of the Community Schools Grant but have begun working with our CBO partner – Peaceful Schools to begin hiring of our community school coordinator. We are also in the process of getting SCSD Board of Education approval for the contract approvals of our community partnerships. We are also in the planning stages for our professional development sessions and experiential field trips for students. |

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. | Student Led Data Driven Instruction Cycles | The school is in the initial stages of engaging staff and students in data driven instructional cycles. This initiative serves dual purposes. First, students need to be aware of their performance, the implications of the data, and goal setting to improve overall individual performance. Second, staff received professional development about data driven instruction protocols to address student achievement. This will afford staff opportunities to understand why data cycle are, and how to take the information from the data cycles and refine lesson plans to reflect re-teaching plans to address specific standards with which students are having difficulty. |
| 2. | WEB - Where Everybody Belongs | WEB is a middle school transition program that welcomes 6th/7th graders to a new building in an effort make students feel comfortable throughout the first year of their middle school experience. This district-wide initiative is built on the belief that students can help students succeed, the program trains mentors from your 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.  Research shows if students have a positive experience their first year in middle school, their chances for success increase dramatically. WEB provides the structure for 6th/7th graders to receive support and guidance from 8th graders who have been through the challenges that middle school poses and understand that the transition to a larger school can sometimes be overwhelming.  WEB also acts as an anti-bullying program for your school by providing it with a cadre of student leaders who look for bullying behavior and help stop it. WEB gives older students permission to be aware of and report any negative behavior they see, creating a safer school for everybody. |

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): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Receiver: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of CET Representative: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_