

2021-2022 Receivership School Final Report and 2022-23 Continuation Plan

Final Report: *April 15, 2022, to June 30, 2022*

Continuation Plan for the 2022-23 School Year

This document is to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. **All sections of the report must be completed by fully responding to each prompt.**

The reporting portion of this document is a self-assessment of the **implementation and outcomes of key strategies** related to Receivership, and as such, is not considered a formal evaluation via the New York State Education Department. Once finalized and accepted, this document in its entirety ***must be posted in a conspicuous place*** on the district website. All responses submitted under the “2022-2023 School Year Continuation Plan” heading should directly align with, or be adaptations to, the previously approved intervention plans and **require explicit engagement and input from community engagement teams (CET)**.

School Name	School BEDS Code	District	Lead Partner or EPO		Hyperlink to where this plan will be posted on the district website:			
Lincoln Middle School	421800010048	Syracuse City School District	N/A		http://www.syracusecityschools.com/lincoln			
Superintendent	School Principal (If new, please attach resume)	Additional District Staff working on Program Oversight	Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	Total Enrollment	% ELL	% SWD	% Students designated as both ELL & SWD
Interim Superintendent Anthony Davis	Dan Killenbec	Laura Kelley, Chief Academic Officer	6-8	N/A	549	22%	20%	3%
	Appointment Date: 7/1/2021	Pamela Odom, Executive Director of Middle Schools						

Executive Summary

Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. The summary should be written in terms easily understood by the community-at-large.

Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. **Any links included must be made publicly available prior to submitting the report.**

Lincoln is continued to reinforce and implement the district’s strategic plan which focuses on culturally responsive education, engaging families and communities, providing a dynamic rigorous curriculum and instruction, personalized learning for all students, and recruit, develop, support, and retain the most effective staff.

Lincoln also continued our focus on AVID (Advancement Via Individual Determination) and becoming a demonstration school. A site team has been created that consists of our building AVID coach, Principal, AVID teachers (1 per grade), a school guidance counselor, and the district AVID coach. Staff continues to receive AVID training to ensure our goals are being met, and Lincoln has a school-based AVID Coach to support overall implementation. 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.

Lincoln has identified four focus instructional strategies for the school year: Inquiry, Data Informed Instruction, CER Protocol, and Academic Vocabulary. Teachers self-evaluated their needs around these four focus areas and specific professional development has been provided and planned. Both the administrative and instructional teams have gathered data on these strategies used within the classroom lessons to help best support teachers individually. These strategies combined with an AVID focus will form the basis for our continuation plan going into next school year.

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter and to identify the key strategies that will be addressed in the 2022-2023 Continuation Plan.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 **to assess the impact** of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2022-23 School Year Continuation Plan*, include processes for **assessing impact** on student learning outcomes that will be implemented during the new school year.

The 2022-2023 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year and is intended to create a *framework* by which the school transitions from the current year to the upcoming school year in a manner that represents *continuous and comprehensive planning*. This should include a clear **focus on how evidence** guides decisions and an articulation of explicit supports for student social-emotional well-being, diversity, equity, inclusion, and active engagement in learning.

- The District should ensure that the implementation of lead strategies addresses the needs of *all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- District and school staff should **assess the impact** of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I –Lead Strategies for Improvement

<u>Lead Strategies for School Improvement</u>			
<i>Include 3-4 core lead strategies that are central to the school’s improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.</i>			
Final Report and Reflection on Lead Strategies Applied during April 15, 2021 - June 30, 2022		Lead Strategies that will Guide the 2022-23 School Year Continuation Plan	
List the lead strategies that guided the school’s improvement work during the 2021-22 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether or not the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school’s improvement plan during the 2022-23 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year’s demonstrable improvement targets.

<p>1. Advancement Via Individual Determination (AVID)</p>	<p>Lincoln completed its third year of working toward becoming an AVID demonstration school. The school continues to make progress and is partnering with the district AVID Coach and the National organization to support full programmatic implementation. Monthly walkthroughs of AVID indicators were conducted, and new goals are set frequently with the district AVID committee. The school will continue the strategy in 2022-2023.</p>	<p>1. Advancement Via Individual Determination (AVID)</p>	<p>The school continued to make progress towards becoming an AVID Demonstration school through the collaborative work of our entire faculty. Monthly walkthroughs continued to show positive trends in AVID data throughout the school.</p>
<p>2. SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices</p>	<p>Lincoln continued utilizing SEL/CHRSP including “Second Step” to support our students’ needs during a morning meeting/advisory period that is built into the schedule. Teachers also met with students in small groups to afford them the opportunity to set goals for themselves based on their professional development growth plans, create action steps to achieve their goals, and provide time to reflect on this cycle. We continued with restorative practices, weekly climate and culture meetings, and analyze data in SIT meetings with teams, administrators, and agency partners. This strategy supports us in reaching our demonstrable improvement targets by building positive relationships between students and staff members and creating a welcoming and affirming environment. Lincoln leaders also engage in a monthly webinar through Hill Pedagogies to reflect on culturally and historically responsive and sustaining practices to ensure our understanding of expectations we want to see in classrooms. The school will continue the strategy in 2022-2023.</p>	<p>2. SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practice</p>	<p>The school continued to make academic and behavior gains throughout the school year using SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices. Specifically, we saw a decrease in the amount of suspensions and referrals from the last full school year.</p>

<p>3. Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary</p>	<p>Lincoln continued to utilize Data Driven Instructional Cycles this year. Teachers look at all of the data sources that are available to us, including NWEA Map Reports, to target standards and focus instruction to allow for maximum growth for our students. Inquiry is a consistent focus throughout all content areas with teacher support through regular professional development and walk-throughs. The school will continue the strategy in 2022-2023.</p>	<p>3. Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary</p>	<p>Lincoln continues to utilize Data Driven Instructional Cycles this year. Teachers look at all of the data sources that are available to us, including NWEA Map Reports, to target standards and focus instruction to allow for maximum growth for our students. Inquiry is a consistent focus throughout all content areas with teacher support through regular professional development and walk-throughs.</p>
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Part II – Demonstrable Improvement Indicators-Level 1

Level 1 Indicators		
<p><i>Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps that will support progress toward the Demonstrable Improvement Indicators.</i></p>		
Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021- June 30, 2022	2022-2023 School Year Continuation Plan for Meeting this Indicator
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator?</p>

	<ul style="list-style-type: none"> Describe how the data trends that emerged during this period will inform future action steps. 	<ul style="list-style-type: none"> Provide a data-informed rationale for the strategies and action steps indicated. Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
#33 – 3-8 ELA All Students MGP	<p>Student data from the district-wide NWEA Reading assessment were used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers also worked with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district ELA curriculum for Tier 1 instruction. We planned lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Another round of NWEA testing from the end of the year is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Utilizing student data from the NWEA assessment, we have calculated a projected ELA MGP of 37.8. At the end of the year, though we are 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 target in the future.</p>
#100 – 3-8 ELA All Students Core Subject Performance Index	<p>Student data from the district-wide NWEA Reading assessment were used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Another round of NWEA testing at the end of the year is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Similar to indicator #33, utilizing student data from the NWEA assessment, we have calculated a projected ELA Performance Index of 40.8. At this point in the year, though we are 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 target in the future.</p>
#110 – 3-8 Math All Students Core Subject	<p>Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans</p>	<p>Using the SOAR screener data, students were targeted to receive Tier 2 and Tier 3 interventions and placed in small group settings to provide support. Data cycles and instructional action planning continues using NWEA Math results. We completed another</p>

Performance Index	to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the Illustrative Math units with teachers during instructional meetings and infuse AVID strategies into lessons. In addition to each student receiving a math AIS classes, some students are receiving Tier 2 and 3 interventions through the Algebraic Reasoning classes.	round of NWEA assessment at the end of the year which was used to inform teacher instructional decision making.
#150 – Grades 4 and 8 Science All Students Core Subject Performance Index	Castle Learning science assessments were used to support our academic progress and growth. Science standards are highlighted based on previous years’ performance as target standards, and additional curriculum and instructional activities are provided for high-leverage content. These assessments are followed by data meetings with teachers, administrators, and the District science coach.	Students have been assessed through district-wide monitoring assessments. A combination of pre and post assessments are used to inform instruction. Teachers continued to work through data cycles and attend regular professional development to support student needs.
#160 – Chronic Absenteeism- All Students	As of the end of the school year, our school’s chronic absenteeism rate was 59%. While this rate would not meet our year-end progress target, the student attendance challenges presented by the COVID-19 pandemic are well-documented throughout New York State and our school is no exception to those challenges. Daily attendance and chronic absenteeism data are analyzed each week at Lincoln Middle School 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. School-level and student-level chronic absenteeism rates are examined weekly to monitor progress toward the target and implement appropriate interventions. We receive a weekly report from our District data coach with student attendance broken down into subcategories for us to analyze. Our SIT team continued to meet weekly with administration, teams, and agency partners to best meet the needs of students. Our procedures are broken down into discreet steps. As a first step, parent letters are sent home followed by a phone call, home visit, preventative referral to an agency partner, and finally an ACCESS referral prior to referral to a county agency. Our support staff made phone calls on a daily basis, made home visits if students were marked absent virtually, and	Lincoln will continue with our efforts to support progress towards this performance indicator including analyzing daily and weekly attendance data, finding supports for our students and families in need, and consistently align our efforts with NYSED expectations. We will continue with our social emotional practices and mindfulness throughout the building, weekly SIT Team meetings with administrators and teams, and utilizing the support of our agency partners. We also have a dedicated Family Engagement room for parents and guardians with resources and materials to support family needs and will make home visits as needed. Support sessions will be offered throughout the year based on parent needs.

	teachers made weekly outreach calls to provide assistance for students and families in the areas of attendance and behavioral support.	
#180 – ELP Success Ratio-All Students	Lincoln administered the National Geographic language assessment in the absence of the NYSESLAT assessment. This has allowed us to continue to inform instruction for our English Language Learners without the traditional State assessment data. We provided services to our students based on the State assessment data but use the additional data to inform bi-weekly instructional decisions.	We utilized the comprehension coach (a digital tool guided by the assessment) to support personalized instructional plans for each ELL. We will target reading skills, practice fluency in language skills, and the acquisition of academic vocabulary across content areas. Teachers continue to work through the National Geographic curriculum to provide targeted instruction.

Part III – Demonstrable Improvement Indicators-Level 2

Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and actions that will support progress toward the Demonstrable Improvement Indicators.

Identify Indicator	Final Report and Reflection on Activities Completed during April 15, 2021 - June 30, 2022	2022-23 School Year Continuation Plan for Meeting this Indicator
	<p>What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Describe how the data trends that emerged during this period will inform future action steps. 	<p>Drawing from the information provided in the Final Report and Reflection on Activities, what specific strategies, and action steps will be implemented during the 2022-2023 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the strategies and action steps indicated. • Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment.
#35 – 3-8 ELA Black Students MGP	Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data	Another round of NWEA testing from the Spring is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers with an emphasis on the group of students specific to this indicator. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Based on results from

	<p>points. Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>NWEA testing, we have calculated a projected ELA Black Students MGP of 35.9. At this point in the year, though we are behind our year-end target, we believe we are on-track to meet our target in the future.</p>
<p>#36 – 3-8 ELA Hispanic Students MGP</p>	<p>Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Another round of NWEA testing from the Spring is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers with an emphasis on the group of students specific to this indicator. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Based on results from NWEA testing, we have calculated a projected ELA Hispanic Students MGP of 37.1. At this point in the year, though we are behind our year-end target, we believe we are progressing to meet our target in the future.</p>
<p>#38 – 3-8 ELA ED Students MGP</p>	<p>Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Another round of NWEA testing from the Spring is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers with an emphasis on the group of students specific to this indicator. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Based on results from NWEA testing, we have calculated a projected ELA ED Students MGP of 37.1. At this point in the year, though we are behind our year-end target, we believe we are progressing to meet our target in the future.</p>
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap</p>	<p>Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p>	<p>Another round of NWEA testing from the end of the year is being used to inform instruction. Teachers are using the data from these assessments to personalize learning for students, targeting instruction, and modify lessons as necessary. Instructional meetings will be centered around this new data information to provide support for teachers with an emphasis on the group of students specific to this indicator. Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes. Utilizing</p>

with non-ED Students	Teachers utilized the district ELA curriculum for Tier 1 instruction. We plan lessons focused around the SCSD ELA units with teachers during instructional meetings and infuse AVID strategies into lessons. Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.	student data from the NWEA assessment screening, we have calculated a projected ELA gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 11.1%. At this point, this places us on-track to meet our progress target. We will continue to monitor disaggregated data for our subgroups of students to ensure we remain on-track to meet our target.
#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students	Student data from the district-wide NWEA Reading assessment are used to support progress for this indicator. The results are used with teachers during instructional meetings and PLCs, to begin a data-driven cycle to target student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points. Teachers utilized the district Math curriculum for Tier 1 instruction. We plan lessons focused around the Illustrative Math units with teachers during instructional meetings and infuse AVID strategies into lessons. In addition to each student receiving a math AIS classes, some students are receiving Tier 2 and 3 interventions through the Algebraic Reasoning classes	Using the SOAR screener data, students were targeted to receive Tier 2 and Tier 3 interventions and placed in small group settings to provide support. Data cycles and instructional action planning continues using NWEA Math results. We completed another round of NWEA assessment at the end of the year. Utilizing student data from the NWEA assessment screening, we have calculated a projected Math gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 9.7%. This places us on-track to meet our year-end progress target. We will continue to monitor disaggregated data for our subgroups of students to ensure we remain on-track to meet our target.

Part IV – Community Engagement Team (CET)

Community Engagement Team (CET)

*The role of the [Community Engagement Team](#) is to develop recommendations for school improvement by **soliciting input through public engagement**.*

*Recommendations made by the CET, including how the school community **and community at-large** were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership, should be addressed in response to the prompts below.*

Report Out of 2021-2022 CET Plan Implementation	Plan for Use of CET Recommendations in 2022-2023
Describe how recommendations made by the CET during 2021-2022 were used to inform implementation of the school’s improvement plan.	Describe how recommendations made by the CET during 2022-23 will be used to inform implementation of the school’s improvement plan. <ul style="list-style-type: none"> • Include any changes that will be made to CET membership for the 2022-23 school year. Include the role/title of any new members.

<ul style="list-style-type: none"> List the categories of stakeholders that have participated as members over the past school year. Note any changes made to the CET’s membership since the last reporting period. Include links, or embed, real time artifacts such as meeting agendas, membership lists, signed attendance lists, etc. 	
<p>The community engagement team at Lincoln consists of parents, members of the local neighborhood association, teachers, teaching assistants, community based organization members, school counselors, our parent engagement program aide, and our school social worker. We have added our parent engagement program aide, social worker, and the local neighborhood association to our team. They have participated in our discussion as a focus group. A monthly calendar has been created to share out school events, community events, and opportunities for all levels of the community engagement team to connect.</p>	<p>The community engagement team has created monthly open meetings for families with the Lincoln administrative team. Additional opportunities were set up to help keep families informed including instruction virtual meetings and in-person events. Families were able to connect with teachers to discuss upcoming instruction in all grade levels. Additionally, a monthly newsletter has been sent connecting families with school resources. We will continue to use recommendations made by the team to inform our school improvement plan in the future.</p>

Part V - Receivership Powers

<p>Powers of the Receiver <i>Provide a summary of the use of the School Receiver’s powers during 2021-2022 school year.</i></p>	<p><i>Describe the anticipated use of the School Receiver’s powers during the 2022-2023 school year (pursuant to those identified in Commissioners Regulation §100.19).</i></p>
<p>1. Review and Make Changes to the School Budget With monies provided from the district and via secured grant funding, Lincoln has hired Restorative Coaches to work with each grade level on a daily basis to provide restorative coaching in a proactive manner, in addition to restoring relationships after conflict occurs. District funding has been allocated to hire teachers to provide additional math, science, and technology support throughout the academic day, and continue to purchase additional technology to support Personalized Learning.</p> <p>2. Implement Professional Development for Staff Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became oriented to the new middle school math curriculum. Lincoln offers additional hours for each teacher to be able to take part in professional development opportunities of need and interest throughout the school year. Lincoln will have an</p>	<p>It is anticipated that the School Receiver’s powers used during the 2022-23 school year will be the same as those used during the 2021-22 school year.</p>

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

3. Create/Change School Program and Curriculum

The Superintendent has been intentional and strategic in support of improved instructional practices across all middle school grade levels. The Executive Director of Secondary Schools has developed and implemented three professional development sessions to integrate the District’s Personalized Learning and AVID initiatives to raise the level of rigor across the four core content areas. Lincoln has begun the three-year process of becoming an AVID Demonstration School.

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

To support Math, Science, and Technology learning and achievement, Lincoln will be implementing a district-wide and school-specific Math-Science-Technology (MST) Block built into the instructional day. This time allows math and science teachers to provide additional, targeted mathematics and science instruction with the support of technology teachers to ensure more hands-on, interactive learning experience. This time is designed to focus on the most important math and science learning to assist students in mastering material needed for promotion to the next grade. It also exposes more students to higher-level math and science curriculum, while preparing them for success on exit exams and future math and science coursework.

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

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

5. Extended Day

<p>The Superintendent maintained Lincoln Middle School’s extended school day routine upon return to in-person instruction. Until October 25, Lincoln was on an extended day schedule. Because of transportation challenges, 14 schools in the district, including Lincoln, reduced their length of day.</p>	
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Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge and that all requirements with regard to public hearings and the Community Engagement Teams, as per Commissioners Regulation § 100.19 have been met.

Name of Receiver (Print): Anthony Davis
Signature of Receiver: [Handwritten Signature]
Date: 7/29/22

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan and to review and update, if necessary, its 2022-2023 Community Engagement Team plan and membership.*

Name of CET Representative (Print): [Handwritten Signature]
Signature of CET Representative: [Handwritten Signature]
Title of CET Representative: Teacher
Date: 08/03/22

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