

**2021-2022 Receivership School Quarterly Report #3**  
Report Period: *January 14, 2022 – April 14, 2022*

This document is to be completed by the School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto: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 should directly align with or be adaptations to the previously approved intervention plans and **require explicit engagement and input from community engagement teams.**

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		<a href="http://www.syracusecityschools.com/lincoln">http://www.syracusecityschools.com/lincoln</a>			
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
Jaime Alicea	Dan Killenbec Appointment Date: 7/1/2021	Laura Kelley, Chief Academic Officer Pamela Odom, Executive Director of Middle Schools	6-8	N/A	549	22%	20%	3%



## Executive Summary

Please provide a *plain-language summary* of this completed report, reflecting changes and progress made since the last reporting period, with a focus on the action taken to implement lead strategies, engage the community, and enact Receivership powers. 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.**

This year, Lincoln is continuing 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 continues 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.



**Directions for Parts I, II, and III** - District and school staff should respond to the sections of this document by both analyzing and summarizing the steps taken to implement lead strategies since the second quarter. Include processes that were **used to assess the impact** of strategies implemented on student learning outcomes.

This is also an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school’s 2021-2022 Continuation Plan, with a **focus on how evidence** guided decisions made through continuous and comprehensive planning, by articulating explicit support of 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**

<b>Lead Strategies for School Improvement</b> <i>List the 3-4 of core lead strategies that are central to the school’s improvement plan, and outline the progress made this quarter by applying each strategy. Lead strategies are key levers for improvement that are identified based on trends in student performance data and serve as overarching approaches for implementing strategically focused action steps toward achieving demonstrable improvement during this quarter.</i>		
<b>Quarterly Report #3 with Reflection on Lead Strategies Utilized during                      January 14, 2022 – April 14, 2022</b>		
Identify the lead strategies that guided the school’s improvement work during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy helped achieve progress toward this year’s demonstrable improvement targets. If a strategy was discontinued since the prior reporting period, please provide an <i>evidence-based</i> explanation for why it was discontinued and if/how a new strategy will be implemented in its place. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.
Advancement Via Individual Determination (AVID)		Lincoln is in 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 are conducted, and new goals are set frequently with the district AVID committee.
SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices		Lincoln continues 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 have been meeting 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 continue 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.
Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary		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.

**Part II – Demonstrable Improvement Indicators-Level 1**

**Level 1 Indicators**

*Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies and action steps that support progress toward the Demonstrable Improvement Indicators during this quarter.*

**Quarterly Report #3 Reflection on Activities Completed for this Indicator during  
 January 14, 2022 – April 14, 2022**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior to submitting the report.</b></li> </ul>
#33 – 3-8 ELA All 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 points.	<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.</p> <p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p>



		<p>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.</p> <p>Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Utilizing student data from the NWEA assessment, we have calculated a projected ELA MGP of 37.8. 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 year-end target.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</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>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.</p> <p>Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Another round of NWEA testing in 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.</p> <p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p> <p>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 year-end target.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</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>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.</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 round of NWEA assessment in the Spring, which was used to inform teacher instructional decision making.</p>



		<p>In addition to each student receiving a math AIS classes, some students are receiving Tier 2 and 3 interventions through the Algebraic Reasoning classes.</p>	
<p>#150 – Grades 4 and 8 Science All Students Core Subject Performance Index</p>		<p>Castle Learning science assessments are 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. Lincoln continues to plan science units and lessons with the support of the District Science department at Thursday afternoon PD sessions with teachers during instructional meetings and infuse AVID strategies in lessons.</p>	<p>Students have been assessed through district-wide monitoring assessments. A combination of pre and post assessments are used to inform instruction. Teachers continue to work through data cycles and attend regular professional development to support student needs.</p>
<p>#160 – Chronic Absenteeism- All Students</p>		<p>As of the end of this reporting period, 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.</p> <p>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.</p> <p>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</p>	<p>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 will 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.</p>



		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 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 provide services to our students based on the State assessment data but use the additional data to inform bi-weekly instructional decisions.	We utilize 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**

<b>Level 2 Indicators</b> <i>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 action steps that will support progress toward the Demonstrable Improvement Indicators during this quarter.</i>			
<b>Quarterly Report #3 Reflection on Activities Completed for this Indicator during January 14, 2022 – April 14, 2022</b>			
Indicator	Status (R/Y/G)	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators?	<ul style="list-style-type: none"> <li>Provide the <b>specific data/evidence</b> used to determine progress and impact on instruction, student learning, and achievement.</li> <li>Describe how the data trends that emerged during this reporting period will inform future action steps.</li> <li>Include a description of any adjustments made to the continuation plan along with the <b>corresponding data</b> used to inform the adjustment.</li> <li>Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be <b>made publicly available prior</b> to submitting the report.</li> </ul>



<p>#35 – 3-8 ELA Black 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.</p> <p>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.</p> <p>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.</p> <p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p> <p>Based on results from 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 progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.</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.</p> <p>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.</p> <p>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.</p> <p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p> <p>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 on-track to meet our progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.</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</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.</p>



		<p>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>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.</p> <p>Additional screening was done with DIBELS assessments to provide tier 2 and 3 interventions for identified students.</p>	<p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p> <p>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 on-track to meet our progress target for this indicator and this data indicates that we are progressing toward meeting our year-end target.</p>
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</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>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.</p> <p>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.</p> <p>Tier 2 and 3 intervention classes are using consistent assessment to determine growth and needs within the small classes.</p> <p>Utilizing 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 in the year, 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.</p>
<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</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>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 in the Spring.</p> <p>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%. At this point in the year, 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.</p>



		<p>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.</p> <p>In addition to each student receiving a math AIS classes, some students are receiving Tier 2 and 3 interventions through the Algebraic Reasoning classes.</p>	
--	--	--	--

**Part IV – Community Engagement Team (CET)**

<p><b>Community Engagement Team (CET)</b>  <i>The role of the CET is to serve as an active thought partners in contributing to and supporting the development of recommendations for school improvement through public engagement. Recommendations made by the CET, including how the school community (i.e., school principal, parents and guardians, teachers and other school staff and students) was engaged to seek input/feedback to guide implementation of the school’s improvement plan, should be addressed in response to the prompts below.</i></p>	
<p><b>Report Out of 2021-22 CET Plan Implementation</b></p>	
<ul style="list-style-type: none"> <li>List the categories of stakeholders that have participated as members this reporting period.</li> <li>Include any changes made to the CET’s membership since the development of the Quarter #2 Report. Include the role/title of any new members.</li> </ul>	<p>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</p>
<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.</p> <p>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.</p> <p>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</p>



## Part V - Receivership Powers

### **Powers of the Receiver**

*Provide a summary of the use of the School Receiver's powers during this reporting period.*

#### **1. Review and Make Changes to the School Budget**

With monies provided from the district and via secured grant funding, Lincoln has hired Restorative Coaches to work with each grade level on a daily basis to provide restorative coaching in a proactive manner, in addition to restoring relationships after conflict occurs. District funding has been allocated to hire teachers to provide additional math, science, and technology support throughout the academic day, and continue to purchase additional technology to support Personalized Learning.

#### **2. Implement Professional Development for Staff**

Teachers participated in professional learning opportunities in whole-staff summer sessions, learned targeted ELA and math instructional practices and became oriented to the new middle school math curriculum. Lincoln offers additional hours for each teacher to be able to take part in professional development opportunities of need and interest throughout the school year. Lincoln will have an instructional coach, an AVID coach, and Lead Teachers to provide job-embedded professional development in and will engage in weekly Wednesday PD for each of the four core content areas each week, as well as additional PD time with these content experts and district-level content supervisors and lead teachers.

#### **3. Create/Change School Program and Curriculum**

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

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

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

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

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

#### **5. Extended Day**



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, have reduced their length of day. Once enough drivers are secured, Lincoln will return to the longer ELT length of school day.

**Part VI – Assurance and Attestation**

By signing below, I attest to the fact that the information in this Receivership Quarterly Report 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): \_\_\_\_\_  
Signature of Receiver: Jaime Aligea  
Date: 6/3/22

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Receivership Quarterly Report, and has had the opportunity to review, and update as necessary, the 2021-2022 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: Dan Killebraek  
Title of CET Representative: Principal  
Date: 06/02/22