

## 2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan

Report Period: April 29, 2023 to June 30, 2023 (Due July 21, 2023)

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

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 by 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, previously approved intervention plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
Lincoln Middle School	421800010048	Syracuse City School District	N/A	Cohort 1	<a href="http://www.syracusecityschools.com/lincoln">http://www.syracusecityschools.com/lincoln</a>

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Superintendent Anthony Davis	Dan Killenbec	7/1/2021	Laura Kelley, Chief Academic Officer Pamela Odom, Assistant Superintendent of Secondary Schools	6-8	N/A

### ***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*. Applicable links must be made publicly available prior to submitting the report.

We are proud of the work that we have accomplished this year as we have met or exceeded most of our Demonstrable Improvement Indicators with a score of 74.9. We will also continue 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. Our site team consists of our building AVID coach, Principal, one AVID teacher 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 will have a new principal, Alison Dupree, in the 2023-2024 school year.

**Overview of School Demographic and Four-Year Trend Data**

Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

Data Source: Syracuse CSD Student Management System

Date of Capture: June 23, 2023

Total Current Enrollment/Registrant Counts: N= 515

SWD 20%

ELL 23%

SWD/ELL percentage total 43%

<b>Average Daily Attendance and Chronic Absenteeism Rate by Year</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Average Daily Attendance Rate</b>	89%	93%	80%	84%
<b>Chronic Absenteeism Rate</b>	40%	24%	63%	54%

<b>Suspension % Rate and Number by Category</b>				
	2018-2019	2019-2020	2021-2022	2022-2023 (YTD)
<b>Out-of-School Suspensions</b>	21%/#114	22%/#115	24%/#132	22%/#114
<b>Duplicated Suspensions</b>	12%/#66	11%/#58	13%/#71	8%/#39
<b>Unduplicated Suspensions</b>	9%/#48	11%/#57	11%/#61	15%/#75
<b>ELL Suspensions</b>	13%/#17	9%/#12	18%/#22	12%/#14
<b>SWD Suspensions</b>	25%/#29	29%/#32	19%/#21	31%/#32

**Suspension Tracking and Reporting Addendum**

**Out of School Suspensions #:**

Number of students who received at least one day of out of school suspension.

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

**Duplicated Suspensions #:**

Number of the same student(s) suspended more than one time.

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

**Unduplicated Suspensions #:**

Number of students suspended out of school one time.

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

**English Language Learners (ELL) Suspensions #:**

Number of ELL students suspended at least one time.

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

**Students with Disabilities (SWD) Suspensions #:**

Number of students with disabilities suspended at least one time.

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

***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, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process*. The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- 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 *2023-2024 School Year Continuation Plan*, include processes for assessing impact on student learning outcomes that will be implemented during the new school year.
- The implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request
- 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 School Improvement**

*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.*

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school’s improvement work during the 2022-2023 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 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 2023-2024 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.
Advancement Via Individual Determination (AVID)	Lincoln completed its fourth year of working toward becoming an AVID demonstration school which aligns our systems through the use of the AVID 4 Pillars of Excellence: accountability, articulation, assessment, and calibration. 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.	Advancement Via Individual Determination (AVID)	We will continue working towards becoming an AVID Demonstration school in the 2023-2024 school year through the collaborative work of our entire faculty and district support. AVID’s philosophy looks towards holding students accountable to the highest standards, provide academic and social support, and our students will rise to the challenge.
SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices	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,	SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practice	Lincoln will shift to a CREW format for the 2023-2024 school year. As an advisory structure, Crews are teams of 8-16 students led by an adult Crew Advisor. Crews focus on building essential academic and social-emotional skills through a combination of team building, student-centered academic support, conflict resolution and self-reflection.

	<p>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.</p>		
<p>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.</p>	<p>Instructional Priority Areas- Data Driven Instruction, Collaboration, and CER Protocol</p>	<p>Lincoln will continue to utilize Data Driven Instructional Cycles in the 2023-2024 school year. Teachers will 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. We changed our WICOR strategy from Inquiry to Collaboration as it can encompass both Inquiry and Academic Vocabulary. Collaboration centers on the effective sharing of information amongst individuals. It affords students the opportunity to work with peers in various group configurations as they engage subject matter across content areas. Collaboration is essential for student success as it entails experiencing the challenges and opportunities associated with a diversity of perspectives and working styles, which can deepen metacognitive thinking, accelerate learning, and broaden perspective. Providing students with the</p>

			<p>opportunity to work with different peers—from diverse backgrounds and with varying experiences—strengthens not only the class community, but enriches the learning experience for every student involved.</p>
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**Part II – Demonstrable Improvement 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 informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*

<p align="center"><b>Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023</b></p>	<p align="center"><b>2023-2024 School Year Continuation Plan for Meeting this Indicator</b></p>
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<p>Indicator</p>	<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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
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<p>#33 3-8 ELA All Students MGP</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 58.3. At this point in the year, this is above our progress target of 47.1.</p> <p>NWEA Reading Growth reports show that 54.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.75% of students and 32.46% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p> <p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>
<p>#100 3-8 ELA All Students Core Subject Performance Index</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 46.1. At this point in the year, this is close to our progress target of 47.1.</p> <p>NWEA Reading Growth reports show that 54.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.75% of students and 32.46% showed low average and low growth.</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p>

	<p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p> <p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	<p>Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>
<p>#110 3-8 Math All Students Core Subject Performance Index</p>	<p>Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math Performance Index of 18.3. At this point in the year, this is below our progress target of 47.0, but we have shown growth from the last quarter. However, we did have a passing rate of 61.5% on the NYS Algebra Regents.</p> <p>NWEA Math Growth reports show that 46.71% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 16.19% of students and 36.39% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are hopeful that we will make significant gains and meet our year-end progress target for this indicator. This quarter, we used our Math data to identify five focus students per class to track and monitor their progress.</p>	<p>In the 2023-2024 school year, student data the district wide NWEA Math assessment will be used to track student growth and progress. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will utilize the district Math curriculum for Tier 1 instruction. Lessons will be planned that focus around the SCSD Math units with teachers and the Math Content Liaison Teacher during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening will be done with SOAR assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an AR (Algebraic Reasoning) Teacher daily. We will also utilize DreamBox and Zearn during our tutorial classes to provide targeted interventions to all students.</p>

	<p>We also made adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors have also been leading professional development sessions during the third quarter to support instruction.</p>	
<p>#150 Grade 8 Science All Students Core Subject Performance Index</p>	<p>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. Also, we had a passing rate of 75% on the NYS Living Environment Regents.</p>	<p>Castle Learning science assessments will be used to support our academic progress and growth in the 2023-2024 school year. Science standards will be highlighted based on previous years' performance as target standards, and additional curriculum and instructional activities are provided for high-leverage content. These assessments will be followed by data meetings with teachers, administrators, and the District science coach. Tier 1 instruction will continue to utilize the district science curriculum and plan units and lessons with the AVID philosophy and the support of our Science Content Liaison Teacher. We will continue to develop a data-driven cycle with teachers during Instructional meetings and PLCs, infuse AVID strategies in lessons, and support students with Student Growth Plans and Trackers via Castle Learning that assesses student understanding of key standards within a unit.</p>
<p>#160 Chronic Absenteeism All Students</p>	<p>For the fourth quarter, our chronic absenteeism rate was 50%. At this point in the year, this is above our progress target of 35%. As we continue to focus on lowering our chronic absenteeism rate, we will also continue to analyze daily and weekly attendance data and find supports for our students and families in need. Our attendance Impact Team will continue to make at-home visits and outreach to those students identified as chronically absent or at risk of becoming chronically absent.</p> <p>Our Attendance Team Plan is as follows:</p> <ul style="list-style-type: none"> <li>• Attendance is discussed weekly at grade level team meetings</li> </ul>	<p>In the 2023-2024 school year, 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, continuing with our District Impact Team for attendance, 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. In addition, the Attendance Team has incentivized being in school every day by adding a weekly drawing to reward a</p>

	<ul style="list-style-type: none"> <li>• Attendance impact team is notified of extended absences</li> <li>• Students are brought to a Student Intervention Team meeting to determine supports that are needed to support student in school</li> <li>• Home visits are completed by the attendance impact team and support plans are put in place</li> </ul>	<p>student who has perfect attendance during each month. Weekly incentives will still be implemented for students who attend school on time every day. After-hours home visits will continue to take place as a Tier 3 Intervention for students with the highest absenteeism rate.</p>
#180 ELP Success Ratio All Students	<p>NWEA ELA Growth reports show that 56.79% of our ELP students showed high and average high growth from Fall to Winter. Average growth was seen in 8.64% of students and 34.57% showed low average and low growth.</p> <p>The Spring National Geographic benchmark showed growth in both the success target and overall growth.</p>	<p>In the 2023-2024 school year, we will continue with the administration of the National Geographic language assessment and 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.</p> <p>The National Geographic curriculum will be utilized as a Tier 3 intervention for all stand alone ENL classes. All other ENL students will participate in Tier 1 instruction with supports.</p>

**Part III – Demonstrable Improvement 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, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*

<b>Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023</b>	<b>2023-2024 School Year Continuation Plan for Meeting this Indicator</b>
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<p>Indicator</p>	<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"> <li>• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.</li> <li>• Describe how the data trends that emerged during this period will inform future action steps.</li> </ul>	<p>Drawing from the information provided in the <b>Final Report and Reflection on Activities</b>, what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator?</p> <ul style="list-style-type: none"> <li>• Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale.</li> <li>• Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement.</li> <li>• Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.</li> </ul>
<p>#35 3-8 ELA Black Students MGP</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 61.1. At this point in the year, this is above our progress target of 46.0.</p> <p>NWEA Reading Growth reports show that 56.79% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 13.58% of students and 29.63% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p> <p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>

	<p>of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	
<p>#36 3-8 ELA Hispanic Students MGP</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 44.7. At this point in the year, this is above our progress target of 44.5.</p> <p>NWEA Reading Growth reports show that 34.38% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.50% of students and 53.13% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p> <p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>
<p>#38 3-8 ELA ED Students MGP</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 58.3. At this point in the year, this is above our progress target of 47.3.</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven</p>

	<p>NWEA Reading Growth reports show that 54.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.75% of students and 32.46% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p> <p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	<p>cycle to monitor 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 will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>
<p>#49 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</p>	<p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA MGP of 12.1. At this point in the year we have met this indicator as it is below our progress target of 25.0.</p> <p>NWEA Reading Growth reports show that 54.78% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 12.75% of students and 32.46% showed low average and low growth.</p> <p>We continue to closely monitor our ELA instruction and track student growth through our assessment data and, in doing so, we are confident that this has helped us to exceed progress target for this indicator. This quarter, we used our ELA data to identify five focus students per class to track and monitor their progress.</p>	<p>In the 2023-2024 school year, student data from the district wide NWEA Reading assessment will be used to track student growth and progress during this quarter. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will continue to utilize the district ELA curriculum for Tier 1 instruction. Lessons will be planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons. Additional screening will be done with DIBELS assessments to provide tiered interventions for identified students. These students will receive Tier 2</p>

	<p>We also continue to make adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors also lead professional development sessions during the third quarter to support instruction.</p>	<p>interventions through an IR (Intensive Reading) Teacher daily. We will also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>
<p>#54 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>	<p>Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math Performance Index of 18.2. At this point in the year we have met this indicator as it is below our progress target of 40.0.</p> <p>NWEA Math Growth reports show that 46.71% of our students showed high and average high growth from Fall to Winter. Average growth was seen in 16.19% of students and 36.39% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data and, in doing so, we are hopeful that we will make significant gains and meet our year-end progress target for this indicator. This quarter, we used our Math data to identify five focus students per class to track and monitor their progress.</p> <p>We also made adjustments based on our walkthrough data and staff survey to a more collaborative approach to our afterschool PLCs with the support of our professional development committee. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased targeted instruction noted in weekly walkthroughs. Content directors have also been leading professional development sessions during the third quarter to support instruction.</p>	<p>In the 2023-2024 school year, student data the district wide NWEA Math assessment will be used to track student growth and progress. Both initial and growth achievement results will be used with teachers during instructional meetings and PLCs. Teachers will plan using a data-driven cycle to monitor student growth, identify focus standards where students were not reaching mastery, and create action plans to address specific deficits. Teachers will also work with students to aid them in creating academic goals and tracking their progress around multiple data points.</p> <p>Teachers will utilize the district Math curriculum for Tier 1 instruction. Lessons will be planned that focus around the SCSD Math units with teachers and the Math Content Liaison Teacher during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening will be done with SOAR assessments to provide tiered interventions for identified students. These students will receive Tier 2 interventions through an AR (Algebraic Reasoning) Teacher daily. We will also utilize DreamBox and Zearn during our tutorial classes to provide targeted interventions to all students.</p>



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

*The role of the [Community Engagement Team](#) is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district 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. Such should be addressed in response to the prompts below.*

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

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024
<ul style="list-style-type: none"> <li>List the constituent categories of stakeholders that have participated as CET members during this reporting period.</li> <li>Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.</li> <li>Provide data and related evidence used to measure the impact and efficacy of the CET.</li> <li>Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school’s improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the process by which new members of the CET will be identified and selected*.</li> <li>Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.</li> <li>Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis.</li> <li>What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.</li> </ul>
<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.</p> <p>We continue to focus on our four goals for the year which include academic, behavioral, relationship building, and professional development for all stakeholders.</p>	<p>Revamp cet with new members and continue working on goals and community engagement</p>

<p><b>Part V – Powers of the Receiver</b> Provide a summary of the use of the School Receiver’s powers during 2022-2023 school year.</p>	<p>Describe the anticipated use of the School Receiver’s powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).</p>
<p><b>1. Review and Make Changes to the School Budget</b> 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><b>2. Implement Professional Development for Staff</b> 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.</p> <p><b>3. Create/Change School Program and Curriculum</b> 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.</p> <p>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</p>	<p>It is anticipated that the School Receiver’s powers used during the 2023-24 school year will be the same as those used during the 2022-23 school year.</p>

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.



**Part VI – Assurance and Attestation**

By signing below, I attest to the fact that the information in this Final Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): \_\_\_\_\_  
Signature of Receiver: Anthony Davis  
Date: 8/1/23

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Final Report and Continuation Plan, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): - \_\_\_\_\_  
Signature of CET Representative\*: - John Jordan  
Title of CET Representative: - CTG +1/SLA  
Date: 8/7/23

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