

2022-2023 Receivership School Quarterly Report #2

Report Period: November 1, 2022 to January 20, 2023 (Due January 31, 2023)

This document is to be completed by the School Receiver and/or their designee and submitted electronically to 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 related 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 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, 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	http://www.syracusecityschools.com/lincoln

Superintendent	School Principal (If new, please attach resume)	School Principal Appointment Date	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
Superintendent Anthony Davis	Dan Killenbec	7/1/2021	Laura Kelley, Chief Academic Officer Pamela Odom, Assistant Superintendent of Secondary Schools	6-8	N/A	503	23%	20%	2%

Executive Summary

Please provide a *plain-language summary* of this completed report to reflect changes and progress made during this reporting period and to describe how actions were 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*. Applicable links 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, one AVID teachers 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 form the basis of our instructional approach. This quarter, we surveyed our teachers and they requested more professional development around differentiation. This led to a more collaborative environment and buy in as more teachers began to deliver professional development to other teachers at their grade level or content area with the support of the Instructional Coach. Teachers are now visiting rooms and supporting each other with all professional development that has been delivered.

We are most proud of the improvements in our culture, especially at the 6th grade level. While all grade levels in the building have seen a decrease in referrals this quarter, our 6th grade has not had a referral since November. The staff works tirelessly to promote a better home/school connection and this collaborative approach has yielded a welcoming an affirming environment at Lincoln.

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 during the first quarter. Include processes that were *used to assess the impact* of strategies implemented on student learning outcomes.

The 2022-2023 Receivership School Quarterly Report #2 is an opportunity for district and school staff to provide a reflective outline of proposed actions, strategies, and process adaptations made to the school's 2022-2023 Continuation Plan, as part of an ongoing process of *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

Lead Strategies for School Improvement

Include 3-4 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.

**Quarterly Report #2 with Reflection on Lead Strategies Utilized during
November 1, 2022 – January 20, 2023**

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.
Advancement Via Individual Determination (AVID)	G	We continue 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. The District has also provided us support with a District AVID Coach who meets regularly with the Instructional Coach and teachers to integrate AVID strategies schoolwide.
SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices	G	We continue to make academic and behavior gains throughout the school year using SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices. Specifically, we continue to see a decrease in the number of suspensions and referrals from beginning of the year. In November, we had 32 referrals, which was down from 39 in October. While there was a slight spike in referrals in our 7 th grade team, we continued to show a decline. Since then, both 7 th and 8 th grade has shown a decline in referrals and 6 th grade has zero to report. We are very proud of the home/school connection for students’ social emotional needs. Staff is also learning from each other with restorative practices and lean on each other for support across classes and grade levels
Instructional Priority Areas- Data Driven Instruction, Inquiry, CER protocol, and Academic Vocabulary	G	We continue 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. Academic Vocabulary instruction is noted in all classrooms through vocabulary walls, walkthrough data, and is a focus in Tier 2 instructional across all content areas. CER writing (Claim, Evidence, Reasoning) has been implemented across all grade levels. Our greatest success this quarter has been with 8 th graders collaborating with our 6 th graders through giving student to student feedback utilizing our district rubric.

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 informed the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 31, 2023**

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"> Provide the specific data and related evidence used to measure and determine progress made between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. Describe how the data trends that emerged during this reporting period will inform future action steps. Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#33 – 3-8 ELA All Students MGP		Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned using a data-driven cycle to monitor student growth, identify focus standards	Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated a projected ELA MGP of 39.1. At this point in the year, this is below our progress target of 47.1. The District will update our projections at the end of the administration window in February.

		<p>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.</p> <p>Teachers utilized the district ELA curriculum for Tier 1 instruction. Lessons were planned that focused around the SCS D ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</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 22.46% 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 we will meet our year-end 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 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
<p>#100 – 3-8 ELA All Students Core Subject Performance Index</p>		<p>Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked with</p>	<p>Utilizing our most recent student data from the NWEA Reading assessment, we have calculated a projected ELA Performance Index of 40.7. At this point in the year, this is below our progress target of 56.7. The District will update our projections at the end of the administration window in February.</p> <p>NWEA Reading Growth reports show that 54.78% of our students showed high and average high growth from Fall to Winter.</p>

		<p>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. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>	<p>Average growth was seen in 12.75% of students and 22.46% 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 we will meet our year-end 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 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
<p>#110 – 3-8 Math All Students Core Subject Performance Index</p>		<p>Student data from the Fall and Winter administration of the district wide NWEA Math assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked with students to aid them in creating academic goals and tracking their progress around multiple data points.</p>	<p>Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math Performance Index of 14.3. At this point in the year, this is below our progress target of 47.0. The District will update our projections at the end of the administration window in February.</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>Teachers utilized the district Math curriculum for Tier 1 instruction. Lessons were planned that focused 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 was done with SOAR assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an AR (Algebraic Reasoning) Teacher daily. We also utilize DreamBox and Zearn during our tutorial classes to provide targeted interventions to all students.</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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</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.</p> <p>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 continue to develop a data-driven cycle with teachers during Instructional meetings and PLCs, 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 continued to work through data cycles and attend regular professional development to support student needs.</p>

		and support students with Student Growth Plans and Trackers via Castle Learning that assesses student understanding of key standards within a unit.	
#160 – Chronic Absenteeism- All Students		Lincoln continues 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 will 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 student who has perfect attendance during each month. Weekly incentives are still being implemented for students who attend school on time every day. After-hours home visits will begin to take place as a Tier 3 Intervention for students with the highest absenteeism rate.	For the second quarter, our chronic absenteeism rate was 42.2%. 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.
#180 – ELP Success Ratio- All Students		After the administration of the National Geographic language assessment, we utilized the comprehension coach (a digital tool guided by the assessment) to support personalized instructional plans for each ELL. We target reading skills, practice fluency in language skills, and the acquisition of academic vocabulary across content areas.	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>The National Geographic curriculum is utilized as a Tier 3 intervention for all stand alone ENL classes. All other ENL students participate in Tier 1 instruction with supports.</p>	<p>The first National Geographic benchmark showed that 84% of our students met the rate of success target and 91% showed growth.</p>
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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 action steps to support progress toward the Demonstrable Improvement targets during this quarter.

**Quarterly Report #2 Reflection on Activities Completed for this Indicator Level during
November 1, 2022 – January 31, 2023**

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"> • Provide the specific data and related evidence used to measure and determine progress between Quarter 1 and Quarter 2. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. • Describe how the data trends that emerged during this reporting period will inform future action steps. • Include a description of any adjustments made to the continuation plan along with the corresponding data used to inform the adjustment. • Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#35 – 3-8 ELA Black Students MGP		Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked with	<p>Utilizing our most recent student data from the NWEA Reading assessment, we have calculated a projected ELA Black Students MGP of 38.8. At this point in the year, this is below our progress target of 46.0. The District will update our projections at the end of the administration window in February.</p> <p>NWEA ELA Growth reports show that 56.79% of our black students showed high and average high growth from Fall to</p>

		<p>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. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>	<p>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 we will meet our year-end 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 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
#36 – 3-8 ELA Hispanic Students MGP		<p>Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked with students to aid them in creating academic goals and tracking their progress around multiple data points.</p>	<p>Utilizing our most recent student data from the NWEA Reading assessment, we have calculated a projected ELA Hispanic Students MGP of 43.0. At this point in the year, this is below our progress target of 44.5. The District will update our projections at the end of the administration window in February.</p> <p>NWEA ELA Growth reports show that 34.38% of our Hispanic 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</p>

		<p>Teachers utilized the district ELA curriculum for Tier 1 instruction. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>	<p>are confident that we will meet our year-end 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 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
#38 – 3-8 ELA ED Students MGP		<p>Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked 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. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These</p>	<p>Utilizing our most recent student data from the NWEA Reading assessment, we have calculated a projected ELA Economically Disadvantaged Students MGP of 39.3. At this point in the year, this is below our progress target of 47.3. The District will update our projections at the end of the administration window in February.</p> <p>NWEA ELA Growth reports show that 56.81% of our economically disadvantaged students showed high and average high growth from Fall to Winter. Average growth was seen in 10.63% of students and 32.56% 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 we will meet our year-end 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>students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
<p>#49 – 3-8 ELA ED Students Level 2 and above Gap with non-ED Students</p>		<p>Student data from the Fall and Winter administration of the district wide NWEA Reading assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked 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. Lessons were planned that focused around the SCSD ELA units with teachers during instructional meetings and infused AVID strategies into lessons.</p> <p>Additional screening was done with DIBELS assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an IR (Intensive Reading) Teacher daily. We also utilize Lexia during our tutorial classes to provide targeted interventions to all students.</p>	<p>Utilizing our most recent student data from the NWEA Reading assessment, we have calculated a projected ELA gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 7%. As this point in the year, this places us on-track to meet our year-end progress target of 25%. The District will update our projections at the end of the administration window in February.</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 we will meet our year-end 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 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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each</p>

			<p>content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>
<p>#54 – 3-8 Math ED Students Level 2 and above Gap with non-ED Students</p>		<p>Student data from the Fall and Winter administration of the district wide NWEA Math assessment was used to track student growth and progress during this quarter. Both the initial and growth achievement results were used with teachers during instructional meetings and PLCs. Teachers planned 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 also worked 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. Lessons were planned that focused 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 was done with SOAR assessments to provide tiered interventions for identified students. These students receive Tier 2 interventions through an AR (Algebraic Reasoning) Teacher daily. We also utilize DreamBox and Zearn during our tutorial classes to provide targeted interventions to all students.</p>	<p>Utilizing our most recent student data from the NWEA Math assessment, we have calculated a projected Math gap between our Economically Disadvantaged students and our non-Economically Disadvantaged students of 14%. As this point in the year, this places us on-track to meet our year-end progress target of 40%. The District will update our projections at the end of the administration window in February.</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. Teachers asked for more support around differentiation strategies this quarter. Model teachers at each content area planned professional development sessions with the Instructional Coach which resulted in increased differentiation noted in weekly walkthroughs. Content directors will also be leading professional development sessions during the third quarter to support instruction.</p>

Part IV – Community Engagement Team (CET)

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.

Report Out of 2022-23 CET Plan Implementation

<ul style="list-style-type: none"> List the constituent categories of stakeholders that have participated as CET members during this reporting period. Include any changes made to the CET’s membership since the development of the 2022-2023 continuation plan. Include the role/title of any new members. 	<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. 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>The following events were recommended and planned by the CET for this quarter:</p> <ul style="list-style-type: none"> Student led conferences Harvest Fest High School Transition Night Personal Hygiene Drive Holiday Bags for Rising Above the Streets Pep Rallies <p>And we are looking forward to our next community service event!</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.



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 Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Anthony Davis

Signature of Receiver:

[Signature]

Date:

1/31/23

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, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print):

Freddie Wade III

Signature of CET Representative:

[Signature]

Title of CET Representative:

CET Program Aide

Date:

1/25/23

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

Updated November 2022