

New York State Education Department Quarter 4 Receivership Survey

1. Respondent's credentials

School District: Syracuse City School District
Superintendent: Jaime Alicea
School Name: Lincoln Middle School
School Principal Name: LaJuan White
School Principal Appointment Date: June 1, 2015

2. What are the accomplishments from the 2017-18 school year that you would like the community to know about your school?

Instructional Support via Data Driven Instructional Practices

During the 2017-2018 school year, Lincoln Middle School continued implementing strategies to address the school's Receivership status. This included reviewing data, developing new instructional systems and activities, and refining existing systems to align with school and district goals and initiatives. One area of accomplishment addressed using data to drive instructional practices. Teachers received weekly professional development that supported the implementation of instructional strategies relevant to specific data points to affect an increase in student achievement. Teachers created a portfolio system, or datafolios, to help students monitor individual growth through the use of ongoing and on-demand assessments. Teachers engaged students in quarterly data cycles related to individual student performance and outcomes on assessments, goal setting based on those data points, and creating action plans to address identified goals.

Lincoln continued to strive to meet the metrics and looks forward to seeing results of the NYS ELA and Math assessments to gauge the school's progress. We focused on priority standards to increase student assessment proficiency with district support. Interdisciplinary ELA and social studies planning afforded students multiple opportunities to practice consistent use of literacy strategies across all grade levels.

Personalized Learning was introduced and launched to the Lincoln community in February. The district supported a technology and digital platform rollout to meet the individual learning styles of the students. A Personalized Learning committee was created and they designed the rollout plan, goals and instructional outcomes for the students.

Culturally Responsive Education and Restorative Practices

Lincoln planned and implemented many activities to engage families in the school to positively affect and solidify reciprocal communication between home and school. We used our school's website powered by eChalk to communicate in over 25 languages with our families. Teachers also used Class Dojo, which allowed communication between staff and parents regarding individual students' academic and behavioral progress throughout the year in a positive manner. Strong relationships were built with agency partners to expand

supports for ENL students and families and community organizations supported all students at school and in surrounding neighborhoods.

The use of restorative and proactive practices positively affected an overall decrease in referrals from the previous year by 169 referrals or 7.6%. There was a decrease in incidents of Out-of-School-Suspension (OSS) by 67 incidents or 7.9%. Similarly, there was a decrease in days of lost instruction to OSS by 161 days or 8.92% and a decrease in days of lost instruction due to In-School-Suspension (ISS) by 10 days or 1.2%.

Behavior	2016-2017	2017-2018	Change (numbers)	Change (%)
# of Referrals	1,194	1,025	-169 referrals	-7.6%
OSS incidents	459	392	-67	-7.9%
OSS days lost of instruction	980	819	-161 days lost	-8.9%
ISS incidents	734	708	-26	-1.8%
ISS days lost of instruction	434	424	-10 days lost	-1.2%
Minor Incidents	1,027	2,031	+1,004	+32.8%
Restorative Conferences	201	607	+406	+50.2%
Proactive Measures to avoid conflict	570	745	+175	+13.3%

This year, Lincoln emphasized Culturally Responsive Educational practices throughout the school. Lincoln expanded the use of restorative practices to include all staff receiving professional development surrounding the infusion of restorative coaching, morning circles, and the use of restorative practices tracker to address student conflict in a prosocial manner. Through the Community Schools Grant, Lincoln was able to hire four onsite grade-level restorative coaches to positively affect the gains the school has made with reducing the number of referrals and returning students to a classroom atmosphere. This has positively affected the school's climate as students are in class and not losing classroom instruction.

Family and Community Engagement

The primary emphasis of the school year centered on raising student achievement for all students. Family and Community Engagement was an integral part of Lincoln’s growth and was addressed by creating specific events, leading to an increase in family and community involvement and a focus on reciprocal communication. Activities with Lincoln’s PTO and Community Engagement Team were used to engage members and provide stakeholders with an understanding of data points to our overall school community and to create goals in addressing areas of focus. Parents participated in workshops around school achievement data and the use of data.

With the positive changes that have taken place at Lincoln over the past year, we look forward to continued success in the 2018-2019 school year.

3. Which of your Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2018-19 to make Demonstrable Improvement on these indicators?

Math and Science continue to be a challenge at Lincoln. There continues to be a challenge to secure highly qualified math and science teachers. However, the math multi-classroom leader (MCL) worked closely with math teachers to infuse close reading techniques into daily instructional practices. This helped students develop skills to thoughtfully and critically analyze text that focuses on significant details or patterns in order to develop a deep understanding of the text, craft, and meaning. This positively affected math instruction, most notably, for the 3rd year in a row, 90% of the 8th grade students who took the Common Core Algebra I Regents passed.

For the 2018-2019 school year, Lincoln will continue to collaborate closely with Human Resources to attract and retain highly qualified math and science teachers. With the disaggregation of math and science data, the master schedule has been revised to provide students with a double block of math to at-risk students every other day; the first block will be for math instruction while the second block will allow teachers to provide targeted Academic Intervention Services (AIS) to students scoring below the NYS math proficiency level. Math teachers will continue to receive targeted professional development in three key areas: using iReady as a Tier 3 intervention for students performing below grade level, using close reading strategies in math classrooms as this initiative parallels with the Common Core State Standards and directs the reader's attention to the text, and understanding priority instructional practices as it relates in classroom instruction. Highly qualified math and science teachers are still needed to ensure students are receiving high quality instruction.

4. Did the superintendent use his or her receivership authority in the 2017-18 school year? If so, how?

Yes:

No:

If your choice is Yes: Please specify how the superintendent receiver authority was used.

- The Superintendent provided additional socio-emotional supports to the building through the Student Support Services office. The 2017-18 school year rendered

additional restorative coaches and social worker assistants to support struggling students.

- The Superintendent appointed district content supervisors and personnel to assist the building with assessing and supporting instructional practices to identify areas of need.
- The Superintendent provided additional financial support through the Community Schools Funding grant to support Tenet 6 building initiatives, student achievement, services for building attendance teams, academic intervention services, and educational field trips.
- The Superintendent provided targeted professional development through district level leadership academies that focused on best practices.

5. Is your school interested in presenting a best practice at the second Promising Practices conference?

Yes:

No:

If your choice is Yes: Briefly describe the research-based best practice that the school implemented and the change in student achievement that resulted from implementation of the best practice.

N/A

6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

From the beginning of the year, all staff engaged in the implementation of data cycles, close reading strategies in all content areas, and a focus on priority standards to drive teacher collaboration around developing integrated units. These efforts resulted in small but steady progress in all areas. Focusing on math priority standards resulted in data suggesting the school is making slow but steady growth on ANet assessment data. We are proud of the 90% passing rate for Regents Common Core Algebra I exam. We look forward to receiving our assessment data from the ELA and Math Assessments for confirmation of growth, but there is still more work needed to continue on an upward trajectory.

Throughout the year, much work has taken place to address deficiencies in ELA progress. ELA priority standards were identified to target areas in need of growth and literacy instruction was integrated in all content areas. From the disaggregation of multiple data points, the instructional foci included lesson planning, measurable objectives, and daily assessments. Additionally, the focus on interdisciplinary planning between ELA, social

studies, ENL, and consultant teachers resulted in increased rigor, relevancy, and student achievement.

ELA AIS was provided to all students to complement skills-based instruction in ELA classes. iReady and Language Live continued to be used as an intervention-based resource, which differentiated lessons at the individual student's reading level. The anticipated outcome was to raise level 1 students to level 2 and level 2 students to level 3. The overall impact of focusing on ELA priority standards and interdisciplinary planning resulted in small but steady growth.

While the general education population is outperforming Lincoln's ENL counterparts, ENL students have made steady progress this year and continue to close the achievement gap.

Much work is still needed in science instruction as district interim assessments resulted in less than 35% mastery at all grade levels and 59% mastery of Living Environment students. It is imperative Lincoln secure highly qualified math and science teachers to ensure building initiatives.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

Lincoln's Community Engagement Team has worked closely with the PTO and SLT (School Leadership Team), administrative team, and instructional coach to develop the school's improvement plan. Collaboratively, we identified specific needs of the learning community based on student achievement data. The CET identified the need to increase family and community engagement as a way to improve student achievement. This was accomplished by sharing student achievement with all stakeholders to inform instructional practices and to further align instructional initiatives. This effort helped identify areas of growth and areas in need of improvement the past year and revise those areas for the 2018-2019 year.

During the 2018-2019 school year, the CET will plan events to invite the Lincoln community into the school and to further solidify reciprocal communication. CET will continue to meet bi-monthly for the purpose of supporting, monitoring, and adjusting school-wide identified initiatives. This would include embracing family and community engagement as a way to increase student achievement through various initiatives. The CET initiatives will include professional development for staff on effective communication with families, including those from diverse cultural and ethnic groups. A Quarterly Principal Newsletter to the Lincoln Community will be used to detail student achievement and upcoming events. The school will hold monthly family workshops to unite families from diverse backgrounds in an effort to build positive relationships.

8. In what ways has NYSED’s Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

The OISR has given us positive feedback on changes that have been made within the school. They have given us useful tips to continue to push the school forward.

9. In what ways can OISR better serve your school’s improvement efforts?

With the focused work Lincoln has put into improving areas of deficiency such as Family and Community Engagement, increased visits and timely feedback about the school’s efforts and student data from NYS, it would be helpful for Lincoln staff to adjust implementation plans to reflect suggestions provided. Additionally, OISR could support Lincoln by providing funding for the initiatives outlined in the Receivership Continuation Plan to support the academic and social-emotional needs of our diverse learners. Opportunities for school leadership to engage in professional development in other districts to observe and replicate best practices in proven areas of success.

10. Survey prepared by:

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