

Receivership Schools ONLY

Quarterly Report #2: *October 31, 2016 to January 31, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.syracusecityschools.com/lincoln			
				Check which plan below applies:			
Lincoln Middle School	421800010048	Syracuse City School District	N/A	SIG/SIF X		SCEP	
				Cohort: 5			
				Model: Turnaround			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Jaime Alicea	LaJuan White	Linda D. Mulvey, Chief Academic Officer		6-8	25%	17%	479
	Appointment Date: June 2015	Dr. Zheadric Barbra, Assistant Superintendent of Middle Schools					

Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

Lincoln Middle School continues implementing strategies to address the state of the school's Receivership status. One of our Receivership goals as outlined in the Community Engagement Team (CET) plan is to increase parental/community involvement throughout the school year. Thus far, we have had several CET meetings in conjunction with the school's Parent Teacher Organization (PTO) at school to include beginning meetings by focusing on the school's Mission Statement and Smart Goals, as well as sharing relevant data about the school's progress toward identified goals, and planning events to engage our school and its community. The CET in conjunction with the school's PTO Board have surveyed stakeholders as to the barriers which exist that prevent their involvement in the school community. Further, staff continue to receive professional development around school-wide behavioral expectations to hold students accountable behaviorally and academically. This includes using restorative practices to return students to their academic setting by utilizing our part-time on-site restorative coach who works with stakeholders to ensure issues are dealt with in a timely fashion.



Overall, there has been a notable decrease in serious incidents as well as the number of out of school suspensions among students. Similarly, Lincoln was removed from the Persistently Dangerous list as there was a noted decrease in serious events at the school. To continue to affect the positive school culture and climate with all stakeholders, the school has continued the implementation of behavioral systems to hold all accountable, while continuing to collect data to monitor the effectiveness of the systems. Also, monthly grade-level assemblies are held to reset students and to acknowledge academic and behavioral gains they make, as well as share criteria for earning bi-monthly incentives.

In the academic realm, many best practices have been implemented from Strong Start and annotating text to using visuals, daily assessments such as Ticket Out the Door and citing informational text to discern how students are receiving content. Lesson plans are also reviewed to ensure school-wide non-negotiables are included in lesson plans as well as ensuring lesson plans mirror what is being taught in the classroom and are differentiated for the array of learners in each group. To triangulate collected data, the MCLs and administrative team implemented Learning Walks to hold all accountable for the implementation of school-wide strategies.

From last year's school Site Review, the school is continuing to implement data cycles over a 6-8 week period to focus on collecting, monitoring and consistently sharing data to drive instructional practices to include differentiating instruction.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 Indicators</u>					
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#1/Priority School makes yearly progress	Yellow	NA	Make Progress	NYS ELA, math & science assessment data, ANet data, STAR data, Common Core Algebra 1 Regents scores, Living Environment Regents scores, discipline data and being removed from the Persistently Dangerous State List	<p>Much work has taken place in weekly content meetings to align instructional initiatives among content areas. Data cycles included the disaggregation of STAR, ANet, Science Benchmarks and Social Studies TCI Task or DBQs to identify the standards that are presenting difficulty for students and what kinds of supports students need. Further, future initiatives include focused professional development with staff creating student data portfolios, engaging students in goal setting by content area and raising the level of rigor in each classroom as recommended from the feedback received from the Extended Learning Time Progress Monitoring visit in the fall 2016.</p> <p>Lincoln's Climate Team reviews monthly behavior data to discern trends throughout the school and addresses those trends in grade-level team meetings and assemblies held with each grade.</p>



(As required under Section 211-f(11) of NYS Ed. Law)

					Lincoln’s PBIS has spent much time refining the implementation of school-wide systems to acknowledge students making the correct behavioral choices by offering them monthly team and school-wide incentives. Progress toward earning incentives is tracked using a school-wide system called Class Dojo.
#5/School Safety	Yellow	26	<6 Serious Incidents or 15% reduction in Serious Incidents	Data was compiled from Educators Handbook which houses school minor incidents and referrals for all Lincoln students.	Lincoln has had 8 Serious Incidents in the 2016-17 school year (through 1/2/2017).
#9/3-8 ELA All Students Level 2 & above	Yellow	31%	42% or 3% Increase	2015-2016 NYS ELA Assessment results, STAR Assessment results, and ANet Assessment results	Lincoln MCLs and the Instructional Coach disaggregated the ANet 1 ELA data during Quarter 1 to identify the instructional focus areas during Quarter 2. The identified areas are text structure, text complexity, text-evidence and text dependent questions. Staff received focused professional development during content meetings in the above-noted areas to address how students are consistently being provided opportunities to hone writing skills while answering text dependent questions while citing evidence. ANet 2 ELA administration rendered 29% of 6 th grade students at mastery as compared to 30% within our district and 32% within the network;



					<p>38% of 7th grade students at mastery as compared to 39% within our district and 39% within the network; and 38% of 8th grade students at mastery as compared to 41% in our district and 44% within the network.</p> <p>Comparing STAR ELA 1 to STAR ELA 2 assessment data, as it is a growth measure, 51% of 6th grade students demonstrated growth with mean student growth percentile of 32, 58% of 7th grade students demonstrated growth with a mean student growth percentile of 43, and 44% of 8th grade students demonstrated growth with a student growth percentile of 27.</p> <p>While there has been much focus at weekly content meetings in the above-identified areas, additional work is needed to address the level of mastery at each grade-level. This will take the form of goal setting with students so they understand the implications of their performance for future success. Further professional development will be targeted on student data portfolios, student goal setting and raising the level of rigor in the classroom.</p>
#15/3-8 Math All Students Level 2 and above	Red	18%	41% or 3% Increase	2015-2016 NYS Math Assessment results, CC Algebra 1 exam, STAR Assessment results, and ANet Assessment results	Lincoln MCLs and Instructional Coach disaggregated the Quarter 1 Math ANet data to identify areas of instructional focus, which are in alignment with the ELA areas. Text structure



(As required under Section 211-f(11) of NYS Ed. Law)

					<p>of word problems and providing evidence and justification to support their answers are the targeted areas.</p> <p>Professional development was provided to all content area teachers around the identified areas above with specific a specific focus on breaking word problems into smaller parts for students to identify the text evidence needed to answer related questions and provide justification for the answers they arrived at.</p> <p>ANet 2 Math administration rendered 28% of 6th grade students at mastery as compared to 34% within our district and 40% within the network; 25% of 7th grade students at mastery as compared to 26% within our district and 33% within the network; and 25% of 8th grade students at mastery as compared to 25% in our district and 30%4 within the network.</p> <p>Comparing STAR Math 1 to STAR Math 2 assessment data, as it is a growth measure, 39% of 6th grade students demonstrated growth with mean student growth percentile of 18, 50% of 7th grade students demonstrated growth with a mean student growth percentile of 52, and 64% of 8th grade students demonstrated growth with a student growth percentile of 49.</p>
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					The implications of the data suggest further disaggregation is needed by student to identify individual student needs and targeted differentiated lessons to meet those needs. While there has been much focus at weekly content meetings in the above-identified areas, more is also needed to increase the level of mastery of each grade-level. This will be accomplished with future professional development initiatives around staff engaging students in understanding the implications of their performance and goal setting. Further professional development will be targeted on student data portfolios, student goal setting and raising the level of rigor in the classroom.
#33/3-8 ELA All Students MGP	Green	47.87	50.72 or 1% Increase	2015-2016 NYS ELA Assessment results, STAR Assessment Results, and ANet Assessment results	See #9.
#39/3-8 Math All Student MGP	Red	43.07	51.17 or 1% Increase	2015-2016 NYS Math Assessment results, CC Algebra 1 exam, STARS Assessment results, and ANet Assessment results	See #15.
#85/Grades 4 and 8 Science All Students Level 3 and above	Green	33%	47% or 3% Increase	NYS science assessment data, district benchmark assessments and Living Environment Regents scores	The District Stem Instructional Coach for Secondary Education disaggregated the previous year's NYS 8 th grade Science Assessment data to identify gaps in skills. The data identified graph interpretation and extended response answers as targeted areas for this upcoming year. Further, science teachers were provided with professional development to teach students to think

Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 31, 2017

(As required under Section 211-f(11) of NYS Ed. Law)



					<p>backwards - Understanding by Design; and the use of TEES to provide a strategy to attack short answer responses.</p> <p>To assess students throughout the year, District Aligned Interims (benchmark exams) are administered and the data from the Interims is used to drive instructional decisions around differentiated instruction.</p>
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<u>LEVEL 2 Indicators</u>					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
#4/Student Suspension Rate (Out of School)	Green	46%	10% or 2% Decrease	Data was compiled from Educators Handbook which houses school minor incidents and referrals for all Lincoln students.	Lincoln has a Student Suspension Rate of 18.0% for the 2016-17 school year, as of 1/2/2017.
#6/Family and Community Engagement (DTSDE Tenet 6)	Green	Ineffective	Developing Rating	Data was compiled from sign-in sheets of stakeholders in attendance at the Receivership Public Forum, Open House and monthly PTO meetings to date.	Lincoln has increased Parent and Community Involvement since last year. Last year, we had an average of 10 parents attend PTO events and over 60 families attend Lincoln family Events. This year, we had over 60 families represented at our Receivership Public Forum and Open House and have consistently had PTO meetings attended by more than 15-25 members thus far.
#41/3-8 Math Black Students MGP	Yellow	41.43	48.96 or 1% Increase	2015-2016 NYS Math Assessment and CC Algebra 1 Regents Results, STARS Assessment results, and ANet Assessment results.	The master schedule was revamped this year to ensure ALL students receive a double-block of ELA and math on a rotating day schedule. Resources were secured to aid in the teaching of skills that students needed. One resource being implemented to supplement daily intervention lesson plans is iReady.



					<p>Both the ELA and math MCLs are working with the ELA and math departments to align lesson plans, ensure all teaching sections are paced correctly and collect data about student progress to inform instructional practices.</p> <p>The building’s instructional coach is working with both the ELA and math MCLs to ensure that data is collected, disaggregated and shared with all staff to ensure staff are aware of its implications in designing lesson plans that are engaging and differentiated based on need.</p>
#44/3-8 Math ED Students MGP	Red	43.66	50.59 or 1% Increase	2015-2016 NYS Math Assessment and CC Algebra 1 Regents Results. STARS Assessment results, and ANet Assessment results.	<p>The master schedule was revamped this year to ensure ALL students receive a double-block of ELA and math on a rotating day schedule. Resources were secured to aid in the teaching of skills that students needed. One resource being implemented to supplement daily intervention lesson plans is iReady.</p> <p>Both the ELA and math MCLs are working with the ELA and math departments to align lesson plan, ensure all teaching sections are paced correctly and collect data about student progress to information instructional practices.</p>



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					The building’s instructional coach is working with both the ELA and math MCLs to ensure that STARS and ANet data is collected, disaggregated and shared with all staff to ensure staff are aware of its implications in designing lesson plans that are engaging and differentiated based on need.
#48/3-8 ELA LEP Level 2 and above Gap with non-LEP Students	Green	21%	<=20% or 3% Decrease	2015-2016 NYS ELA Assessment Results. STARS Assessment results, and ANet Assessment results	<p>The master schedule was revamped this year to ensure ALL students receive a double-block of ELA and math on a rotating day schedule. Resources were secured to aid in the teaching of skills that students needed. One resource being implemented to supplement daily intervention lesson plans is iReady.</p> <p>Both the ELA and math MCLs are working with the ELA and math departments to align lesson plan, ensure all teaching sections are paced correctly and collect data about student progress to information instructional practices.</p> <p>The building’s instructional coach is working with both the ELA and math MCLs to ensure that STARS and ANet data is collected, disaggregated and shared with all staff to ensure staff are aware of its implications in designing lesson plans that are engaging and differentiated based on need.</p>



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part II – Key Strategies

<u>Key Strategies</u> Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. School-wide Behavioral Protocols	Green	<p>Through the School Leadership Team, building-wide protocols for behavior continues as the focus for all grade-levels. Monthly grade-level assemblies are held to reset and reinforce expectations to include the Classroom Hierarchy, C.L.A.S.S., H.A.L.L.S., arrival to the building, dismissal from the building and cafeteria expectations. Assemblies are also held to acknowledge students' growth on local assessments like STARS and ANet, and to address PBIS school-wide initiatives and incentives.</p> <p>Each homeroom teacher continues to work with students they are assigned to continue to foster relationships with student and address daily situations to support student growth. Each adult is assigned 10 students to work with on a daily basis. Each day begins with a restorative circle as to break down the barriers that build between home/school and students/staff.</p> <p>Similarly, there is a part time restorative coach who works with students and staff on a daily basis to help resolve conflicts that arise. In addition, the restorative coach provides staff with resources to dig deeper with morning circles to push students to discuss pending issues in and out of school.</p>



2.	ELA & Math AIS	Green	<p>2015-2016 NYS assessment data showed an increase in ELA scores building-wide</p> <p>The master schedule was revamped this year to ensure ALL students receive a double-block of ELA and math on a rotating day schedule. Resources were secured to aid in the teaching of skills that students needed. One resource being implemented to supplement daily intervention lesson plans is iReady.</p> <p>Both the ELA and math MCLs continue to support the ELA and math departments to align lesson plans, ensure all teaching sections are correctly paced and collect data about student progress to inform instructional practices.</p> <p>The building’s instructional coach continues to work with both the ELA and math MCLs to ensure that data is collected, disaggregated and shared with all staff to ensure staff are aware of its implications in designing lesson plans that are engaging and differentiated based on need.</p>
3.	Strong Start	Yellow	<p>In order to monitor the implementation of Strong Start, MCLs and administrators continue to visit classrooms and time the number of minutes it takes from the time students walk into the classroom to the time the teachers reviews the DIN and starts the lesson. Similarly staff are engaged in Learning Walks to glean best practices and to collect data about the implementation of school-wide instructional practices.</p> <p>The first round of learning walks allowed 53 Lincoln staff to observe 19 classrooms. This was expanded to a second round of 35 staff to observe in 35 classrooms. The learning walks rendered invaluable data about implemented school-wide initiatives and instructional practices taking place at Lincoln.</p> <p>Most of the classrooms had some or all of the school-wide initiatives implemented into lesson plans. This would include the use of CLASS, a Do Now, Class Dojo, use of rubrics, annotating text and exit tickets to name a few. Further, the Learning Walks allowed colleague to glean instructional strategies to use in their own classrooms.</p>



			Based on the data gathered, and comparing data from Learning Walk #1 to #2, there was an increase of implementation of all schoolwide strategies. Teachers were asked to focus strategies that they want to take away from the experience. All teachers were given a copy of the observation sheets from their classroom. This allowed teachers the opportunity to get into each other’s classrooms and to provide peers with feedback to support growth and student achievement.
4.	Lesson Plan Alignment	Green	Lesson plans are uploaded weekly into Google.docs. Admins review lesson plans with teachers on a weekly basis to ensure that key instructional components (objectives, relation to the standards, assessments and differentiation) are included to meet the needs of the diverse learners they teach. Data is collected about Strong Start and Exit Tickets used. Teachers are also encouraged to use a Week at a Glance Lesson Planning Template to map out the curriculum over a week and the provide time for teachers to collaborate with regard to student need.
5.	Restorative Coach on-site and use of restorative practices	Green	<p>Each homeroom teacher is matched with 1-2 additional adults to facilitate fostering the development of relationships with students. Each adult is assigned 10 students to work with on a daily basis. Each day begins with a restorative circle as to break down the barriers that build between home/school and students/staff.</p> <p>The part-time restorative coach also works to rebuild relationships between staff and students when there is conflict and disconnect that arises on a daily basis. From the beginning of the school year there have been 368 restorative conferences held at Lincoln.</p> <p>The use of Restorative Conferences has provided staff with an additional intervention to address student/student and student/staff conflicts. To date, the school has a noted 41.8% decrease in referrals and a reduction in incidents of out-of-school suspension by 42.7%.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out
Yellow	Substantial gains have been made from the 2013-2015 school year. Lincoln Middle School has spent much time refining and implementing strategies to address the state of the school’s Receivership status. One of our Receivership goals as outlined in the Community Engagement Team (CET) plan is to increase parental/community involvement throughout the school year. Thus far, we have had several CET meetings in conjunction with the school’s Parent Teacher Organization (PTO) at school and then outside of school at Northside CYO with over 60 parents in attendance at our offsite location. This is a marked improvement from last year. The CET in conjunction with the school’s PTO Board are currently surveying staff, students and parents as to the barriers that exist that prevent their involvement in the school community.
Powers of the Receiver	
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.	
Status (R/Y/G)	Analysis/Report Out
Green	<p>1. Expanding the School Day and Negotiating Changes to the Collective Bargaining Agreement –</p> <p>Lincoln Middle School is in the third year of a School Improvement Grant 5 (SIG 5), Transformation model. At the start of the 2014 – 15 school year, Lincoln Middle School implemented an extended school day. For the current school year learning time is extended for all students. Lincoln Middle School added 69 minutes/day for a total of 207 additional hours for the school year. A Memorandum of Understanding (MOU) and Election to Work Agreement (EWA) is in effect with the Syracuse Teachers’ Association to define working conditions and compensation for staff given the extended school day. The EWA and MOU also allow for “mutual consent.” This enables the principal to approve continued employment of teachers, on an annual basis, contingent upon effective performance. Teachers can also opt out if they are not willing or able to meet the established working conditions. These agreements, the MOU and EWA, have been in effect</p>



	<p>since the start of the 2014 – 15 school year. Extended learning time is used to provide both academic intervention and enrichment for all students. During the time that the community-based organization, Peaceful Schools, provides STEAM enrichment that is infused with character education for students, teachers engage in collaborative planning. Collaborative planning time is used by teachers to analyze student data, unpack lessons and plan instruction that is differentiated to meet the varied needs of students.</p>				
Green	<p>2. Review and Make Changes to the School Budget – In addition to SIG funds, Lincoln Middle school has been allocated additional funding to support school initiatives. See Part V – Budget. In addition to SIG funding, it is necessary to secure funding to equip the school with more technology resources to aid instructional initiatives. Such resources might include iPad carts as they are a mobile technology means to enhance instruction and the blended learning initiative. Similarly, desktop computers in the computer labs need updating and/or replacing as they are outdated.</p>				
Green	<p>3. Implement Professional Development for Staff – The MOU and EWA for the 2016 – 17 school year requires all teachers to participate in 24 hours of professional development by adding 4 days to the school year at the end of August prior to the beginning of the school year. This mandatory professional development time is used by the school to provide school-wide training in school-wide and district initiatives to all staff. Teachers were able to build relationships and develop instructional pedagogy through AVID school-wide strategies, Teach Like a Champion and Restorative Circles and professional development.</p>				
Green	<p>4. Create/Change School Program and Curriculum – Lincoln Middle School receives professional development from Engaging Schools and a team of teachers were trained and implement the program “Where Everyone Belongs” (WEB) to improve social-emotional learning and school-wide Culture and Climate. Lincoln has also incorporated the use of iReady to supplement academic intervention services in ELA and math. Similarly, through the Opportunity Culture, multi-classroom teachers in ELA and math work with content area teachers to align lesson plans and curriculum, collect and disaggregate data to drive classroom instruction and to allow for the differentiation of lessons to meet the needs to the varied learners at Lincoln.</p>				
Green	<p>5. Require all Staff to Reapply for their Positions – See information relative to this Power of the Receiver in item #1.</p>				
Green	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	Yellow	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	Red	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – Instructional Technology Plan

<u>Instructional Technology Plan</u>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components		Status (R/Y/G)
		Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	Yellow Every room has an interactive whiteboard but computer access is limited. With the initial infusion of some blended learning models at Lincoln, coupled with the needs of 21st Century Learning, more technology is needed to service our students well.
2.	Use of technology in the classroom	Yellow All staff have been provided with laptops and ENO boards for classroom use. Some staff also use document cameras as an instructional resource. All staff have been trained and are using several technological resources to inform students, parents and community members of the academic and school-wide initiatives taking place at Lincoln. Staff have created virtual classrooms linked from our school website (http://www.lincolncsd.com/) that are powered by eChalk. This tool is used as a means to communicate a calendar of academic events in each classroom. Similarly, Class Dojo is used as a means to recognize and reward positive behavior and students engaging in identified instructional strategies. However, technology use in classrooms is teacher dependent and inconsistent. In some classrooms the technology use is exemplary while in others it is minimal. An infusion of devices for students is expected as a result of the Smart Schools Bond Act Plan which was recently approved. Our initial target is to purchase enough devices to have a 3:1 ratio throughout the school (Students:devices).



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part V – Budget

<u>Budget Analysis</u>		
Expenditures SIG FUNDING	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
\$40,993 – Professional Development extensions of service	Green	Teachers have participated in continued professional development to improve instructional practices and work on skills and strategies that will increase student learning and engagement in the areas of ELA and Mathematics. Topics included, but are not limited to: data driven instruction, classroom management, code of conduct and personalized blended learning.
\$35,100 - Salary of Instructional Coach (1.0 FTE portion)	Green	The Instructional Coach at Lincoln Middle School provides site-based professional development and job-embedded support in research-based instructional strategies that supports classroom instruction and the implementation of school-wide instructional program.
\$24,726 - Employee benefits	Green	Associated employee benefits for the Instructional Coach and Staff Extension of Service.
\$6,865 - Supplies & Materials	Green	Supplemental Instructional Supplies and Materials to support the school turnaround implementation.
\$34,743 - Experiential Learning Field Experiences	Green	Experiential Field Trips that support classroom learning and provides students with authentic learning opportunities.
ADDITIONAL FUNDING SUPPORT		



<p>General Fund – \$250,853 allocation</p> <p>The District has allocated funds to support:</p> <ul style="list-style-type: none"> • Opportunity Culture stipends, • Achievement Network, and • Two Multi-Classroom Leaders. 	<p>Green</p>	<p>The District continues to utilize general fund dollars to support this schools receivership efforts including Extended Learning Time stipends to supplement SIG funding and to continue program implementation, building teacher and staff competencies through partnerships with outside educational experts to support school turnaround efforts and supplemental staffing to provide additional academic interventions.</p> <p>Approximately \$155,000 of this allocation will have been expended as of 1/30/17.</p>
<p>Extended Learning Time Grant - \$420,094</p>	<p>Green</p>	<p>Stipends for teachers and staff to provide additional Instruction for students, engage in professional development and common planning time and enrichment programming for students in collaboration with a community-based partner. This stipend also provides time for staff to engage in common planning time and professional development during the school day. In addition, this expense is associated with the contractual agreement with the schools Community-Based Partner to provide enrichment programming to students.</p>
<p>Title I Supplemental Supports - \$258,000</p>	<p>Green</p>	<p>The District has allocated Title I supplemental funding to support the salary and benefits of 2.0 FTE AIS Teachers to provide additional academic support to students, 1.0 FTE Instructional Coach to provide imbedded professional development to teachers, 1.0 FTE Social Worker and 1.0 FTE social worker assistant to address issues that students are facing which are impacting their learning and attendance in school.</p>

Part VI: *Best Practices (Optional)*

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.



List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Culturally Responsive Classrooms	<p>All staff have been trained in Culturally Responsive Classrooms as a means to forge positive working relationships with students. Data was compiled to support homeroom circles. As part of the professional development, staff learned how to conduct homeroom circles to begin the academic day. This entailed adding 1-2 additional staff members to each homeroom so that students had a go-to person throughout the day. Of the 23 classrooms, 19 (82.6%) classrooms were engaged in productive homeroom circles. However, work is still needed in this area.</p> <p>Each homeroom teacher is matched with 1-2 additional adults to facilitate developing relationships with students. Each adult is assigned 10 students to work with on a daily basis. Each day begins with a restorative circle as to break down the barriers that build between home/school and students/staff.</p> <p>The goal of having multiple staff members in each homeroom is to allow time for staff and students to establish positive relationships and break down barriers that would otherwise impede academic and behavioral progress. Also, by linking a staff member with a small group of students, students have a go-to person in the event they encounter difficulty and need assistance. This is similar to a check-in/check-out system.</p>
2.	Restorative Practices	<p>Lincoln has an on-site restorative coach who is trained in restorative practices. This will allow the implementation of school-wide systems to ensure restorative conferences are facilitated within 48 hours between</p>



		<p>students and teachers as well as students and students when a conflict occurs.</p> <p>With the use of an on-site restorative coach and the use of restorative practices to rebuild relationships with staff and students alike, schoolwide procedures are in place to engage students and staff in restorative conferences.</p> <p>As a means of compiling data, Lincoln staff are asked to complete a restorative tracker form each time they engage in a restorative conference with students and staff. However, it is noted that while restorative practices are occurring daily at Lincoln, a system that is easier to use and quick to track the work being done is needed. Thus far, 368 restorative conferences have been held (1/20/2017).</p>
3.	Lesson Plan Alignment	<p>Lesson plans are uploaded and printed for administrators, MCLs and the instructional coach to review to ensure alignment with school-wide non-negotiables (objectives, correlation to the Common Core, lesson procedures, daily assessment and differentiation). Similarly, administrators meet with teachers on their grade-level team individually to engage in instructional dialogues about individual staff progress toward the implementation of instructional strategies with fidelity. After Lincoln’s Progress Monitoring Review with a consultant from the National Center for Time and Learning, data revealed that teachers benefitted from observing in other colleagues’ classes. Therefore, a schedule was developed and implemented to provide staff with time to engage in Learning Walks to observe what is taking place in other classrooms and from there to collaborate with content areas teachers about best practices taking place at Lincoln.</p>
4.	School-wide Behavioral Protocols	<p>All staff received training in the school-wide protocols (Classroom Hierarchy, HALLS, CLASS, etc.) to ensure all students were consistently</p>

Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 31, 2017

(As required under Section 211-f(11) of NYS Ed. Law)



		<p>held accountable. Similarly, each month behavioral assemblies are held to re-set students with expectations and to acknowledge academic successes and perfect attendance. Also, each month has a delineated focus such as October was Random Acts of Kindness and students were recognized for displaying random acts of kindness to other students and staff.</p> <p>As part of a school-wide PBIS initiative, all classrooms are expected to use Class Dojo to reward students for making the right choices and for following school-wide procedures. Lincoln held its first Class Dojo incentive on October 7, 2016 and rewarded students who met the targeted threshold. To earn the incentive, students were awarded points for No Opt Out, CLASS, and Strong Start.</p>
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Part VII – Assurance and Attestation

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

Name of Receiver (Print): Jaime Alicea

Signature of Receiver: _____

Date: January 27, 2017

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Date: January 30, 2017

(Lincoln Middle School)



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

Name of Receiver (Print): Jaime Alicea

Signature of Receiver: Jaime Alicea

Date: January 27, 2017

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Jennifer Harris

Signature of CET Representative: Jennifer Harris

Date: January 30, 2017

(Lincoln Middle School)