

2024-2025 Receivership School Quarter 4 Report and 2025-2026 Continuation Plan

Quarter 4 Report Period: May 1, 2025, to June 30, 2025 (Due July 22, 2025)

All sections of this document should be completed by the Superintendent Receiver and/or their designee. Final Reports/Plans should be submitted electronically to OISR@NYSED.gov.¹

Parts I, II, and III of this document are a self-assessment of the *implementation and outcomes of lead strategies* related to Receivership and are not considered an evaluation by the New York State Education Department (NYSED). Once this document is finalized, submitted to, and accepted by NYSED, the completed document *must be posted* in a conspicuous location on the district website in applicably dominant languages. All responses should directly align with or be adaptations of previously approved improvement plans and *require explicit verified engagement and input* from Community Engagement Teams.

| School Name | School BEDS Code | District | Lead Partner or EPO | Receivership Cohort | District website hyperlink to this Report | |
|-----------------------|---|-----------------------------------|--|------------------------------------|---|-----|
| Lincoln Middle School | 421800010003 | Syracuse City School District | NA | Cohort 1 | https://www.syracusecityschools.com/lincoln | |
| Superintendent | School Principal (If appointed since the last reporting period, attach resume) | School Principal Appointment Date | Additional District Staff working on Program Oversight | Building Grade-level Configuration | High Schools Only Overall Graduation Rate (The most recent 4-Year June and August graduation rates) | |
| Anthony Q, Davis | Alison Dupree | July 13, 2023 | Dr. Eric Thomas, Deputy Chief of School Reform Lisa Costanzo, Assistant Superintendent of Secondary Schools | 6-8 | N/A | N/A |

¹ State Monitor Districts should streamline reporting, drawing from related metrics, data, and applicable evidence as outlined in the most recent Superintendent-District Academic and Financial Summary Status Report.

Overview of Quarter 4/End of Academic Year Data
Use the following template to provide demographic and other requested data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 3 of this reporting document to determine related calculations.

Data Source:

Student Management System

Date of Capture:

6/30/2025

Last Date Loaded:

6/30/2025

Total Current Enrollment/Registrant Counts:

N = 533

SWD = 20%

ELL = 24%

SWDs who are also ELLs:

N = 9 / 1.6 %

Current Average Daily, Chronic Absenteeism & All Students Attendance Rates

| | 2024-2025 (YTD) | |
|-------------------------------|-----------------|---|
| Average Daily Attendance Rate | 87.7 | % |
| Chronic Absenteeism Rate | 43.7 | % |

All Students Attendance Rate

Enter the number of students enrolled 30 or more cumulative instructional days (and in attendance at least 1 day) by attendance rate level.

| | Level 1 85% or less | Level 2 85.1 - 90% | Level 3 90.1 - 95% | Level 4 95.1 - 100% |
|-----------------|------------------------|-----------------------|-----------------------|------------------------|
| 2024-2025 (YTD) | 134 | 89 | 122 | 172 |

Current Out of School Suspensions by Number and Rate

| | 2024-2025 (YTD) | |
|---|-----------------|------|
| Out of School Suspensions | N= 150 | 28 % |
| ELL Suspensions | N= 23 | 23 % |
| SWD Suspensions | N= 38 | 37 % |
| Students Suspended One Time (Unduplicated) | N= 80 | 17 % |
| Students Suspended Two or More Times (Duplicated) | N= 70 | 15 % |

Expected 4-Year Graduation & Current Drop Out Rates

| 2024-2025 (YTD) | | |
|----------------------------|-----------|-------------|
| | June 2025 | August 2025 |
| Expected Overall Grad Rate | NA % | NA % |
| Expected SWD Grad Rate | NA % | NA % |
| Expected ELL Grad Rate | NA % | NA % |

| | 2024-2025 (YTD) |
|----------------------------|-----------------|
| Total Cohort Drop Out Rate | NA % |
| SWD Drop Out Rate | NA % |
| ELL Drop Out Rate | NA % |

Out of School Suspension Tracking and Reporting Addendum *The definitions and formulas below are to assist in completing the data tables on page 3. No data should be entered here.*

Out of School Suspensions: *In the numerator, include the number of all student(s) suspended out of school at least one time.*

$$\text{Out of School Suspension Rate \%} = \frac{\text{Total Number of Students Suspended Out of School at Least One Time}}{\text{Total Enrollment of the School as of Date of Capture}} \times 100$$

English Language Learners (ELL) Suspensions: *In the numerator, include the number of all ELL student(s) who have been suspended out of school one or more times.*

$$\text{ELL Suspension Rate \%} = \frac{\text{Number of ELL Students Suspended Out of School One or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

Students with Disabilities (SWD) Suspension: *In the numerator, include the number of all students with disabilities who have been suspended out of school one or more times.*

$$\text{SWD Suspension Rate \%} = \frac{\text{Number of SWDs Suspended Out of School One or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

Students Suspended One Time (Unduplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school one time only.*

$$\text{Unduplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School One Time Only}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

Students Suspended Two or More Times (Duplicated Suspensions): *In the numerator, include the number of all student(s) suspended out of school two or more times.*

$$\text{Duplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School Two or More Times}}{\text{Total Number of Students Who Received At Least One Day Out of School Suspension}} \times 100$$

Pre-Planning and Reflection: Identifying Needs and Resources

- Prior to completing the Quarter 4 Report and Continuation Plan and choosing Lead Strategies in Part I of the report, **school and district leaders, along with their CET**, should reflect on the effectiveness of current initiatives and determine the most appropriate way to proceed based on current circumstances.
- All available data from the 2024-2025 school year should be examined relative to the impact of Lead Strategies on meeting or exceeding DI Indicator Targets.
- Schools are encouraged to utilize the needs assessment resources available at <https://www.nysed.gov/accountability/needs-assessment>, and should also include data obtained through surveys already conducted with various stakeholders during the 2024-2025 school year and through other consistently utilized local data collection processes, such as walkthrough tools and schoolwide formative assessment.
- Data pertaining to student subgroups should also be examined to ensure instructional decisions are made equitably and are differentiated to address specific subgroup DI Indicator targets as applicable.

Identify below all data sources that will be used to monitor the progress of school improvement in 2025-2026. Guidance on assessment is available at <https://www.nysed.gov/sites/default/files/programs/state-assessment/new-york-state-educational-assessment-strategy.pdf>.

Data Sources for the 2025-2026 School Year

Click each box next to all that apply

Diagnostic/Benchmark Assessments

- ☐ IXL
- ☐ NWEA
- ☐ iReady
- ☐ Star
- ☐ Lexia

List all others that apply:

Local Assessments

- ☐ Math CFA
- ☐ ELA CFA
- ☐ Literacy CFA
- ☐ Social Studies CFA
- ☐ Science CFA
- ☐ Classroom Formative Assessments

List all others that apply:

State Assessments

- ☐ Regents Exams
- ☐ 3-8 ELA
- ☐ 3-8 Math

List all others that apply:

Directions for Parts I, II, and III

The purpose of the Quarter 4 Report and Continuation Plan is not only to document and outline the strategies, actions and outcomes occurring during Quarter 4, but to comprehensively plan for the continuum of improvement into the following school year. School- and district-based decisions for 2025-2026 should be made using a wide range of reliable data sources while examining outcomes from the 2024-2025 school year, be rooted in evidence, and aligned with both school and district goals for continuous improvement.

The report should include a clear focus on *how data and evidence have and will guide the selection and implementation of instructional decisions*, as well as how teaching and learning will be supported via district resources such that educational opportunities are equitable and accessible to all students and ensure their positive social-emotional well-being and active engagement in learning. Applicable resources and related guidance can be accessed via the Department's [Culturally Responsive-Sustaining \(CR-S\) Education Frameworks](#) and the [NYS Social Emotional Learning Benchmarks](#).

Further, district and school leadership should frame a summary of the steps taken to implement the chosen instructional and non-instructional lead strategies aligned with Building- and District-based goals that were included in the 2024-2025 Continuation Plan and Quarterly Reports, as well as identify specific strategies leading to Demonstrable Indicator (DI) target attainment.

Data and narrative outlines included in the Quarter 4 and Continuation Plan portions of this document should be comprised of only supporting evidence and documentation relevant to the aligned time periods. Information, data, and supplements not aligned to key tracking towards target attainment should not be included in this report and may result in the need to amend and resubmit for applicable approval.

When responding to prompts for the Quarter 4 Report, be sure to:

- Frame how the strategy supported progress towards this year's Demonstrable Improvement Indicator (DII) targets. Identify specific processes, strategies and actions that were applied throughout Quarter 4 to improve student learning outcomes, as aligned to Lead Strategies, DII targets and district improvement goals.
- Describe the processes utilized to assess the impact lead strategies had on student learning outcomes and as applied each DI Indicator.
- Provide the data that was used to assess the actual impact of the lead strategies on student learning during Quarter 4 based on progress monitoring that took place relevant to each DI Indicator.

When responding to prompts for the Continuation Plan, be sure to:

- Frame how the implementation of lead strategies for the 2025-2026 school year will address *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
- Identify specific processes, strategies and actions that will be implemented during the new school year.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- For all Lead Strategies and each DII provide a plan for progress monitoring that includes:
 - An Early Implementation Progress Goal- a realistic goal that can be achieved by the end of Quarter 1 and progress for which will be included in the Quarter 1 Report.
 - A Mid-Year Progress Goal- a realistic interim progress measure based on historical data and DII targets. Progress for this goal will be included in the Quarter 2 Report.
 - A Spring Progress Goal- a preliminary additional progress measure based on both the Early and Mid-Year Goals. Progress for this goal will be included in the Quarter 3 Report.

Part I – Lead Strategies for School Improvement
 After reflecting on the Lead Strategies that were implemented during the 2024-2025 school year, **indicate 3-4 Lead Strategies** that will guide the school’s improvement plan in 2025-2026. Lead Strategies can be both instructional and non-instructional, as appropriate. These strategies will serve as key levers for improving student outcomes and should be intentionally aligned with data results and district-based improvement goals to advance progress across specific Demonstrable Improvement Indicators (DII). All lead strategies chosen should be evidence-based and aligned with the district’s vision for improvement. **To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies>.**

| Final Report and Reflection on Lead Strategies Applied From May 1, 2025 – June 30, 2025 | | Lead Strategies that Will Guide the 2025-2026 School Year Continuation Plan | | |
|---|--|--|---|---|
| List the lead strategies that guided the school’s improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year’s DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school’s improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection. | For each strategy listed, provide the following: <ul style="list-style-type: none"> Outline specific steps for how the strategy will be implemented, including related staff training and support. Describe how progress resulting from implementation will be monitored and how related impact will be measured. Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> Early Implementation Progress Goal Mid-Year Progress Goal Spring Progress Goal |
| Advancement Via Individual Determination (AVID) | AVID will drive progress toward this year’s demonstrable improvement targets by fostering a culture of high expectations and providing students with the skills and support needed to succeed academically. The strategy emphasizes a rigorous Curriculum, teacher and student support, and college readiness. By integrating a challenging curriculum, AVID ensures that students are prepared for college-level coursework, thereby improving academic performance across the board. | Expeditionary Learning | This is a new strategy for 2025–2026. Lincoln Middle School selected Expeditionary Learning (EL) based on its needs assessment, which revealed that 85% of students are below | Lincoln Middle School is implementing Expeditionary Learning (EL) to address the finding that 85% of students are below proficiency in reading and math. The strategy focuses on using clear, student-friendly learning targets aligned to NYS standards to promote ownership and guide instruction. Teachers will receive training on EL Core Practice 28 and develop a shared rubric to evaluate learning targets. |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following: <ul style="list-style-type: none">• Outline specific steps for how the strategy will be implemented, including related staff training and support.• Describe how progress resulting from implementation will be monitored and how related impact will be measured.• Include the following interim progress goals as defined on page 6:<ul style="list-style-type: none">○ <i>Early Implementation Progress Goal</i>○ <i>Mid-Year Progress Goal</i>○ <i>Spring Progress Goal</i> |
|---|--|--|--|--|
| | | | proficiency in reading and math. EL emphasizes student-engaged assessment through clear, student-friendly learning targets aligned to standards, helping students take ownership of their learning. This approach enables teachers to adjust instruction based on progress and is supported by research showing improved academic outcomes through | Throughout the year, instructional coaches will support teachers in unpacking standards, sequencing targets, and integrating success criteria and checks for understanding. Walkthroughs will monitor implementation, and students will begin tracking their own progress toward mastery. Progress will be measured using NWEA assessments, CFAs, and walkthrough tools. By October, goals include 25% of students meeting NWEA growth, 100% of classrooms using learning targets, and 75% proficiency on CFAs. By December, 85% of classrooms will include success criteria and 75% of students will show CFA proficiency. By June, 80% of students are expected to meet NWEA growth and 75% to demonstrate CFA proficiency across content areas. |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following: <ul style="list-style-type: none"> Outline specific steps for how the strategy will be implemented, including related staff training and support. Describe how progress resulting from implementation will be monitored and how related impact will be measured. Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i> |
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| | | | increased engagement and clarity in learning goals. | Please refer to the 2025-2026 Receivership Continuation Plan/SCEP |
| SEL/CHRSP Social Emotional Learning/Culturally and Historically Responsive Sustaining Practices | Social Emotional Learning (SEL) and Culturally and Historically Responsive Sustaining Practices (CHRSP) have been chosen as a lead strategy for the upcoming academic year in response to emerging data trends from the recently completed school year. The goal of the latter is to highlight the importance of student well-being and cultural responsiveness in education. There is growing recognition of the need to address cultural and historical contexts in teaching to better engage and support diverse student populations. Implementing SEL/CHRSP strategies has shown to reduce behavioral issues, improve school climate, and foster inclusivity, it a critical approach based on current educational data. The SEL/CHRSP strategy will help achieve this year's demonstrable improvement targets by promoting a holistic educational | Welcoming and Affirming Environment | This is a refined strategy for 2025–2026. While we previously focused on building student belonging to improve attendance, data—including persistent chronic absenteeism and student feedback—shows our current approach needs improvement. | This is a refined strategy for the 2025–2026 school year. While Lincoln Middle School previously focused on fostering student belonging to improve attendance, data from the needs assessment—including only 24% favorable student climate responses and persistent chronic absenteeism—indicates that the current approach requires enhancement. To address this, the school will implement targeted actions such as: <ul style="list-style-type: none"> Strengthening CREW classrooms through walkthroughs and feedback. |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following: <ul style="list-style-type: none">• Outline specific steps for how the strategy will be implemented, including related staff training and support.• Describe how progress resulting from implementation will be monitored and how related impact will be measured.• Include the following interim progress goals as defined on page 6:<ul style="list-style-type: none">○ <i>Early Implementation Progress Goal</i>○ <i>Mid-Year Progress Goal</i>○ <i>Spring Progress Goal</i> |
|---|--|--|--|--|
| | environment that supports both the emotional and academic needs of students. This approach emphasizes CREW, WEB (Where Everyone Belongs), cultural responsiveness, student council, and ongoing professional development through the Department of Diversity, Equity, and Belonging. | | To address this, we will enhance our practices with targeted relationship-building, culturally responsive engagement, and closer monitoring. These refinements are grounded in research and local data indicating that stronger student connections lead to better attendance and academic outcomes. | <ul style="list-style-type: none"> • Hosting inclusive family engagement events (e.g., Back-to-School BBQ, Testing for Turkey). • Establishing an attendance team to monitor data and intervene early. <p>Staff will receive ongoing support through professional development and collaboration in PLTs. Progress will be monitored through attendance audits, climate surveys, and CREW walkthrough tools, with interim goals set for October (85% attendance), December (86%), March (87%), and June (88%). These refinements are grounded in both local data and research showing that a welcoming school environment improves attendance, engagement, and academic success.</p> <p>Please refer to the 2025-2026 Receivership Continuation Plan/SCEP</p> |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following: <ul style="list-style-type: none"> Outline specific steps for how the strategy will be implemented, including related staff training and support. Describe how progress resulting from implementation will be monitored and how related impact will be measured. Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i> |
|---|--|--|---|---|
| | | | | |
| Instructional Priority Areas—Accountable Talk, Tier II Interim Practices, and Effective Professional Learning Team (PLT) Implementation | Accountable Talk, Tier II Interim Practices, and Effective Professional Learning Team (PLT) Implementation—have been selected based on recent data trends that underscore the need for targeted instructional improvements to enhance student learning outcomes. Data indicates that structured dialogue, timely interventions, and collaborative professional development are critical for closing achievement gaps and promoting consistent academic growth. The implementation of these Instructional Priority Areas will drive progress toward this year's demonstrable improvement targets by addressing key aspects of teaching and learning. This approach emphasizes the use of Accountable Talk structures. This will foster structured, meaningful classroom discussions. Accountable Talk encourages students to think critically, articulate their reasoning, and engage deeply with content. Lincoln Middle School will also focus on Tier II Interim | Formative Assessments | This is a new strategy for the 2025–2026 school year. Lincoln Middle School's needs assessment revealed that only 24% of students are proficient in math and reading on the NYS 3–8 assessments. To address this, the school will implement Formative Assessment Practices to provide timely, meaningful feedback and adjust instruction to support mastery of standards. | Formative Assessments Please refer to the 2025-26 Receivership Continuation Plan/SCEP |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? • <i>What data suggests this strategy will have a positive impact on outcomes in 2025-2026?</i> • <i>If this is a new strategy, explain the rationale for selection.</i> | For each strategy listed, provide the following: <ul style="list-style-type: none"> Outline specific steps for how the strategy will be implemented, including related staff training and support. Describe how progress resulting from implementation will be monitored and how related impact will be measured. Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> <i>Early Implementation Progress Goal</i> <i>Mid-Year Progress Goal</i> <i>Spring Progress Goal</i> |
|---|---|--|---|---|
| | Practices that include targeted interventions, data-driven decisions, and effective professional learning team (PLT) implementation. Through PLTs, supported by the school's instructional coaches, educators engage in continuous professional development, improving their instructional strategies and adapting to the evolving needs of their students. Using NWEA and NYS testing data, teachers have created Action Plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree representation Kwame Stevens to support data-driven instructional practices. | | This strategy was selected to build a consistent, data-driven instructional approach across all content areas, enabling teachers to identify learning gaps and respond effectively to student needs. | |
| | | Multi-Tiered Systems of Support | This is a new strategy for the 2025–2026 school year. Lincoln Middle School's needs assessment, particularly student interviews, indicated that the existing PBIS | Lincoln Middle School will implement MTSS as a new strategy in 2025–2026 to strengthen behavioral and academic supports through a more consistent and equitable PBIS Card System. Based on student feedback, the system will be revised to include clearer criteria for advancement and more inclusive incentives. Staff will receive training on updated referral |

| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection. | For each strategy listed, provide the following: <ul style="list-style-type: none"> Outline specific steps for how the strategy will be implemented, including related staff training and support. Describe how progress resulting from implementation will be monitored and how related impact will be measured. Include the following interim progress goals as defined on page 6: <ul style="list-style-type: none"> Early Implementation Progress Goal Mid-Year Progress Goal Spring Progress Goal |
|---|--|--|---|--|
| | | | Card System lacked clarity and consistency in how students advanced through levels. Students expressed that expectations and incentives were not uniformly applied, which impacted their engagement with the system. While the PBIS framework has shown promise in promoting positive behavior, it has not yet reached its full potential. As a result, the school will implement a revised PBIS Card System with clearly defined criteria, | processes, data collection, and tiered interventions. Grade-level teams will meet biweekly to review academic, attendance, and behavior data, and refer students to the SIT team as needed. Progress will be monitored through referral rates, PBIS card status, and participation in schoolwide incentives. Early goals include 100% of identified students beginning data collection and 40% of Blue ard holders applying for Gold status. By mid-year, the school aims for a 10% reduction in referrals and 20% of students earning Gold Cards. By spring, 60% of students should reach Gold or higher status, with continued reductions in referrals. Please refer to the 2025-2026 Receivership Continuation Plan/SCEP |

| | | | | |
|---|--|--|---|---|
| List the lead strategies that guided the school's improvement strategy during the reporting period. | For each lead strategy, outline how the strategy supported progress towards this year's DII targets. If the strategy will be discontinued, explain the rationale for doing so. | List the lead strategies that will guide the school's improvement plan during the 2025-2026 school year. | Is this a new, expanded or refined strategy for 2025-26? •What data suggests this strategy will have a positive impact on outcomes in 2025-2026? •If this is a new strategy, explain the rationale for selection. | For each strategy listed, provide the following: <ul style="list-style-type: none">Outline specific steps for how the strategy will be implemented, including related staff training and support.Describe how progress resulting from implementation will be monitored and how related impact will be measured.Include the following interim progress goals as defined on page 6:<ul style="list-style-type: none">Early Implementation Progress GoalMid-Year Progress GoalSpring Progress Goal |
| | | | consistent application, and equitable access to incentives, aiming to foster a more inclusive and motivating school climate. | |

Part II – Demonstrable Improvement Level 1 Indicators

List the school's Level 1 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicators (DII) targets.

| | |
|---|--|
| Final Report and Reflection on Specific Strategies and Action Steps Applied from May 1, 2025 – June 30, 2025 | Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator |
|---|--|

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
|-------------------------------|--|--|
| 3 Student Attendance | <p>During the fourth quarter, the student attendance rate was 87.7%. This is above our progress target of 83.0%. There is a continued focus on student daily and weekly attendance data and supports for our students and families in need. The attendance Impact Team will continue to make at-home visits and complete student and family outreach.</p> <p>Our Attendance Team Plan continues to be:</p> <ul style="list-style-type: none"> • Attendance Team meets weekly to discuss daily attendance trends; outreach efforts; documentation; and rectifying any attendance concerns. • Home visits are completed by the Attendance Impact Team and support plans are put in place. • Student attendance is discussed weekly at grade-level Collaborative Instructional Communities (CICs). • An attendance liaison for the district is notified of students who are chronically absent to assist in outreach efforts. • The District Impact Team is notified of students who are deemed chronically absent to assist in outreach efforts. • Students who demonstrate an attendance concern are discussed at each grade-level Student Intervention Team (SIT) meeting to determine needed in-school support. • Faculty will use CREW to emphasize the importance of daily attendance, being on time, and to establish a sense of belonging. | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <ul style="list-style-type: none"> • HERO (Here, Every Day, Repeatedly, On-Time) Passes will be used as raffle tickets during random times of the day to incentivize students attending school and each period on time. | |
| 39 3-8 Math All Students MGP | <p>Utilizing our most recent student data from the Spring NWEA Math assessment, we have calculated a projected Math MGP of 44.9. At this point in the year, this is below our progress target of 46.2.</p> <p>NWEA Math Growth reports show that 34.42% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 17.84% of students and 47.74% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we will use our Math data to identify five focus students per class to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs. Starting in November, we used our Math data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>Using NWEA and NYS testing data, teachers have created action plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree to support data-driven instructional practices.</p> <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in accountable talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | | |
| 100 3-8 ELA All Students Core Subject PI | <p>Utilizing our most recent student data from the Spring NWEA Reading assessment, we have calculated a projected ELA Performance Index of 78.3. At this point in the year, this is above our progress target of 74.3.</p> <p>NWEA Reading Growth reports show that 30.99% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 17.63% of students and 51.39% showed low average and low growth.</p> <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. Starting in November, we used our ELA data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>Using NWEA and NYS testing data, teachers have created Action Plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree representation Kwame Stevens to support data-driven instructional practices.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery | |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <ul style="list-style-type: none"> ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |
| 110 3-8 Math All Students Core Subject PI | <p>Utilizing our most recent student data from the Spring NWEA Math assessment, we have calculated a projected Math MGP of 55.1. At this point in the year, this is above our progress target of 33.4.</p> <p>NWEA Math Growth reports show that 34.42% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 17.84% of students and 47.74% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we will use our Math data to identify five focus students per class to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs. Starting in November, we used our Math data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in accountable talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |
| 160 Chronic Absenteeism - All Students | <p>For the fourth quarter, our chronic absenteeism rate was 43.7%. At this point in the year, this is below our progress target of 57%. As we continue to focus on our chronic absenteeism rate, we will also continue to analyze daily and weekly attendance data and find support for our students and families in need. Our attendance Impact Team will</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>continue to make at-home visits and outreach to those students identified as chronically absent or at risk of becoming chronically absent.</p> <p>Our Attendance Team Plan continues to be:</p> <ul style="list-style-type: none"> • Attendance Team meets weekly to discuss daily attendance trends; outreach efforts; documentation; and rectifying any attendance concerns. • Home visits are completed by the Attendance Impact Team and support plans are put in place. • Student attendance is discussed weekly at grade-level Collaborative Instructional Communities (CICs). • An attendance liaison for the district is notified of students who are chronically absent to assist in outreach efforts. • The District Impact Team is notified of students who are deemed chronically absent to assist in outreach efforts. • Students who demonstrate an attendance concern are discussed at each grade-level Student Intervention Team (SIT) meeting to determine needed in-school support. • Faculty will use CREW to emphasize the importance of daily attendance, being on time, and establishing a sense of belonging. • HERO (Here, Every Day, Repeatedly, On-Time) Passes will be used as raffle tickets during random times of the day to incentivize students attending school and each period on time. | |

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| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none">• Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement.• Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment.• Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none">• Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale.• Describe ongoing process monitoring and how impact will be measured throughout the year.• Include the following progress goals as explained on page 5:<ul style="list-style-type: none">○ <i>Early Implementation Progress Goal</i>○ <i>Mid-Year Progress Goal</i> |
| | | |

Part III – Demonstrable Improvement Level 2 Indicators
List the school’s Level 2 Indicators and complete all columns below. This information should provide details about how lead strategies inform the implementation of specific strategies, action steps and goals to support progress toward meeting Demonstrable Improvement Indicator (DII) targets.

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| Final Report and Reflection on Specific Strategies and Action Steps Applied From May 1, 2025 – June 30, 2025 | Specific Strategies and Action Steps for 2025-2026 School Year Continuation Plan for Meeting Each Indicator |
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| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| 44 3-8 Math ED Students MGP | <p>Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 45.5. At this point in the year, this is below our progress target of 47.4.</p> <p>NWEA Math Growth reports show that 33.43% of our students showed high and average high growth from Winter to Spring . Average growth was seen in 18.75% of students and 47.83% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we will use our Math data to identify five focus students per class to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs. Starting in November, we used our Math data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <ul style="list-style-type: none"> ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in accountable talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |
| 46 3-8 ELA Black Level 2 and above Gap with non-Black Students | <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 15.8%. At this point in the year, this is above our progress target of 10%.</p> <p>NWEA Reading Growth reports show that 29.44% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 15.74% of students and 54.82% showed low average and low growth.</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| <p>DI Indicator # and Name</p> | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. Starting in November, we used our ELA data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>Using NWEA and NYS testing data, teachers have created Action Plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree representation Kwame Stevens to support data-driven instructional practices.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. | |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <ul style="list-style-type: none"> ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |
| 49 3-8 ELA ED Level 2 and above Gap with non-ED Students | <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 36.1%. At this point in the year, this is below our progress target of 21%.</p> <p>NWEA Reading Growth reports show that 30.60% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 17.21% of students and 52.19% showed low average and low growth.</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. Starting in November, we used our ELA data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>Using NWEA and NYS testing data, teachers have created Action Plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree representation Kwame Stevens to support data-driven instructional practices.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. | |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <ul style="list-style-type: none"> ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |
| 105 3-8 ELA ED Core Subject PI | <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 72.6. At this point in the year, this is above our progress target of 70.7.</p> <p>NWEA Reading Growth reports show that 30.60% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 17.21% of students and 52.19% showed low average and low growth.</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
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| | <p>Lincoln has modified the structure of its Collaborative Instructional Communities (CICs) to daily meet for 40-minutes. CICs establish a foundation of support to attend to holistic student needs around academics, attendance, behavior, needed interventions, and social-emotional development. Teachers have begun to work in content area teams to identify and prioritize content standards on which to focus of the academic year; unpack each standard; create a common assessment based on these standards; dive deep to connect these standards across grade-level contents; develop a plan for Tier 2 instruction; and create student groupings for intervention. Starting in November, we used our ELA data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>Using NWEA and NYS testing data, teachers have created Action Plans to target interventions. Content Liaisons have participated in the 15-Day Challenge in order to implement effective PLTs. Coaches have worked with Solution Tree representation Kwame Stevens to support data-driven instructional practices.</p> <p>Our professional developed committee developed a walkthrough tool designed to provide teacher feedback that aligns with the CIC priorities and strengthens instructional delivery.</p> <ul style="list-style-type: none"> ▪ Students are asking questions and engaging in self-reflection. | |

| DI Indicator # and Name | <p>Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII.</p> <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | <p>Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment.</p> <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
|-------------------------------|---|--|
| | <ul style="list-style-type: none"> ▪ Teacher provides adequate modeling and practice opportunities required for mastery. ▪ Students have opportunities to engage in Accountable Talk. ▪ Evidence of opening activity ▪ Evidence of closing assessment ▪ Evidence of culturally relevant teaching ▪ Evidence of personalizing learning ▪ Evidence of teacher collecting data throughout lesson ▪ Student progress is monitored through a variety of formative assessments and documents toward mastery ▪ Students receive timely and specific feedback <p>Scaffolds and adjustments are made to instruction based on checks for understanding</p> | |

| DI Indicator # and Name | Identify specific strategies and action steps implemented in the 2024-2025 school year to support progress for each DII. <ul style="list-style-type: none"> • Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. • Include a description of any adjustments made since the last reporting period and corresponding data used to inform the adjustment. • Describe how the data trends for this reporting cycle will inform action steps for the 2025-2026 school year. | Identify which lead strategy will be applied and the specific action steps that will be implemented during the 2025-2026 school year to support target attainment. <ul style="list-style-type: none"> • Provide a data-informed rationale for the specific strategies and action steps indicated, as aligned with district improvement goals. Provide access to all data referenced in this rationale. • Describe ongoing process monitoring and how impact will be measured throughout the year. • Include the following progress goals as explained on page 5: <ul style="list-style-type: none"> ○ <i>Early Implementation Progress Goal</i> ○ <i>Mid-Year Progress Goal</i> |
|---------------------------------|---|--|
| 115 3-8 Math ED Core Subject PI | <p>Utilizing our most recent student data from the Spring NWEA Math assessment, we have calculated a projected Math MGP of 54.7. At this point in the year, this is above our progress target of 32.1.</p> <p>NWEA Math Growth reports show that 33.43% of our students showed high and average high growth from Winter to Spring. Average growth was seen in 18.75% of students and 47.83% showed low average and low growth.</p> <p>We continue to closely monitor our Math instruction and track student growth through our assessment data to meet our year-end progress target for this indicator. Starting in November, we will use our Math data to identify five focus students per class to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs. Starting in November, we used our Math data to identify ten focus students per grade level to track and monitor their progress. Teachers, along with their coach, have created action plans to focus on standards and support academic growth. District coaches and consultants facilitate unit unpacking PDs.</p> <p>We developed a walkthrough tool for a more collaborative approach to our afterschool CICs with the support of our professional development committee:</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

Part IV – Executive Summary
 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. Limit the summary to *no more than 250 words per summary*. Applicable links must be made publicly accessible prior to submitting the report.

| Summary of Quarter 4 May 1, 2025 – June 30, 2025 | Summary of Systems and Processes That Will Guide the 2025-2026 School Year Continuation Plan |
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| Reflect on the changes and progress made during Quarter 4 and provide a <u>plain-language summary</u> to include: <ul style="list-style-type: none"> How these systems and processes were utilized to implement lead strategies and engage the community. Any relevant findings and actions taken to enact the Powers of the Receiver. | After reflecting on progress made during the 2024-2025 school year, provide an overview the school’s vision for improvement, as aligned to the district’s strategic goals, for the 2025-2026 school year. Include: <ul style="list-style-type: none"> A brief description of the school’s theory of action for improvement during the 2025-2026 school year. How this theory of action will build upon the progress made during 2024-2025. |
| Lincoln Middle School prioritized Collaborative Instructional Communities (CICs), school climate and culture, and increasing student voice to drive improvement in the 2024–2025 academic year. The school aimed to maintain progress in five previously met Demonstrable Improvement indicators while targeting growth in six additional academic performance categories in ELA and Math. Daily CICs and weekly triad meetings supported instructional quality, while new and long-term substitute teachers received personalized coaching and extended support. School climate was strengthened through CREW periods, staff Circles, and student leadership programs like WEB and Student Council, with staff recognition and appreciation embedded in the culture. Family engagement was fostered through monthly events designed to build a welcoming school environment. Lincoln Middle School currently meets 6 of the 10 Demonstrable Indicators required for NYS Receivership, reflecting meaningful progress toward sustained school improvement. | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

Part V – Community Engagement Team (CET)
The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Identify 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, update as applicable, and provide a list of CET membership for the 2024-2025 school year.

| Report Out of 2024-2025 CET Plan Implementation | Plan for Use of CET Recommendations during the 2025-2026 |
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| <ul style="list-style-type: none">List the roles/titles of stakeholders who have <i>consistently</i> participated as CET members during 2024-2025, including their constituent categories. Include any changes made to the CET’s membership during Quarter 4.Describe how recommendations made by the CET during Quarter 4 were used to inform the implementation of the school’s improvement plan.Provide data and related evidence used to measure the impact and efficacy of the CET during 2024-2025. | <ul style="list-style-type: none">Include any changes that will be made to CET membership for the 2025-2026 school year. Include the roles/titles of new members.Outline the process by which new members of the CET will be identified and selected², including action steps to increase participation of parents/family members and students.Outline the school’s plan for ensuring the CET’s engagement and contributions are represented in decisions made about the school’s improvement plan and implementation, including how the CET’s impact will be measured.Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner. |
| Family Engagement Program Aide; faculty members; CBO; Administrators Programs/Initiatives --Monthly family engagement activities Partnerships —solicitations from local vendors have yielded \$30,000+ in donations Measurable Effectiveness --Increased Family Participation in the School Community; Promotion of Student Voice in Decision-Making | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

² Administrative, teacher, and parent representative members of the CET must be selected through the process as established in [Commissioner’s Regulations 100.11\(b\)](#).

| Part VI – Powers of the Receiver <i><u>NYS Education Law 211-f</u> and <u>Commissioners Regulation §100.19</u> grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.</i> | |
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| Report Out on the Powers of the Receiver Utilized during the 2024-2025 School Year | Planned Use of the Powers of the Receiver during the 2025-2026 School Year |
| Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why. | Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year. <ul style="list-style-type: none"> List the Powers of the Receiver that will be utilized. Provide a rationale for the selection of these powers. How will the selected Powers of the Receiver specifically support this school? Describe how the impact of these decisions will be measured throughout the school year. |
| <p>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 daily work with each grade level 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. An additional instructional coach position will also be added during the upcoming school year.</p> <p>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. New teachers and Long-term Substitute Teachers (LTS’) receive support through personalized real-time coaching (a minimum of twice weekly) and an additional extended-day Impact Coaching that convenes weekly. Lincoln also has a Multi-Classroom Teacher Leader who provides real-time coaching throughout the week. 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 has</p> | Please refer to 2025-2026 Receivership Continuation Plan/SCEP |

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| <p>Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.</p> | <p>Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.</p> <ul style="list-style-type: none"> • List the Powers of the Receiver that will be utilized. • Provide a rationale for the selection of these powers. • How will the selected Powers of the Receiver specifically support this school? • Describe how the impact of these decisions will be measured throughout the school year. |
| <p>two instructional coaches, an AVID coach, and Content Liaisons (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. English Language Arts, math, English as a New Language (ENL), and Special Education teachers receive weekly supports from district instructional coaches.</p> <p>3. Create/Change School Program and Curriculum</p> <p>The Superintendent has been intentional and strategic in support of improved instructional practices across all middle school grade levels. The Executive Director of Secondary Schools has developed and implemented three professional development sessions to integrate the District’s Personalized Learning and AVID initiatives to raise the level of rigor across the four core content areas. Lincoln has begun the three-year process of becoming an AVID Demonstration School.</p> <p>4. 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.</p> <p>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,</p> | |

Provide a summary for how the Superintendent Receiver’s powers were applied during the 2024-2025 school year. If Powers of the Receiver were adjusted for Quarter 4, provide an explanation. If Powers of the Receiver were not utilized, indicate such and explain why.

Describe how the Superintendent Receiver’s powers will be applied during the 2025-2026 school year.

- List the Powers of the Receiver that will be utilized.
- Provide a rationale for the selection of these powers.
- How will the selected Powers of the Receiver specifically support this school?
- Describe how the impact of these decisions will be measured throughout the school year.

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.

Part VII – District Support Plan

| Report Out on the 2024-2025 School Year District Support Plan | District Support Plan for the 2025-2026 School Year |
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| <p>Provide a summary of the district supports that were most impactful during the 2024-2025 school year, including data/evidence to support the statement of impact.</p> | <p>Describe how the district will plan and implement an equitable distribution of resources to support Schools under Receivership to drive school improvement and DI target attainment.</p> <ul style="list-style-type: none"> • What is the district’s plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools? • What is the district’s plan in the upcoming year to ensure that students in Schools under Receivership have as much access to strong teachers as their peers in schools identified for LSI? • Describe how the impact of these decisions will be measured throughout the school year. |
| <ul style="list-style-type: none"> • The district’s Special Education Department provided weekly support to assist the school in achieving their 2024-25 DI Indicators #39 (3-8 Math All Students MGP), #100 (3-8 Math All Students Core Subject PI), and #110 (3-8 Math All Students Core Subject PI). • The district’s ENL Department provided weekly support to assist the school in achieving their 2024-25 DI Indicators #39 (3-8 Math All Students MGP), #100 (3-8 Math All Students Core Subject PI), and #110 (3-8 Math All Students Core Subject PI) • The district’s School Reform & Improvement Office and the district’s Engagement Office provided weekly attendance support to the school to assist in achieving their 2024-25 DI Indicators #160 (EM Chronic Absenteeism – All Students) and #3 (Student Attendance). • The district’s Teaching & Learning Department provided weekly numeracy and literacy support, along with Impact Coaches directly supporting LTS, to ensure the school achieves their 2024-25 DI Indicators: <ul style="list-style-type: none"> • #39 (3-8 Math All Students MGP) • #44 (3-8 Math ED Students MGP) • #46 (3-8 ELA Black Level 2 and above Gap with non-Black Students) • #49 (3-8 ELA ED Level 2 and above Gap with non-ED Students) • #100 (3-8 ELA All Students Core Subject PI) • #105 (3-8 ELA ED Core Subject PI) • #110 (3-8 Math All Students Core Subject PI) • #115 (3-8 Math ED Core Subject PI) | <p>Please refer to 2025-2026 Receivership Continuation Plan/SCEP</p> |

ASSURANCE AND ATTESTATION

By signing below, I attest that the information in this Quarter 4 Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team (CET) criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Signature of Receiver:

Date:

Anthony Davis
L. Davis 8/15/25

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarter 4 Report and Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

Name of CET Representative (Print):

Signature of CET Representative*:

Title of CET Representative:

Date:

Jade Widger
Community Schools Coordinator
8/13/25

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