

2025-2026 Receivership School Quarterly Report #1

Report Period: July 23, 2025, to October 30, 2025 (Due October 30, 2025)

All sections of this document should be completed by the Superintendent Receiver and/or their designee, along with the school leader. Completed reports should be submitted electronically to OISR@NYSED.gov.

All parts 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	District	Superintendent	Date Report Submitted	
Lincoln Middle School	Syracuse City School District	Anthony Q. Davis, Sr.	10/29/2025	
School Leader	District Hyperlink to this Report		High Schools Only Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Jason Rutkey	https://www.syracusecityschools.com/lincoln		NA	NA

Directions:

School and district leadership should provide a concise summary of the steps taken to implement each lead strategy and the actions used to monitor progress and impact.

The summary should highlight:

- Key implementation activities completed during the reporting period.
- Systems or processes used to monitor fidelity of implementation.
- Evidence of impact, including data, observations, or stakeholder feedback.
- Adjustments made in response to findings to strengthen outcomes.

This Quarter 1 Report should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school’s Demonstrable Improvement (DI) Indicator targets.

Required Reporting	Continuation Plan Alignment
Part 1 – Overview of School Demographic and Four-Year Trend Data	Overview of Data
Part 2 – Lead Strategies for School Improvement	Parts I, II and III (Lead Strategies, Level 1 and Level 2 Indicators)
Part 3 – Demonstrable Improvement (DI) Indicators	Parts II and III Demonstrable (DI) Indicators
Part 4 – District Support	Part VII: District Support Plan
Part 5 – Community Engagement Team (CET)	Part V: Community Engagement Team (CET)
Part 6 – Powers of the Receiver	Part VI: Powers of the Receiver

Part 1 – Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 4 of this Reporting Document to determine related calculations.

To ensure the Department frames school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time’.

Data Source: Student Management System

Date of Capture: 10/24/2025

Total Current Enrollment/Registrant Counts: SWD: 22%
N = 503
ELL: 26%

SWDs who are also ELLs:

N = 11 / 2%

Attendance				
	2022-2023	2023-2024	2024-2025	2025-2026
Average Daily Attendance	83%	84%	88%	91%
Accountability Attendance Levels				
	Level 1	Level 2	Level 3	Level 4
2024-2025 *Report from SIRS 116	134	89	122	171
2025-2026 *Report from Student Management System	26	93	43	245

Suspension Rate and Number by Category								
	2022-2023		2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%	#	%
Out-of-School Suspensions	117	23.0%	150	31.1%	145	30.5%	12	2.4%
Duplicated Suspensions	70	13.8%	86	17.8%	78	16.4%	1	0.2%
Unduplicated Suspensions	47	9.2%	64	13.3%	67	14.1%	11	2.2%
ELL Suspensions	14	12.3%	23	23.2%	33	30.8%	3	2.3%
SWD Suspensions	32	31.4%	38	37.3%	33	33.0%	3	2.8%

Part 1 – Overview of School Demographic and Four-Year Trend Data
 Use the template below to provide four-year graduation, drop-out rate, and 3-8 ELA and Math outcome trend data, as applicable.

Graduation Rates			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

Drop Out Rates			
	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
Total Cohort	NA	NA	NA
ELL Grad. Rate	NA	NA	NA
SWD Grad. Rate	NA	NA	NA

3-8 ELA Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	55%	27%	14%	4%
	2024	59%	22%	15%	5%
SWD	2025	85%	14%	0%	1%
	2024	86%	13%	1%	0%
ELLs	2025	74%	23%	3%	0%
	2024	77%	19%	5%	0%

3-8 Math Outcomes					
	Outcomes SY	Level 1	Level 2	Level 3	Level 4
All Students	2025	74%	18%	7%	1%
	2024	71%	21%	8%	0%
SWD	2025	93%	6%	1%	0%
	2024	87%	13%	0%	0%
ELLs	2025	87%	11%	1%	1%
	2024	81%	18%	1%	0%

Suspension Tracking and Reporting Addendum **The definitions and formulas below are to assist in completing the data tables on page 4. No data should be entered here.**

<u>Out of School Suspensions #:</u> <i>Number of students who received at least one day of out of school suspension.</i> <i>Out of School Suspension Rate %</i> = $\frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$
<u>Duplicated Suspensions #:</u> <i>Number of student(s) suspended out of school more than one time.</i> <i>Duplicated Suspension Rate %</i> = $\frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$
<u>Unduplicated Suspensions #:</u> <i>Number of students suspended out of school only one time.</i> <i>Unduplicated Suspension Rate %</i> = $\frac{\text{Number of Students Suspended Out of School Only One Time}}{\text{Total Number of Suspensions}} \times 100$
<u>English Language Learners (ELL) Suspensions #:</u> <i>Number of ELL students suspended at least one time.</i> <i>ELL Suspension Rate %</i> = $\frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$
<u>Students with Disabilities (SWD) Suspensions #:</u> <i>Number of students with disabilities suspended at least one time.</i> <i>SWD Suspension Rate %</i> = $\frac{\text{Number of SWDs Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$

Part 2 – Lead Strategies for School Improvement

Include all lead strategies from the school’s Continuation/Improvement Plan. Each strategy must be explicitly aligned to the school’s Demonstrable Improvement (DI) Indicator targets. For this quarter, report progress using the **Plan–Do–Study–Act (PDSA) cycle**, addressing actions taken, evidence of impact, and next steps.

Quarter 1 Report - Reflection on Lead Strategies Implemented during July 23, 2025 – October 30, 2025

PLAN		DO	STUDY	ACT
Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan. Use a separate row for each Lead Strategy.	Aligned DIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy. All DIs should be listed here.	Implementation Steps Describe the specific actions taken to implement this strategy to date. Guiding Prompts to Consider: • Planned Actions: What concrete steps were taken to launch and support the strategy (e.g., professional learning sessions, curriculum roll-out, creation of intervention blocks, coaching cycles)? • Sequencing & Timeline: When were these steps initiated? What milestones or phases of implementation have been completed so far? • Roles & Responsibilities: Who carried out each step (leaders, coaches, teachers, support staff, community partners)? How were responsibilities distributed and monitored? • Communication & Engagement: How were staff, students, and families informed and engaged in the strategy? Were feedback loops built in? • Resources Deployed: What resources (staffing, scheduling adjustments, materials, technology, funding) were allocated to support implementation?	Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets Guiding Prompts to Consider: • Impact on Goals: How has the implementation influenced progress toward this year's DI targets? What specific outcomes can be attributed to the strategies implemented? • Process: What processes were put in place (professional learning, PLCs, coaching, resource allocation, scheduling adjustments) to support the implementation? • Product: What tangible outputs (curriculum tools, instructional frameworks, intervention systems, student supports) have been developed or refined as a result of implementation? • Progress: How far along are you in meeting your early and mid-year implementation targets? Improvement Science Lens to Consider: • Teacher Practice Shifts → Student Outcomes: ○ What evidence shows that teacher practice has shifted (e.g., instructional walkthrough data, coaching logs, curriculum implementation checks)? ○ How do you know those shifts are translating into changes in student learning and engagement? • Evidence of Learning: ○ What are your "measures that matter" (formative assessments, student work samples, benchmark data, engagement indicators)? ○ How do these measures demonstrate progress toward improvement goals? • Implementation Fidelity: ○ To what degree has the intended change taken hold across classrooms, grade levels, or content areas? ○ What variation exists in implementation, and what have you learned from that variation?	Based on your findings, identify the next steps to: • Strengthen – What elements of the strategy are showing promise and should be reinforced or expanded? • Scale – What aspects are ready to be scaled to additional classrooms, grade levels, or content areas? What conditions are needed for successful scaling (e.g., capacity, time, leadership support)? • Discontinue – What components are not yielding intended outcomes and should be revised or phased out? What have you learned from these missteps? Guiding Prompts to Consider: • Adaptation and Refinement: What adjustments will you make to ensure the strategy is more effective in the next cycle of implementation? • Resources: Are there gaps in staffing, scheduling, instructional materials, or technology that need to be addressed to strengthen the strategy? • Professional Learning: What targeted PD, coaching, or collaborative planning is needed to build staff knowledge and skills? How will you ensure learning is job-embedded and responsive to staff feedback? • System Supports: What changes to school or district systems (policies, structures, data routines, leadership support) are required to sustain or expand the strategy? • Monitoring and Feedback: How will you track the impact of the adjustments in real time (e.g., progress monitoring tools, walkthrough protocols, student performance data)? Improvement Science Lens to Consider: • What are your <i>tests of change</i> for the next cycle (small-scale trials, pilots, or refinements)? • How will you know if the change is an improvement (specific evidence/metrics)?

Expeditionary Learning	#46 #49 #100 #105	Provide training for all teachers on “EL Core Practice 28: <i>Focusing on the characteristics of effective learning targets:</i>” • Student friendly language • Aligned to NYS standards • Incorporate academic and domain specific vocabulary Create a building-wide shared rubric/checklist for evaluating learning targets (e.g., clarity, alignment, student-friendly language). Unpack standards and create initial learning targets and identify unit 1 academic and domain specific vocabulary. Conduct walkthroughs (Schedule TBD) using “learning target rubric” to assess effectiveness and provide feedback to teachers. Provide training to all teachers on strategies to strengthen student understanding of learning targets (e.g., “I can...” statements, success criteria, checks for understanding).	Teachers received targeted training on EL Core Practice 28, with implementation supported through coaching and PLTs; early evidence of practice shifts is reflected in walkthrough data, and 55% of students in ELA and 50% in Math met their projected NWEA growth, signaling initial impact on student outcomes. 94% of classrooms consistently use learning targets in daily instruction. The common formative assessment process is now underway, and we’ll begin reviewing data by October 31, 2025, to help guide instruction and track progress toward our goals. A shared EL resource folder has been added and updated on the Lincoln Padlet to support easy access to instructional materials and planning tools.	With 55% of students in ELA and 50% in Math meeting their projected NWEA growth, we’re seeing early signs of positive impact on student outcomes. These results suggest that current instructional strategies—particularly the focus on aligned learning targets and formative assessment—are beginning to take hold and should be reinforced. To build on this momentum, we’ll continue to refine success criteria, provide targeted coaching, and use upcoming data reviews to inform instruction. Implementing this process will require sustained leadership support, time for collaborative planning, and responsive professional learning to ensure all students benefit from these gain Teachers are using NWEA Class Profile reports and current formative assessment data in content-level PLTs to guide instruction, with a goal that 75% of students will demonstrate proficiency on grade-level common formative assessments. Progress toward this goal will be monitored through ongoing CFA data reviews in PLTs, allowing teams to adjust instruction and interventions in real time.
------------------------	----------------------------	--	---	--

		Develop student-friendly learning targets for 8th grade Social Studies students connected to college readiness themes. Share best practices for integrating visits into EL instruction with Social Studies teachers.		To strengthen our instructional strategy, professional development on October 30th, co-designed with EL and building coaches, will focus on aligning learning targets with success criteria, aiming for 90% classroom alignment. This builds on promising practices already in place and will be supported by leadership and district coaches. The PD will be responsive to staff needs, with follow-up through PLTs and walkthroughs. To scale this work, we’ll use NWEA Class Profile reports and formative assessment data to guide instruction, with a goal of 75% student proficiency on grade-level CFAs. Progress will be tracked through ongoing data reviews, and adjustments will be made based on student performance and staff feedback to ensure continuous improvement. As a next step, we will focus classroom walkthroughs on the rigor of learning targets and their alignment to success criteria. To strengthen implementation, we’ll refine our walkthrough tools to capture alignment and rigor more clearly, and use the data to inform future PD and coaching.
--	--	---	--	---

Formative Assessment Practices	#39 #100 #110 #44 #46 #49 #105 #115	Collaboratively identify and unpack essential standards and review pacing guides to: - Choose which Common Formative Assessment (CFA) each content will utilize - Establish CFA schedule Administer Fall NWEA, DIBELS, and ELP assessments. Analyze student baseline data to identify students who have not achieved proficiency of essential standards and create action plans to address student needs. During Crew, conduct individual student data meetings on the first and last week of each month.	95% of students have been identified for interventions or extensions through PLTs, ensuring every learner is supported with targeted instruction based on their individual needs. 97% of students completed the Fall NWEA in ELA and 96% in Math, providing a strong baseline of data to inform instruction and monitor growth across content areas. Currently, 43% of classrooms are using EL and AT protocols during collaborative discussions, indicating early adoption and opportunities to deepen implementation across grade levels.	Baseline completion rates show strong implementation in ELA (93%) and Math (91%), indicating these strategies should be reinforced. Social Studies (87%) and Science (89%) show slightly lower engagement, suggesting a need for refinement. Next steps include adjusting assessment practices. System supports and real-time monitoring will be key to sustaining improvements and guiding future cycles of change. With 43% of classrooms currently using EL and AT protocols during collaborative discussions, we see an opportunity to deepen implementation. To strengthen this practice, we plan to partner with district content coaches to deliver professional development focused on student discussion as an instructional tool, aligned to teachers' PL plans. This targeted support will help build teacher capacity, ensure consistency across grade levels, and reinforce the use of protocols to elevate student voice and engagement. Progress will be monitored through walkthroughs and PLT reflections to guide next steps.
--------------------------------	--	--	--	---

Intentional Welcoming School/Class Environment	#3 #160	Train 8th grade students in Where Everybody Belongs (WEB) leaders to mentor younger classmates. Host Grade Level Orientations and Back-to-School Blast event, welcoming students, parents and the community to foster parent-teacher-student relationships. Facilitate EL Crew PD focused on: building belonging through greetings, inclusive protocols, and student voice. Include calibration on walkthrough look-fors. Establish an attendance team: • Identify stakeholders on the attendance team (admin, counselors, families, etc.) • Define roles and responsibilities of each member	On August 15th, select 8th graders were trained as WEB leaders, and they played a key role in hosting grade-level orientation and supporting back-to-school events on August 18–20, helping build a welcoming school culture. Bi-weekly EL Crew PD is facilitated by Lincoln’s Crew Committee on Thursdays, focusing on building belonging through greetings, inclusive protocols, and student voice. PD topics are informed by walkthrough data to ensure alignment with classroom needs. Lincoln’s Attendance Team meets every Friday morning to identify chronically absent students and assign targeted supports, ensuring consistent monitoring and intervention to improve student attendance. Lincoln’s current attendance rate is 93%, providing a baseline for ongoing efforts to improve daily student engagement and reduce chronic absenteeism. The District Panorama Survey window opens on November 3, 2025, providing an opportunity to gather valuable feedback from students, staff, and families to inform school improvement efforts.	WEB leaders now meet weekly with a designated staff member to plan and prepare activities that they turnkey during Friday CREW sessions for 6th graders, ensuring ongoing peer mentorship and leadership development. This structure is a strong foundation for student-led engagement and should be sustained and potentially expanded. Lincoln’s Crew Committee facilitates EL Crew professional development every other Thursday, focusing on building belonging through greetings, inclusive protocols, and amplifying student voice. These sessions are responsive to walkthrough data, ensuring alignment with classroom needs and real-time support for staff. This ongoing PD structure is a promising model that strengthens school culture and should be sustained and refined as part of Lincoln’s broader instructional strategy. Lincoln’s Attendance Team meets weekly to identify and support chronically absent students, ensuring consistent monitoring and intervention. With a current attendance rate of 93%, this provides a solid baseline for measuring progress and refining strategies to boost daily engagement. The team’s proactive approach is a promising
---	--------------------	---	---	--

			96% of Crews are meeting all walkthrough look-fors, with clear evidence of student voice and inclusive protocols, reflecting strong implementation of EL practices that foster belonging and engagement	practice that should be sustained and potentially scaled, with continued focus on targeted supports, data tracking, and system-level coordination to reduce chronic absenteeism over time. The District Panorama Survey window opens on November 3, 2025, offering a valuable opportunity to gather feedback from students, staff, and families. This data will inform school improvement efforts by highlighting strengths and identifying areas for growth, ensuring that future decisions are responsive to the needs and experiences of the entire school community. With 96% of Crews meeting all walkthrough look-fors—including clear evidence of student voice and inclusive protocols—Lincoln is demonstrating strong implementation of EL practices that foster belonging and engagement. This high level of consistency reflects the impact of ongoing Crew PD and intentional planning, and it provides a strong foundation to sustain and deepen this work across the school. The finalized Crew walkthrough tool has been shared to the Lincoln Padlet for staff access,
--	--	--	--	--

				including both the building-level and district-level versions. This ensures consistent implementation and visibility across teams, supporting alignment with school-wide and district-wide priorities.
--	--	--	--	--

Multi-Tiered System of Support (MTSS)	#3 #160	Establish SIT and Equity, Culture, Climate leadership teams. Identify team members, define roles, and set meeting calendar for the year, establish student digital portfolio system (data tracking system for SIT referrals). Provide staff PD during opening days on MTSS, the Lincoln Card System, Student Digital Portfolios, SIT referrals and Tier III supports. Train on procedures, expectations, and implementation fidelity for each system. Launch Lincoln Card System school-wide. Model expectations, distribute applications, and begin with gold card tracking. Screen and Identify Tier III students (reading and math). Use beginning of year assessments (Dibels, WIST, TOSWRF) to identify students for Wilson, intensive reading, and algebraic reasoning interventions.	95% of Lincoln students completed a universal screener (DIBELS, WADE, WIST, TOSWRF), and by October 6, 2025, 90% of students flagged for support were placed in Tier II or Tier III interventions, ensuring timely and targeted instructional responses. Students will apply for Gold Card status by October 31, 2025, with applications reviewed by committee and decisions made by November 6. The MTSS card application criteria were shared with students by October 15, and Lincoln anticipates that at least 165 students will advance from White to Gold or higher, reflecting improved behavior and engagement	Continued progress monitoring in Tier II and Tier III classes is essential to identifying and responding to student needs. This strategy should be strengthened by ensuring consistent data collection, regular review cycles, and clear intervention plans based on student performance. To refine the process, we'll streamline data tools and ensure alignment Tier II and Tier III curriculum. The MTSS card system is showing early promise in promoting positive behavior, with a goal of 60% of students earning a gold card or higher and a 10% reduction in referrals by December 30, 2025. This strategy should be strengthened through consistent implementation, clear communication of expectations, and the introduction of monthly incentives to boost student engagement. Digital portfolios have been created for students through the SIT process, providing a structured way to document growth, showcase learning, and support personalized reflection. This tool enhances student ownership and aligns with school-wide goals for deeper engagement and evidence of progress.
---------------------------------------	------------	---	--	---

				All students with disabilities have an updated IEP at a glance, ensuring that staff have quick access to essential supports and accommodations. This promotes more responsive instruction and strengthens alignment with individualized learning goals. Attendance benchmarks are published and shared weekly during the building-level BAG (Behavior, Attendance, and Grades) meetings. This routine promotes transparency, supports data-driven decision-making, and helps staff monitor trends to improve student outcomes.
--	--	--	--	--

Part 3 – Demonstrable Improvement (DI) Indicator Progress Reporting
 Report on **all DI Indicators** (both **Level 1** and **Level 2**) identified in the Continuation Plan.
 For each indicator:

- Indicate whether the **Early Implementation Progress Goal** has been met.
- Provide supporting **evidence and outcomes** that demonstrate progress.
- Reflect on next steps: What comes after this stage of implementation?

DI Indicator # and Name: Use the exact indicator language.	Early Implementation Progress Goal: Restate the specific measurable target identified for early implementation.	Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?	Target Met? State whether the early progress goal was achieved. If not, briefly describe the gap and barriers.	Next Steps / Adaptation: If the target was not met, are the necessary changes noted in section 3 next steps for Lead Strategies? If not, describe next steps here.
#3- Student Attendance	Maintain $\geq$ 87% daily student attendance	During the first quarter, the student attendance rate was 92% exceeding our early progress target of 87.5% Lincoln continues to prioritize daily and weekly attendance monitoring, with targeted supports for students and families experiencing chronic absenteeism. The Attendance Impact Team sustained its outreach efforts, including home visits and personalized follow-up. Additional strategies include: - Weekly SIT Team meetings with administrators and grade-level teams - Integration of social-emotional learning and mindfulness practices - Ongoing collaboration with agency partners to support student well-being - A dedicated Family Engagement Room offering resources and materials - Weekly attendance incentives, including drawings for students with perfect or improved attendance - Tier 3 interventions such as after-hours home visits for students with the highest absenteeism rates We will continue refining our outreach strategies and expanding incentive programs. The Attendance Impact Team will deepen collaboration with family liaisons and agency partners to address barriers	Early implementation target goal met. DI #3 progress target met.	Target met.

		to attendance. Additional data analysis will inform targeted interventions for students trending toward chronic absence.		
#39- Math MGP- All Students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	50% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Based on the most recent student data from the Fall 2025 NWEA Math assessment, the projected Math MGP is 47.95% which is currently above our progress target of 47.2%. NWEA growth reports indicate: • 40.22% of students demonstrated high or average-high growth • 20.54% showed average growth • 39.24% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison • Integration of EL strategies to support diverse learners • Tier 2 interventions delivered daily by an Algebraic Reasoning (AR) Teacher • Use of SOAR assessments to identify students for additional support • DreamBox and Zearn utilized during tutorial blocks for personalized skill development Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills.	Early implementation target goal met. DI #39 progress target met.	Target met.
#100- 3-8 ELA Core Subject PI- All Students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	55% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Fall 2025 NWEA Reading data shows a projected ELA Performance Index of 73 which is currently slightly below our progress target of 79.3. NWEA growth reports indicate: • 43.55% of students demonstrated high or average-high growth • 19.71% showed average growth	Early implementation target goal met.	Target met.

		36.73% fell into low-average or low growth categories Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW. Instructional strategies included: - Tier 1 instruction aligned to district ELA units with embedded EL strategies - Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher - Tier 3 interventions delivered by a certified Wilson Teacher - Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs - Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.	DI #100 progress target not met.	
#110- 3-8 Math Core Subject PI- All Students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	50% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 58.2 At this point in the year, this is above our progress target of 38.4. NWEA growth reports indicate: 40.22% of students demonstrated high or average-high growth 20.54% showed average growth 39.24% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included:	Early implementation target goal met. DI #110 progress target met.	Target met.

		• Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison • Integration of EL strategies to support diverse learners • Tier 2 interventions delivered daily by an Algebraic Reasoning (AR) Teacher • Use of SOAR assessments to identify students for additional support • DreamBox and Zearn utilized during tutorial blocks for personalized skill development Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills.		
#160- Chronic Absenteeism	Maintain $\geq$ 87% daily student attendance	During the first quarter, the chronic absenteeism rate was 22.9% which is well below our progress target of 54%% Lincoln continues to prioritize daily and weekly attendance monitoring, with targeted supports for students and families experiencing chronic absenteeism. The Attendance Impact Team has sustained its outreach efforts, including home visits and personalized follow-up. Additional strategies include: • Weekly SIT Team meetings with administrators and grade-level teams • Integration of social-emotional learning and mindfulness practices • Ongoing collaboration with agency partners to support student well-being • A dedicated Family Engagement Room offering resources and materials • Weekly attendance incentives, including drawings for students with perfect or improved attendance • Tier 3 interventions such as after-hours home visits for students with the highest absenteeism rates We will continue refining our outreach strategies and expanding incentive programs. The Attendance Impact Team will deepen collaboration with family liaisons and agency partners to address barriers to attendance. Additional data analysis will inform targeted interventions for students trending toward chronic absence.	Early implementation target goal met. DI #160 progress target met.	Target met.
#44- 3-8 Math MGP-Economically Disadvantaged (ED) students	25% of students met their individual projected	50% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 47.57 At this point in the year, this is below our progress target of 48.4.	Early implementation target goal met.	Target met.

	growth metric from Fall 2025 NWEA Assessment	NWEA growth reports indicate: • 39.93% of students demonstrated high or average-high growth • 20.78% showed average growth • 39.29% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison • Integration of EL strategies to support diverse learners • Tier 2 interventions delivered daily by an Algebraic Reasoning (AR) Teacher • Use of SOAR assessments to identify students for additional support • DreamBox and Zearn utilized during tutorial blocks for personalized skill development Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills.	DI #44 progress target not met.	
#46- 3-8 ELA Black Level 2 and above Gap with no Black Students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	55% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated projected ELA Performance Index of 13.42%. At this point in the year, this is above our progress target of 9% NWEA growth reports indicate: • 49.35% of students demonstrated high or average-high growth • 20.74% showed average growth • 35.02% fell into low-average or low growth categories	Early implementation target goal met. DI #46 progress target met.	Target met.

		Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to district ELA units with embedded EL strategies • Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher • Tier 3 interventions delivered by a certified Wilson Teacher • Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs • Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#49- 3-8 ELA ED Level 2 and above Gap with non-Students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	55% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated projected ELA Performance Index of 0.59% At this point in the year, this is below our progress target of 19%. NWEA growth reports indicate: • 43.61% of students demonstrated high or average-high growth • 19.80% showed average growth • 36.59% fell into low-average or low growth categories Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW. Instructional strategies included:	Early implementation target goal met. DI #49 progress target met.	Target met.

		• Tier 1 instruction aligned to district ELA units with embedded EL strategies • Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher • Tier 3 interventions delivered by a certified Wilson Teacher • Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs • Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#105- 3-8 ELA Core Subject PI- Economically Disadvantaged students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	55% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment Utilizing our most recent student data from the Fall NWEA Reading assessment, we have calculated projected ELA Performance Index of 72.2. At this point in the year, this is slightly below our progress target of 75.7. NWEA growth reports indicate: • 43.61% of students demonstrated high or average-high growth • 19.80% showed average growth • 36.59% fell into low-average or low growth categories Teachers used achievement and growth data during instructional meetings and PLTs to guide instructional planning. A structured data cycle was employed to monitor progress, identify gaps in mastery, and develop targeted action plans. Students participated in goal-setting and progress tracking through CREW. Instructional strategies included: • Tier 1 instruction aligned to district ELA units with embedded EL strategies • Tier 2 interventions provided daily by an Intensive Reading (IR) Teacher • Tier 3 interventions delivered by a certified Wilson Teacher • Screening through DIBELS (MAZE and ORF), WADE, WIST, and TOSWRF to identify student needs	Early implementation target goal met. DI #105 progress target not met.	Target met.

		Lexia Core 5 used during tutorial blocks to support targeted reading development Instructional teams will continue to analyze student data to refine intervention groupings and instructional pacing. Professional development will focus on literacy strategies and progress monitoring. Expanded use of Lexia and Wilson programming will support students requiring intensive intervention.		
#115- 3-8 Math Core Subject PI- Economically Disadvantaged students	25% of students met their individual projected growth metric from Fall 2025 NWEA Assessment	50% of students meet their individual projected growth metric from Fall 2025 NWEA Assessment. Utilizing our most recent student data from the Fall NWEA Math assessment, we have calculated a projected Math MGP of 58.5 At this point in the year, this is below our progress target of 37.1. NWEA growth reports indicate: 39.93% of students demonstrated high or average-high growth 20.78% showed average growth 39.29% fell into low-average or low growth categories Teachers used both achievement and growth data during instructional meetings and PLCs to guide planning. A data-driven cycle was implemented to monitor student progress, identify priority standards, and develop targeted instructional responses. Students also engaged in academic goal-setting and progress tracking through CREW. Instructional strategies included: - Tier 1 instruction aligned to SCSD Math units, co-planned with the Math Content Liaison - Integration of EL strategies to support diverse learners - Tier 2 interventions delivered daily by an Algebraic Reasoning (AR) Teacher - Use of SOAR assessments to identify students for additional support - DreamBox and Zearn utilized during tutorial blocks for personalized skill development Instructional teams will continue to refine Tier 1 and Tier 2 supports based on updated formative data. Additional professional development will focus on differentiated instruction and progress monitoring. Expanded use of digital platforms will support individualized learning pathways and reinforce foundational math skills.	Early implementation target goal met. DI #115 progress target met.	Target met.

Part 4 – District Support Plan

*District leadership should provide a clear reflection and report on the district’s plan to **support the school’s effective implementation of the Continuation Plan**. The report should describe the **specific supports provided**, the **systems in place to monitor progress**, and the **adjustments planned** to ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets.*

Report Out: 2025-2026 District Support	
Describe the specific steps the district has taken this quarter to support the school and school leadership in implementing the Continuation Plan. Be explicit about: • Equitable Resource Allocation: How resources (staffing, funding, programs, services, materials) were distributed to meet the unique needs of this school. • Access to Strong Teaching & Learning: How the district ensured students at this school had access to effective teachers, high-quality instruction, and meaningful learning opportunities.	Evidence of Impact • What data, observations, or stakeholder feedback demonstrate the impact of district support on the school’s progress toward its Demonstrable Improvement (DI) Indicators? • Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics). Adjustments & Next Steps Based on the evidence gathered to date, what adjustments or refinements will the district make in the next quarter to strengthen support for this school? Identify specific action steps and timelines for implementation.
Resource Allocation: ▪ Along with other partnerships with Community Based Organizations, the district is funding a targeted support strategy for 50 young men and 50 young ladies. The Building Men and Building Women Programs, which are showing success in other schools, are designed to identify and support targeted students (i.e., economically disadvantaged students: DI’s 44, 49, 105, 115 and Black students: DI #46). with academic interventions, mentoring, and behavior management. Each program has a full-time coordinator to oversee the program in collaboration with the school’s administration. ▪ While Lincoln does not have specific DI indicators for students with disabilities, over 20% of the student enrollment are identified as students with disabilities. Therefore, as a focus on all students (DI #100, #110) and aligned to the district’s engagement in the Regional Partnership supporting Students with Disabilities, Lincoln is one of the district’s schools participating in this effort. This participation will provide a data-driven decision-making approach to addressing the needs of students with disabilities, which will impact the “all students” DI indicators. A recent activity involved having a NWEA consultant lead a two-day engagement in which Lincoln’s beginning of the year NWEA data for	Evidence of Impact ▪ The district’s Cross Functional Support Team has provided daily and weekly support to Lincoln directly aligned to drive the school’s progress toward its Demonstrable Improvement Indicators. Each District department providing support documents the support provided and the anticipated impact through a shared ‘District Support Tracker’. To highlight a few examples of the District support provided this quarter: ○ The ELA department has facilitated data-focused Professional Learning Teams at the school to create data informed SMART goals for student proficiency on priority standards and examine student work to track individual student progress within the 4–6-week common formative assessment cycles. ○ The District Math Department has conducted numerous walkthroughs this quarter in collaboration with school leaders to identify areas for targeted support in instruction and planning and aspects of the curriculum. ▪ In support of meeting attendance Demonstrable Improvement Indicators, the District’s Office of Information Technology (OIT) Department provides weekly attendance reports with aggregated and disaggregated data that can be filtered in various ways to assist in identifying subgroup-specific attendance trends. This has

SWD for reviewed and analyzed. On day two, a team visited Lincoln to observed classes to have additional data on how the school is serving SWD. The result of the two-day activity was a “Next Steps Action Plan” in which the school identified 3-5 essential action steps. During bi-weekly school visits these action steps will be discussed and monitored to explore implementation and impact. ▪ A district Cross Functional Support Team, with representatives from each district department, is in place to ensure coordinated district support. In collaboration with the school, each department partners with a point person from the school to determine appropriate support related to their department. Along with district-level academic support related to ELA and Math for all students (DI #100, #110), targeted support and resource from the Student Support Department are being provided. The Human Resource Department engages in a bi-weekly meeting to address immediate HR concerns and to explore long-term HR planning. The district’s Deputy Chief of School Reform is responsible for coordinating this team. ▪ Another element of the district support structure involves at least bi-weekly school visits. The Deputy Chief of School Reform, Assistant Superintendent of Middle Schools, and other District staff visit the school for two hours on a bi-weekly basis to conduct classroom walkthroughs and debriefs with the Principal, address staffing concerns, review data as appropriate, engaging the principal in leadership development, and collaboratively identify next steps for both the school and the District team. Strong Teachers: ▪ As part of the Superintendent Receivership Powers and the aligned Lincoln Transformation Plan, \$10,000 stipends were provided to recruit highly effective teachers to the school. This effort has reduced the number of non-certified teachers at the school for the 2025-26 school year.	resulted in the school improving its daily attendance rate by 2% from this same time last year, as well as decreasing its chronic absenteeism rate by 16%. Adjustments and Next Steps ▪ The Cross Functional Support Team will continue to provide on-going, targeted support to administrators, teachers, and support staff at Lincoln. Additionally, the district’s Deputy Chief of School Reform and Assistant Superintendent for Middle Schools will continue to conduct bi-weekly support visits to Lincoln focused on improved instruction and proactively identifying the needs of the building and providing appropriate supports. ▪ A next step in district support involves a targeted effort to engage families. The district’s Office of Family Engagement will be more directly partnering with the school to determine how to enhance family engagement. Based on pervasive research, this targeted effort to engage families will have a positive impact on student attendance, behavior, and academic outcomes.
--	---

▪ The district is continuing its Long-Term Substitute Teacher Academy to support the needs of any non-certified teachers.	
---	--

Part 5 – 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 2025–2026 SY.

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

Report Out: 2025–2026 CET Plan Implementation	
CET Engagement: • Provide dates and times of CET convening(s). • Attach or summarize CET meeting agenda(s) that occurred during this quarter, noting how key data and information were shared to support analysis of lead strategies • If applicable, describe the process for identifying and selecting new members, including steps taken to increase participation of parents, family members, and students.	CET Impact: • Identify the lead strategies that were presented to the CET for input and shared decision-making. • Describe the contribution of the CET and how their feedback or actions influenced, strengthened, or scaled the implementation of lead strategies.
CET Meeting 09/30: ○ Academic DI Indicator Presentation ▪ Reviewed NYS Data related to all DI Indicators/Subgroups. ▪ Discussed focus group plan for students along with tutorial periods. ○ Attendance ▪ Shared DI Targets ▪ Discussed our current attendance rate/chronic absenteeism ▪ Shared attendance plan. ○ MTSS ▪ Shared PBIS plan ▪ Discussed EL Card System and discussed various options for enhancement. ○ Community Partnership ▪ Reviewed several options for community events. ▪ Will begin with enhancing Trunk or Treat/Monster Math event ○ Sedgewick Community will partner with Lincoln providing resources.	At our initial Community Engagement Team (CET) meeting, we collaboratively reviewed Lincoln’s lead strategies aligned with our Demonstrable Improvement (DI) Indicators. These strategies included the implementation of Expeditionary Learning (EL), the development of a comprehensive Attendance Team and Plan, and the rollout of our EL Card System. To ground our discussion, we examined key data points such as 2024–2025 NYS Assessment results, daily attendance averages, chronic absenteeism rates, and current progress toward DI indicator targets. The CET played a vital role in shaping and strengthening these strategies. Through shared decision-making, members provided actionable feedback and identified targeted areas of support. Their contributions focused on enhancing our attendance and EL Card incentive programs, offering both resources and staffing for family and community engagement events. These efforts have been instrumental in fostering a stronger school-community culture and scaling the impact of our lead strategies across Lincoln.

Part 6 – Powers of the Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the School Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

Provide a summary of the use of the School Receiver’s powers during this reporting period. If Powers of the Receiver were not utilized, indicate such.

1. Staffing

Acknowledging the pervasive research related to the impact of the classroom teacher on student achievement, the district provided \$10,000 stipends to retain and recruit effective teachers to the school. A Collegial Partnership Agreement (MOU) was collaboratively developed with the teacher’s association.

Along with recruiting highly effective teachers, the district also provided stipends to recruit an entirely new administrative team at the school. A Collegial Partnership Agreement (MOU) was collaboratively developed with the administrator’s association.

In addition to teachers and school leaders, a stipend was also provided to Teacher Assistants to continue the focus on attracting the most effective staff members possible.

2. New Instructional Model

As part of the Collegial Partnership Agreement with the teachers’ association, the school will implement a new instructional model. Expeditionary Learning (EL) is an innovative approach that emphasizes inquiry-based learning, character development, and teamwork. In alignment to the Expeditionary Learning Model, Lincoln’s Transformation Plan and related academic and SEL-based programming will be anchored in EL to drive improvement effectively and sustainably.

3. Required Summer and Weekly After School Professional Learning

As a component of staff committing to the school, the Lincoln Transformation Plan highlights required summer and after-school professional learning. The foundational summer training and ongoing professional learning ensures all staff are aligned and fully aware of instructional and overall classroom expectations.

4. District Support & Accountability

Understanding that district conditions and practices impact the success of individual schools, the district is providing comprehensive support to Lincoln above the support provided to other schools. Utilizing a Cross Functional Support Team (CFST) model, each district department will provide targeted support to the school. Moreover, a Superintendent Driven “911” approach will be used in which resources, supports, removal of barriers, etc. will be implemented. This will significantly decrease and often eliminate multiple approvals being needed. This support is complemented and balanced by enhanced expectations, monitoring, and overall accountability.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Assurance and Attestation

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

Name of Receiver (Print):

Signature of Receiver:

Date:

Anthony Davis
[Signature]
10/29/25

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2025–2026 Community Engagement Team (CET) Plan and membership for the current academic year.

Name of CET Representative (Print):

Signature of CET Representative*:

Title of CET Representative:

Date:

Jade Widger
[Signature]
Community Coordinator
10/24/25

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