2025-26 School Comprehensive Education & Receivership Continuation Plan

District	School Name	Principal Name	Grades Served	Accountability Model
Syracuse City	Lincoln Middle School	Jason Rutkey	6-8	CSI/Receivership

Superintendent's Name	School BEDS Code	Principal Appointment Date	Link to Where Plan Will Be Publicly Posted	
Anthony Davis, Sr.	421800010048	7/1/2025	https://www.syracusecityschools.com/lincoln	

✓ **Principal Commitment:** This plan provides focus and urgency to significantly improve student outcomes, especially for our diverse learners. Per agreement with the Syracuse Teachers Association, the School Leadership Team is responsible for developing, implementing, and monitoring this plan. As approved by the SLT, this plan was collaboratively developed by the SCEP Development Team members identified below. As the school's leader, I commit to 1) pursuing the identified goals, commitments, and strategies, 2) monitoring progress, and 3) adjusting the plan based on ongoing monitoring.

✓ **Assistant Superintendent has reviewed this plan and will partner with the school to ensure its execution.**

✓ **District has approved this plan and will partner with the school to ensure its execution.**

✓ **Civic Empowerment Project identified:** Choose an item.

SCEP/Continuation Plan Development Team		
	Name	*Title / Role*
1	Jason Rutkey	Principal
2	Christine Lockridge	Vice Principal
3	Matthew Grecco	Administrative Intern
4	Brittany Ray	Administrative Intern
5	Tawanna Graham	Program Aid
6	Kayla Lohman	English Language Arts Teacher
7	Louis Marullo	Special Education Teacher
8	Jacqueline Mondt	Special Education Teacher
9	Mandi Oltz	Instructional Coach
10	Kim Orzell	Teaching Assistant
12	Rachel Prentice	Instructional Coach
13	Gabriel Warner	English as New Language Teacher
14	Greg Gaines	Science Teacher

2025-26 SCEP Guidance

Link To Your School's 2025-26 Professional Development Plan	SY2526 PD Plan [Lincoln].xlsx

Table of Contents – Bookmark Links

OVERVIEW PAGE

2025-26 Year-End Goals					
Level 1 **Demonstrable Improvement Indicators**		**Progress Targets**	**Level 2** **Demonstrable Improvement Indicators**		**Progress Targets**
#3	Student Attendance- All Students	84%	#44	Math MGP- ED Students	48.4
#39	Math MGP- All Students	47.2%	#46	ELA Level 2 and above gap- Black Students/Non-Black Students	9%
#100	ELA Core Subject PI-All Students	79.3	#49	ELA Level 2 and above gap- ED Students/Non-ED Students	19%
#110	Math Core Subject PI- All Students	38.4	#105	ELA Core Subject PI- Economically Disadvantaged Students	75.7
#160	Chronic Absenteeism- All Students	54%	#115	Math Core Subject PI- Economically Disadvantaged Students	37.1

Data Sources for the 2025-26 School Year

Directions: Click the box next to all that apply.

Diagnostic/Benchmark Assessments
- ☐ IXL
- ☒ NWEA
- ☐ iReady
- ☐ Star
- ☒ Lexia

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

State Assessments
- ☒ Regents Exams
- ☒ 3-8 ELA
- ☒ 3-8 Math

List all others that apply:
Dibels
Wist
TOSWRF
English Language Progress (ENL)

List all others that apply:

List all others that apply:
NYSESLAT

School Identified Lead Strategies

Directions: Use the school's needs assessment results to identify strategies from each drop-down menu that the school will prioritize. Refer to the Strategy Companion Guide for additional guidance on each strategy. Confirm whether the strategy is "new"(N) – "expanded" (E) – "refined (R)."

	Lead Strategies *(Refer to Strategy Companion Guide)*	**N-E-R**
1	Expeditionary Learning (EL)	N
2	Formative Assessment Practices	N
3	Intentional Welcoming School/Class Environment	E
4	Multi-Tiered System of Supports (MTSS)	N

Academic Lead Strategy 1: Expeditionary Learning (EL)	PD Plan Link:	School Lead:
Aligned DI Indicators: # 46, # 49, # 100, # 105	SY2526 PD Plan [Lincoln].xlsx	Brittany Ray

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

Through the needs assessment and the transformation plan, it was identified that Lincoln Middle School would benefit from implementing Expeditionary Learning (EL) as a lead academic strategy. 85% of Lincoln's students are performing below proficiency levels in reading and math with Economically Disadvantaged students and Black students underperforming compared to the entire school. Learning targets are the foundation of student-engaged assessment systems. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own.   As a part of our EL Training, we have identified effective learning targets as a foundational core practice.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N/A

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide training for all teachers on "EL Core Practice 28: *Focusing on the characteristics of effective learning targets:"* • Student friendly language • Aligned to NYS standards • Incorporate academic and domain specific vocabulary	August 25-26, 2025 September 15 2025	Brittany Ray	Instructional Coaches District Coaches EL Core Practices Thursday Content PD PLT Cycle Schedule	🟥
Create a building-wide shared rubric/checklist for evaluating learning targets (e.g., clarity, alignment, student-friendly language).	September 15, 2025	Christine Lockridge (ILT Lead)	EL Core Practices Instructional Leadership Team PLT Cycle Schedule	🟥
Unpack standards and create initial learning targets and identify unit 1 academic and domain specific vocabulary.	By September 30, 2025	Rachel Prentice Mandi Oltz Content Liaisons	PLT Time EL Core Practices Thursday Content PD PD and PLT Cycle Schedule	🟥
Conduct walkthroughs (Schedule TBD) using "learning target rubric" to assess effectiveness and provide feedback to teachers.	October 1– October 31	Admin Team & Instructional Coaches	EL Core Practices Thursday Content PD PD and PLT Cycle Schedule	🟥
Provide training to all teachers on strategies to strengthen student understanding of learning targets (e.g., "I can…" statements, success criteria, checks for understanding).	By October 31	Brittany Ray	Instructional Coaches District Coaches EL Core Practices Thursday Content PD PLT Cycle Schedule	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Early Implementation Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
October 1, 2025	NWEA Data	25% of students met their individual projected growth metric from Spring 2025 NWEA Assessment	

October 31, 2025	Walkthrough Tool	100% of classrooms utilize learning targets in their daily lessons.	
October 31, 2025	Common formative assessments	75% of students demonstrate proficiency on standards-based common formative assessments across content.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Lead Strategy 1: Expeditionary Learning (EL)	PD Plan Link:	School Lead:
Aligned DI Indicators: # 46, # 49, # 100, # 105	SY2526 PD Plan [Lincoln].xlsx	Brittany Ray

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If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N/A

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Provide training to all teachers related to effectively sequencing daily learning targets.	By November 15, 2025	Rachel Prentice Mandi Oltz	PLT Thursday Content PD Instructional Coaches Content Liaisons District Coaches	
Facilitate PLTs to review and revise learning targets using student work and walkthrough feedback.	November-December: Twice per week	Mandi Oltz Rachel Prentice	PLT Thursday Content PD Instructional Coaches Content Liaisons District Coaches	
Conduct walkthroughs and provide feedback to teachers on student ownership of learning targets ("I can..." statements, success criteria, checks for understanding).	November 15, 2025	Admin Team and Instructional Coaches	PLT Content Liaisons	
Conduct walkthroughs and provide feedback to teachers on the sequencing of daily learning targets.	December 19, 2025	Admin Team and Instructional Coaches	Admin Team Instructional Coaches	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
November 15th, 2025	Walkthrough Tool	90% of classrooms learning targets contain an aligned success criteria.	
December 31, 2025	Common formative assessments (Examples)	75% of students demonstrate proficiency, as determined by grade level rubrics, on standards based common formative assessments. across content.	
December 31, 2025	Common formative assessments (Examples)	75% of students demonstrate proficiency, as determined by grade level rubrics, on standards based common formative assessments. across content.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Lead Strategy 1: Expeditionary Learning (EL)	**PD Plan Link:**	**School Lead:**
Aligned DI Indicators: # 46, # 49, # 100, # 105	[SY2526 PD Plan [Lincoln].xlsx](#)	Brittany Ray

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

Through the needs assessment and the transformation plan, it was identified that Lincoln Middle School would benefit from implementing Expeditionary Learning (EL) as a lead academic strategy. 85% of Lincoln's students are performing below proficiency levels in reading and math with Economically Disadvantaged students and Black students underperforming compared to the entire school. Learning targets are the foundation of student-engaged assessment systems. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own.   As a part of our EL Training, we have identified effective learning targets as a foundational core practice.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N/A

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Review sequencing of learning targets throughout a unit to build mastery of a standard.	By January 9, 2026	Mandi Oltz Rachel Prentice	PLT Thursday Content PD Content Liaisons	
Engage in targeted training for teachers related to effectively sequencing daily learning targets based on student performance data and walkthrough data.	By January 15, 2026	Rachel Prentice Mandi Oltz Content Liaisons	PLT Thursday Content PD Content Liaisons District Coaches	
Plan lessons with sequential learning targets that provide students an opportunity to re-write each LT.	By January 23, 2026	Rachel Prentice Mandi Oltz Content Liaisons	PLT Thursday Content PD Content Liaisons	
Conduct walkthroughs and provide feedback to teachers on the sequencing of daily learning targets and student ownership through re-writing.	January-February (Schedule TBD)	Admin and Instructional Coaches	Admin Team PLT Content Liaisons	
Facilitate PLCs to review and revise learning targets using student work and feedback from administration team on the sequencing of learning targets.	February 28, 2026	Mandi Oltz Rachel Prentice Content Liaisons	PLT Thursday Content PD Content Liaisons	

PROGRESS MONITORING (JANUARY – MARCH)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
January 31, 2026	NWEA Assessment	50% of students met their individual projected growth metric in reading and math from Fall 2025	
January 31, 2026	Walkthrough Indicator	80% of teachers are providing opportunities for students to re-write Learning Targets.	
February28, 2026	Common formative assessments (Examples)	75% of students demonstrate proficiency on standards based common formative assessments across content.	

March 31, 2026	Common formative assessments (Examples)	75% of students demonstrate proficiency on standards based common formative assessments across content.	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Lead Strategy 1: Expeditionary Learning (EL)	PD Plan Link:	School Lead:
Aligned DI Indicators: # 46, # 49, # 100, # 105	[SY2526 PD Plan [Lincoln].xlsx](#)	Brittany Ray

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

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If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N/A

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps **(Begin with a verb)**	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Identify students/staff/classes to arrange final targeted interventions. (Refer to MTSS)	April 1, 2025	Rachel Prentice Mandi Oltz Content Liaisons	PLT Thursday Content PD Content Liaisons	
Prepare for the 26-27 School year by reviewing and revising student data tracking systems using student work and feedback from administration. Preparing for next school year.	June 15, 2025	Brittany Ray	PLT Thursday Content PD Content Liaisons District Coaches	
Conduct Walkthroughs to assess teachers providing students opportunities to re-phrase Learning Targets.	May 30, 2025	Admin Team Instructional Coaches	Admin Team Instructional Coaches	

PROGRESS MONITORING (APRIL – JUNE)				
Spring Progress Goals				
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**	
May 30, 2026	Walkthrough Indicator	80% of teachers are providing opportunities for students to re-phrase Learning Targets.		
June 29, 2026	Common formative assessments	75% of students demonstrate proficiency on standards based		
June 29, 2026	NWEA Assessment	80% of students met their individual projected growth metric in reading		

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Academic Lead Strategy 2: Formative Assessment Practices	PD Plan Link:	School Lead:
	[SY2526 PD Plan [Lincoln].xlsx](SY2526 PD Plan [Lincoln].xlsx)	Christine Lockridge
Aligned DI Indicators: # 39, #100, #110, #44, #46, #49,		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

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If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N /A

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaboratively identify and unpack essential standards and review pacing guides to: - Choose which Common Formative Assessment (CFA) each content will utilize - Establish CFA schedule	September 30, 2025	Mandi Oltz Rachel Prentice	PLTs Instructional Coaches ILT Thursday Content PD	🟥
Administer Fall NWEA, DIBELS, and ELP assessments.	By October 15, 2025	Christine Lockridge Mandi Oltz	NWEA Tutorial Periods Laptop Carts LMS	🟥
Analyze student baseline data to identify students who have not achieved proficiency of essential standards and create action plans to address student needs.	By October 15, 2025	Mandi Oltz Rachel Prentice	PLTs Content Liaisons Instructional Coaches Thursday Content PD	🟥
During Crew, conduct individual student data meetings on the first and last week of each month.	October 1 - October 31st, 2025	Matt Grecco CREW Committee	CREW Thursday CREW PD CREW Committee Planning Meetings CREW classes	🟥

PROGRESS MONITORING (AUGUST – OCTOBER)			
Early Implementation Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
October 1, 2025	Formative Assessment Schedule	95% of students have completed at least 1 baseline assessment for each content.	
October 31, 2025	Action Plans	100% of students are identified for interventions or extensions.	
October 31, 2025	NWEA and DIBELS benchmark	95% of students completed Fall NWEA and DIBELS benchmark assessments.	
October 31, 2025	Walkthrough Tool	50% of classrooms are engaged in EL and AT protocols during collaborative discussions.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Academic Lead Strategy 2: Formative Assessment Practices	**PD Plan Link:** SY2526 PD Plan [Lincoln].xlsx	**School Lead:** Christine Lockridge
Aligned DI Indicators: # 39, #100, #110, #44, #46, #49, #105, #115		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
Through the needs assessment and the transformation plan, it was identified that Lincoln Middle School would benefit from implementing Expeditionary Learning (EL) as a lead academic strategy. 85% of Lincoln's students are performing below proficiency levels in reading and math with Economically Disadvantaged students and Black students underperforming compared to the entire school. Learning targets are the foundation of student-engaged assessment systems. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own.   As a part of our EL Training, we have identified effective learning targets as a foundational core practice.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. N/A

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct individual student data meetings during CREW for students goal-setting.	By November 1, 2025	Matt Grecco CREW Committee	CREW Thursday CREW PD CREW Committee Planning Meetings CREW classes	
Train teachers to use EL and Accountable Talk protocols and engagement strategies to ensure all students participate in collaborative discussions.	By November 1, 2025	Rachel Prentice	PLTs Instructional Coaches ILT Meetings Thursday Content PD	
Administer common formative assessments in all content classes.	By November 30, 2025	Mandi Oltz Rachel Prentice	PLTs Instructional Coaches Class Time Thursday Content PD	
Analyze student data to monitor students who have not achieved proficiency of essential standards and adjust action plans to address student needs.	By December 15, 2025	Mandi Oltz Rachel Prentice Content Liaisons	PLTs Instructional Coaches Building PD ILT Meetings	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
November 1	Crew Data Journals	90% of students have set academic goals in their focus content area	
December 31, 2025	Common formative assessments (Examples)	75% of students demonstrate proficiency on standards-based common formative assessments across content.	
December 31, 2025	Walkthrough tool	65% of classrooms are engaged in EL and AT protocols during collaborative discussions.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Academic Lead Strategy 2: Formative Assessment Practices	PD Plan Link: SY2526 PD Plan [Lincoln].xlsx	School Lead: Christine Lockridge
Aligned DI Indicators: #39, #100, #110, #44, #46, #49, #105, #115		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

Through the needs assessment and the transformation plan, it was identified that Lincoln Middle School would benefit from implementing Expeditionary Learning (EL) as a lead academic strategy. 85% of Lincoln's students are performing below proficiency levels in reading and math with Economically Disadvantaged students and Black students underperforming compared to the entire school. Learning targets are the foundation of student-engaged assessment systems. Teachers translate required standards into learning goals for courses, projects, units, and lessons in language that students can understand and own.   As a part of our EL Training, we have identified effective learning targets as a foundational core practice.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
N/A

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct regular walkthroughs (Schedule TBD) to evaluate teacher usage/efficiency of EL and AT protocols related to student engagement in collaborative discussions.	By February 28, 2026	Rachel Prentice	Admin. Meetings ILT Meetings Instructional Coaches Walkthrough Tool	
Administer the following assessments: - Content common formative assessments - Winter NWEA - English Language Proficiency (ELP) - MOY DIBELS	By March 15, 2026	Mandi Oltz Audrey Eipp Brittany Ray	ILT Planning Meetings Laptops Interventionists Schedule Instructional Coaches	
Analyze student data to monitor students to identify targeted students for increased intervention and adjust action plans to increase achievement.	By March 31, 2026	Christine Lockridge Matt Grecco Brittany Ray Mandi Oltz Rachel Prentice	PLT Schedule Instructional Coaches Building PD	
Conduct individual student data meetings for students to review and adjust/set new goals.	By March 31, 2026	Christine Lockridge Matt Grecco Brittany Ray Mandi Oltz Rachel Prentice	PLT Schedule Instructional Coaches Building PD	

PROGRESS MONITORING (JANUARY – MARCH)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
March 1, 2026	Walkthrough Tool	75% of classrooms are engaged in EL and AT protocols during collaborative discussions.	
March 15, 2026	Common formative assessments	75% of students demonstrate proficiency on standards based	

		common formative assessments across content.	
March 15, 2026	NWEA Assessment	50% of students met their individual projected growth metric from Fall 2025	
March 31, 2026	Crew Data Journals	90% of students have set academic goals in their focus content area	

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Academic Lead Strategy 2: Formative Assessment Practices	PD Plan Link: SY2526 PD Plan [Lincoln].xlsx	School Lead: Christine Lockridge
Aligned DI Indicators: #39, #100, #110, #44, #46, #49, #105, #115		

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If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. N/A.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Conduct classroom walkthroughs to assess the use of open-ended questions leading to collaborative discussions.	By May 31, 2026	Rachel Prentice Mandi Oltz Admin Team	Admin. Meetings ILT Meetings Instructional Coaches Walkthrough Tool	
Administer the following assessments: - Content common formative assessments - NYS ELA/Math/Science 8 - NWEA - NYSESLAT - EOY DIBELS	By June 15, 2026	Mandi Oltz Brittany Ray	ILT Planning Meetings Laptops Interventionists Schedule Instructional Coaches	
Reflect on student growth and the formative assessment process. Adjust for next year as needed	By June 22, 2026	Christine Lockridge	ILT Meetings Content Liaisons PLTs Thursday Content PD	
During Crew, reflect on student growth, celebrate achievements, and set academic goals for next school year	June 22, 2026	Matt Grecco	CREW Thursday CREW PD CREW Committee Planning Meetings CREW classes	

PROGRESS MONITORING (APRIL – JUNE)			
Spring Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 22, 2026	Common formative assessments	75% of students demonstrate proficiency on standards based common formative assessments across content.	
June 22, 2026	NWEA Assessment	60% of students met their individual projected growth metric from Winter 2025	
June 22 2026	Walkthrough Tool	80% of observed students provide detailed thoughtful responses	

| March 31, 2026 | Crew Data Journals | 90% of students have set academic goals for the 26-27 school year. | |

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	**PD Plan Link:** SY2526 PD Plan [Lincoln].xlsx	**School Lead:** Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
During the needs assessment, it was identified that Lincoln Middle School would benefit from focusing on an intentional welcoming school/class environment. 24% of students responded favorably about the overall school climate. A welcoming school and classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports student emotional well-being, and creates a foundation for improved academic engagement and success. A root cause is that staff and students recognize that Lincoln has a welcoming environment: it has not reached its fullest potential.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-2026, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Train 8th grade students in Where Everybody Belongs (WEB) leaders to mentor younger classmates.	August 15, 2025	Mandi Oltz Christian Hodge	Support staff District WEB leader	
Host Grade Level Orientations and Back-to-School Blast event, welcoming students, parents and the community to foster parent-teacher-student relationships.	August 18-20, 2025	Matt Grecco Jade Widger Latoya Cohen	Bi-weekly Thursday CREW PD CREW Committee	
Facilitate EL Crew PD focused on: building belonging through greetings, inclusive protocols, and student voice. Include calibration on walkthrough look-fors.	August 28 September 11‑25 October 16-30	Matt Grecco Rachel Prentice Kayla Melendez Kayla Lohman Kateri Connolly	Walkthrough tracker Bi-weekly Thursday CREW PD CREW Committee	
Establish an attendance team: • Identify stakeholders on the attendance team (admin, counselors, families, etc.) • Define roles and responsibilities of each member	By September 15, 2025	Christine Lockridge Tim Phelps Dan Gower Devin Seda	Attendance Team Meetings Support staff	

PROGRESS MONITORING (AUGUST – OCTOBER) *Early Implementation Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
October 30, 2026	Attendance Audit	An ≥ 87.5% attendance rate	
October 30, 2026	Panorama Survey	An increase of 5% in student climate responses	
October 30, 2026	Conduct at least two crew walkthroughs utilizing the crew walkthrough tool	≥ 70% of Crews meet all look-for with evidence of student voice and inclusive protocols.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/Class Environment	PD Plan Link: [SY2526 PD Plan [Lincoln].xlsx](#)	School Lead: Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*

During the needs assessment, it was identified that Lincoln Middle School would benefit from focusing on an intentional welcoming school/class environment. 24% of students responded favorably about the overall school climate. A welcoming school and classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports student emotional well-being, and creates a foundation for improved academic engagement and success. A root cause is that staff and students recognize that Lincoln has a welcoming environment: it has not reached its fullest potential.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.

Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-2026, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Plan and launch attendance incentives for students with tiered levels of perfect or high attendance rates (weekly/monthly).	November 1	Latoya Cohen Daniel Gower Jade Widger	Attendance Team Meetings Support staff PBIS budget	
Facilitate Staff CREW and CREW planning sessions centered around classroom implementation and CREW core practices.	November 13 December 4,18	Rachel Prentice CREW Committee	Bi-weekly Thursday CREW PD CREW Committee	
Conduct Crew walkthroughs monthly using the EL tool; provide feedback within 48 hours; share trends and exemplars during PD.	November 19 December 17	Admin & Coaching Team	Walkthrough tracker Bi-weekly Thursday CREW PD CREW Committee	
Analyze daily attendance data during weekly Attendance Team meetings; identify students with ≥10% absences; assign interventions.	Weekly on Fridays	Daniel Gower Tim Phelps	Attendance Team Meetings Support staff	

PROGRESS MONITORING (NOVEMBER – DECEMBER) *Mid-Year Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually**
Dec 18, 2026	EL Crew Walkthrough Look-fors	≥ 80% of Crews meet all look-for with evidence of student voice and inclusive protocols.	
Dec 31, 2026	Daily Attendance	≥ 88% average daily attendance	
Dec 31, 2026	Chronic Absenteeism	≥ 2% decrease in a year-to-year comparison.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/ Class Environment	**PD Plan Link:** SY2526 PD Plan [Lincoln].xlsx	**School Lead:** Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
During the needs assessment, it was identified that Lincoln Middle School would benefit from focusing on an intentional welcoming school/class environment. 24% of students responded favorably about the overall school climate. A welcoming school and classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports student emotional well-being, and creates a foundation for improved academic engagement and success. A root cause is that staff and students recognize that Lincoln has a welcoming environment: it has not reached its fullest potential.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-2026, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Expand attendance incentives including "Most Improved Attendance" monthly awards and individual streak badges (5-, 10-, 20-day). Celebrate during Monday announcements and bulletin boards.	Launch Jan 13; ongoing	Latoya Cohen Daniel Gower Jade Widger	Attendance Team Meetings Support staff PBIS budget	
Monitor previously targeted at-risk students and identify any new at-risk students during weekly Attendance Team and bi-weekly CBO meetings. Provide tiered interventions based on student/family need.	Weekly on Friday Bi-weekly Thursday	Dan Gower Tim Phelps	Attendance Team Meetings Support staff	
Facilitate Staff CREW and CREW planning sessions centered around classroom implementation and CREW core practices.	January 15,19 February 12 March 5, 19	Rachel Prentice CREW Committee	Bi-weekly Thursday CREW PD CREW Committee	
Conduct Crew walkthroughs monthly using the EL tool; provide feedback within 48 hours; share trends and exemplars during PD.	January 28 February 25 March 25	Admin & Coaching Team	Walkthrough tracker Bi-weekly Thursday CREW PD CREW Committee	

PROGRESS MONITORING (JANUARY – MARCH) *Mid-Year Progress Goals*				
Date	**Progress Indicators**	**What do we hope to see?**		**What we actually saw:**
March 30, 2026	EL Crew Walkthrough Look-fors	≥ 90% of Crews meet all look-for with evidence of student voice and inclusive protocols.		
March 30, 2026	Daily Attendance	≥ 88.5% average daily attendance		
March 20, 2026	Chronic Absenteeism	≥ 3% decrease in a year-to-year comparison.		

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Attendance Lead Strategy: Intentional Welcoming School/ Class Environment	PD Plan Link: SY2526 PD Plan [Lincoln].xlsx	School Lead: Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
During the needs assessment, it was identified that Lincoln Middle School would benefit from focusing on an intentional welcoming school/class environment. 24% of students responded favorably about the overall school climate. A welcoming school and classroom environment positively impacts students by fostering a sense of belonging that encourages daily attendance, supports student emotional well-being, and creates a foundation for improved academic engagement and success. A root cause is that staff and students recognize that Lincoln has a welcoming environment: it has not reached its fullest potential.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Although we worked to help our students feel a sense of belonging to encourage daily attendance, the data shows that our current approach needs improvement. Therefore, in 2025-2026, we will implement the following actions to refine and enhance our practices.

IMPLEMENTATION PLAN (APRIL – JUNE)				
Essential Action Steps (Begin with a verb)	Timeline	Person(s) Responsible	Resource Alignment (*PD, Budget*, People, Time, etc.)	P
Facilitate EL Crew PD focusing on: - Student-led discussions - End-of-year belonging rituals - Celebrations of Learning	April 9, 23 May 7, 21 June 4, 18	Matt Grecco, Crew Committee	Thursday CREW PD EL Crew curriculum	
Strengthen implementation through targeted coaching cycles by CREW committee members informed by walkthroughs.	April 27 May 22 June 24	Admin & Coaching Team	Walkthrough tracker Bi-weekly Thursday CREW PD CREW Committee	
Facilitate targeted Attendance Team meetings with focus on: - Continue weekly data reviews for at-risk/targeted students - Intensify outreach/interventions for students at ≥15% YTD absences Coordinate with CBOs for summer bridge and transition supports.	April 10th, 2026	Dan Gower Devin Seda	Attendance Team Data CBOs Support staff	
Expand attendance incentives: grade-level "90%+ Club" celebration; quarterly growth awards; advisory shout-outs and certificates; communicate family-facing recognitions.	By June 15, 2026	Admin, Attendance Team, Teachers	Attendance Team Meetings Support staff PBIS budget	

PROGRESS MONITORING (APRIL – JUNE)			
Spring Progress Goals			
Date	Progress Indicators	What do we hope to see?	What we actually saw:
June 15, 2026	EL Crew Walkthrough Look-fors	100% of Crews meet all look-for with evidence of student voice and inclusive protocols.	
June 15, 2026	Daily Attendance	≥ 89% average daily attendance	
June 30, 2026	Chronic Absenteeism	≥ 4% decrease in a year-to-year comparison.	

June 30, 2026	Panorama Survey	An increase of 25% in student climate responses	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

Student Supports Lead Strategy: Multi-Tiered Systems of Support (MTSS)	PD Plan Link: [SY2526 PD Plan [Lincoln].xlsx](SY2526 PD Plan [Lincoln].xlsx)	School Lead: Matt Grecco
Aligned DI Indicators: # 3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessment, specifically the student interviews, it was determined that Lincoln Middle School needs to strengthen the PBIS Card System. A root cause is students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. The card system was designed to promote positive behavior. The card system is effective but has not reached its fullest potential.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy. N/A

IMPLEMENTATION PLAN (AUGUST – OCTOBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
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).	August 30, 2025	Brittany Ray (ECCT) Christine Lockridge (SIT)	Card system applications Card system tracker	🟥
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.	By September 2, 2025	Christine Lockridge (SIT) Brittany Ray (Card System) Matthew Grecco (MTSS)	SIT Team SIT Handbook Data forms	🟥
Launch Lincoln Card System school-wide. Model expectations, distribute applications, and begin with gold card tracking.	October 15, 2025	Brittany Ray	Staff Time/schedule Data PBIS budget	🟥
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.	October 31, 2025	Audrey Eipp (Wilson) Teresa Zollo (IR) TBD (AR)	SIT team Time CBOs Data	🟥

PROGRESS MONITORING (AUGUST – OCTOBER) *Early Implementation Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
September 15, 2025	Universal Screener Data (Dibels, WADE, WIST, TOSWRF)	At least 90% of students flagged by screeners are placed in tier II or tier III supports within 6 weeks.	
October 31, 2025	Card System Engagement Tracking	40% of students advance from Blue to Gold or higher by end of October, reflecting improved behavior and engagement.	
October 31, 2025	Student Digital Portfolios	100% of identified tier II students have a student digital portfolio created for data tracking.	

Notes/Reflections/Potential Adjustments to Inform November – December Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	PD Plan Link: [SY2526 PD Plan [Lincoln].xlsx](SY2526 PD Plan [Lincoln].xlsx)	School Lead: Matt Grecco
Aligned DI Indicators: # 3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*   According to our needs assessment, specifically the student interviews, it was determined that Lincoln Middle School needs to strengthen the PBIS Card System. A root cause is students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. The card system was designed to promote positive behavior. The card system is effective but has not reached its fullest potential.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.   Based on Lincoln Middle School's needs assessment, this new key strategy will be implemented at Lincoln Middle School in the 2025-2026 school year.

IMPLEMENTATION PLAN (NOVEMBER – DECEMBER)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Begin Tier III Academic Interventions. • Intensive Reading (IR) • Algebraic Reasoning (AR) • Wilson Reading System	By November 15, 2025	Audrey Eipp (Wilson) Teresa Zollo (IR) TBD (AR)	Team meetings Grade level teams Student data	
Facilitate biweekly data meetings with CBOs, including Building Men/Women, to reflect on progress monitoring of tier II behavior, SEL, and attendance interventions.	November 1, 2025	Tamela Jackson	Building Men/Women Student data	
Facilitate bi-weekly SIT and weekly ECCT meetings to review academic, attendance, and referral data to identify tier II students, create SIT action plans, and process card applications.	November 1, 2025	Brittany Ray Matt Grecco Dan Gower Grade level teams	Meeting schedule Card tracker Incentive plan	
Launch gold, platinum, and black card application process, support students with applications and denials during Friday CREW data meetings.	November 15, 2025	Lockridge Grecco Brittany Ray Amanda Oltz Prentice Grade level teams	PBIS funding Schedule Staffing	

PROGRESS MONITORING (NOVEMBER – DECEMBER)			
Mid-Year Progress Goals			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
December 31, 2025	Referrals	10% decrease in the number of referrals from previous year data	
December 31, 2025	PBIS Card System	60% of all students have obtained at least Gold Card Status.	
December 31, 2025	Attendance	Chronic Absenteeism rates of all students decreased by 2.5% from the previous school year.	

Notes/Reflections/Potential Adjustments to Inform January – March Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	PD Plan Link: [SY2526 PD Plan [Lincoln].xlsx](#)	School Lead: Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessment, specifically the student interviews, it was determined that Lincoln Middle School needs to strengthen the PBIS Card System. A root cause is students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. The card system was designed to promote positive behavior. The card system is effective but has not reached its fullest potential.

If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Based on Lincoln Middle School's needs assessment, this new key strategy will be implemented at Lincoln Middle School in the 2025-2026 school year.

IMPLEMENTATION PLAN (JANUARY – MARCH)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Collaborate with SIT and ECCT, conduct mid-year MTSS review and re-teach protocols to ensure fidelity across tiers.	January 15, 2026	Christine Lockridge (SIT) Brittany Ray (ECCT)	Team meetings Grade level teams Student data	
Identify tier II non-responders and escalate targeted tier III supports and begin progress monitoring through the SIT process.	January 30, 2026	Christine Lockridge	PD time CBOs SIT team	
Monitor students at Gold and above using a CREW Reflection document to ensure they are maintaining alignment with EL habits of character pillars (effective learners, ethical people, contributing to a better world).	January 15, 2026	Christine Lockridge Matt Grecco Brittany Ray Amanda Oltz Rachel Prentice Grade level teams	CREW PBIS funding Schedule Staffing	
Adjust interventions based on progress monitoring. Involve families in re-planning.	February 15, 2026	Audrey Eipp (Wilson), Teresa Zollo (IR)		

PROGRESS MONITORING (JANUARY – MARCH)				
Mid-Year Progress Goals				
Date	**Progress Indicators**	**What do we hope to see?**		**What we actually saw:**
March 30, 2026	Referrals	10% decrease in the number of referrals from previous year data		
March 30, 2026	PBIS Card System	75% of students have obtained Gold or higher card status		
March 20, 2026	Attendance	Chronic absenteeism rate of all students decreased by 3.5% compared to previous school year.		

Notes/Reflections/Potential Adjustments to Inform April – June Implementation Plan

Student Supports Lead Strategy: Multi-Tiered Systems of Support	PD Plan Link: SY2526 PD Plan [Lincoln].xlsx	School Lead: Matt Grecco
Aligned DI Indicators: #3, #160		

What did we learn from our needs assessment that suggests this is the right strategy and will have a positive impact on students? *Consider both data trends observed and student interview responses.*
According to our needs assessment, specifically the student interviews, it was determined that Lincoln Middle School needs to strengthen the PBIS Card System. A root cause is students stated that the card system was inequitable and that the criteria for level advancement was inconsistent. The card system was designed to promote positive behavior. The card system is effective but has not reached its fullest potential.
If this is not a new strategy, provide 1-2 sentences on how the school will expand or refine the strategy.
Based on Lincoln Middle School's needs assessment, this new key strategy will be implemented at Lincoln Middle School in the 2025-2026 school year.

IMPLEMENTATION PLAN (APRIL– JUNE)				
Essential Action Steps (Begin with a verb)	**Timeline**	**Person(s) Responsible**	**Resource Alignment** (*PD, Budget*, People, Time, etc.)	**P**
Develop transition plans for tier III students into the 26-27 school year.	May 1, 2026	Christine Lockridge	Team meetings Grade level teams Student data	🟥
Conduct an end of year review of the MTSS systems. Revise systems for the 26-27 school year.	May 15, 2026	Christine Lockridge (SIT) Brittany Ray (ECCT) Matthew Grecco (MTSS)	SIT Team SIT Handbook Data forms	🟥
Host black card incentives and gather feedback from students through exit surveys.	May 15, 2026	Brittany Ray	Meeting schedule Card tracker Incentive plan	🟥
During intervention PLT, review full-year progress for tier III students and transition supports to the 26-27 school year.	June 30, 2026	Audrey Eipp Teresa Zollo AR TBD	PBIS funding Schedule Staffing	🟥

PROGRESS MONITORING (APRIL – JUNE) *Spring Progress Goals*			
Date	**Progress Indicators**	**What do we hope to see?**	**What we actually saw:**
June 30, 2026	Referrals	10% decrease in the number of referrals from previous year data	
June 30, 2026	PBIS Card System	85% of students have obtained Gold or higher card status	
June 30, 2026	Attendance	Chronic absenteeism rate has decreased by 5%	

Notes/Reflections/Potential Adjustments to Inform 2026-27 Planning

EXECUTIVE SUMMARY

After reflecting on progress made during the 2024-2025 school year, provide an overview of the school's vision for improvement, as aligned to the district's strategic goals, for the 2025-2026 school year. Include:
- *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 enters the 2025–2026 school year with a unified vision grounded in academic rigor, inclusive community-building, and data-driven instruction. At the heart of this vision is the school's deepened commitment to the Expeditionary Learning (EL) model, which promotes active, inquiry-based learning, character development, and student ownership. This year, Lincoln will focus on developing and implementing rigorous, content-rich learning targets that challenge students and align with essential standards. These targets will be supported by EL protocols and Accountable Talk strategies, ensuring all students engage in meaningful, collaborative academic discussions that build critical thinking and communication skills.

CREW classrooms will continue to serve as the foundation for fostering belonging and personalized support. Students will participate in individual data meetings during CREW to reflect on progress and set academic and personal goals. Teachers will use a CREW walkthrough tool to receive actionable feedback and identify trends, allowing for collaborative refinement of the CREW curriculum. Bi-weekly professional learning will focus on MTSS-aligned CREW practices, ensuring that social-emotional learning and academic support are seamlessly integrated.

Instructional practices across content areas will be strengthened through the consistent administration of common formative assessments. These assessments will guide Professional Learning Teams (PLTs) in analyzing student data, identifying those who have not yet met proficiency, and adjusting instruction accordingly. Teachers will receive ongoing training to build student understanding of learning targets through "I can…" statements, success criteria, and checks for understanding.

Lincoln's commitment to holistic student support extends to attendance and behavior systems. Weekly attendance meetings will analyze daily data to identify patterns and intervene early with students experiencing chronic absenteeism. These efforts will include family engagement, counselor support, and collaboration with community-based organizations (CBOs). Grade-level teams will meet bi-weekly to review academic, attendance, and behavior data, ensuring students receive appropriate tiered support. Referrals to the Student Intervention Team (SIT) will be based on these collaborative reviews.

Behavioral support will be enhanced through the continued use of the PBIS Card System. The Equity-Centered Collaborative Team (ECCT) will review the system's application, tracker, and incentives to ensure it remains responsive to student needs. A building-wide PBIS incentive program will engage all students and reinforce a positive school culture.

Family engagement remains a cornerstone of Lincoln's approach. Events like our "Back to School Blast," will bring families into the academic experience, strengthening school-home partnerships and celebrating student effort and growth.

Through strategic professional development, targeted interventions, and a culture of collaboration, Lincoln Middle School is poised to elevate student achievement and create a thriving, inclusive environment where every student can succeed.

COMMUNITY ENGAGEMENT TEAM PLAN

Directions: Provide below an outline of the school's yearlong plan for its Community Engagement Team (CET).

- *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 selected, 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.*

CET PLAN (AUGUST – OCTOBER)	
How we will engage our CET during this cycle	**When will this take place?**
Meet with current members of the CET to review progress, schedule regular monthly meetings and plan for upcoming Back to School events and recruitment efforts. Plan out Community Engagement events for the 25-26 School year.	August 1, 2025
Assist in coordinating planning, and manage "Back to School Blast."	August 10, 2025
Attend meetings with local neighborhood associations and other community members to discuss Lincoln vision and collaborate on supporting one another.	August 22, 2025
Add members of CET to our Equity, Culture, and Climate Team to assist with behavioral incentives/trends.	September 3, 2025
Work with Community Based Organizations (CBO) and Lincoln staff for Open House to provide families additional resources.	September 18, 2025
Collaborate and finalize School Parent and Family Involvement (SPFI) Plan.	

September CET Meeting
 	
     o   Review data/trends
     o   Discuss plans for support and upcoming events.
	September 30, 2025

Collaborate with Lincoln staff, community members, and CBOs to plan and operate our "Trunk or Treat" family event.	October 23, 2025

October CET Meeting
 	
     o   Review data/trends
     o   Discuss plans for support and upcoming events.
	October 28, 2025

CET PLAN (NOVEMBER – DECEMBER)	
How we will engage our CET during this cycle	**When will this take place?**
November CET Meeting	November 18, 2025

- Review data/trends
- Discuss plans for support and upcoming events.
- Coordinate, plan, and manage specific family engagement events including:
     o   Testing for Turkeys
     o   Academic Game Night
     o   Wonderful Winter
	November 20, 2025

December CET Meeting	December 16, 2025

How we will engage our CET during this cycle	When will this take place?
- Review data/trends - Discuss plans for support and upcoming events.	

CET PLAN (JANUARY – MARCH)	
How we will engage our CET during this cycle	**When will this take place?**

January CET Meeting
- Review data/trends
- Discuss plans for support and upcoming events
- Coordinate, plan, and manage specific family engagement events including:
    o Family Movie Night
    o Family Black History Event
	Date: January 27, 2026

February CET Meeting - Review data/trends - Discuss plans for support and upcoming events	Date: February 24, 2026

March CET Meeting
- Review data/trends
- Discuss plans for support and upcoming events
- Coordinate, plan, and manage specific family engagement events including:
    o Taco Bout Testing
    o HBCU Trip
	Date: March 24, 2026

CET PLAN (APRIL – JUNE)	
How we will engage our CET during this cycle	**When will this take place?**
April CET Meeting - Review data/trends - Discuss plans for support and upcoming events	April 28, 2026

May CET Meeting
- Review data/trends
- Discuss plans for support and upcoming events
- Coordinate, plan, and manage specific family engagement events including:
    o Multi-Cultural Fest
    o 8th Grade Semi-Formal
    o Field Days
    o Transition to High School
	May 19, 2026

June CET Meeting
    o Review data/trends
    o Discuss plans for support and upcoming events
	June 23, 2026

POWERS OF THE RECEIVER

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.*

For the 2025-26 school year, Superintendent Receivership Powers will be (were) as detailed in the ***Lincoln Transformation Plan*** that was submitted and approved by the State Commissioner:

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 will continue targeted and 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. Please see additional details in the District Support Plan section.

Measuring Impact & Progress Monitoring. By partnering with NYSED's Office of Innovation and School Reform, the district will use a hybrid Continuation Plan – SCEP. This approach provides clear real-time monitoring of each aspect of the school's improvement plan. Along with monitoring the completion of each identified action step for each key strategy, the plan's four-cycle approach allows clear monitoring of progress indicators (DI Indicators) throughout each two-month cycle.

DISTRICT SUPPORT PLAN

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.

- *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.*

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 will have 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, approximately 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 will be 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 district Cross Functional Support Team, with representatives from each district department, will be the anchor of district-driven support. In collaboration with the school, each department will identify and address specific needs related to their department. Along with district-level academic support related to ELA and Math for all students (DI #100, #110), targeted interventions and resources from the Student Supports Department will be provided. The Human Resource Department will be engaged to quickly address any staffing concerns. Even the district's Transportation Department will be leveraged to provide additional transportation support. The district's Deputy Chief of School Reform will be responsible for coordinating this 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.

- The district will continue its Long-Term Substitute Teacher Academy to support the needs of any non-certified teachers.

Measurement of Impact throughout the School Year:

- The aforementioned Cross Functional Support Team will allow daily/weekly observation and feedback on the progress and impact of support initiatives through an electronic support tracker system.
- Aligned to the school's hybrid Continuation Plan/SCEP, identified progress indicators will be comprehensively analyzed after each of four cycles during the school year (August-October, November-December, January-March, April-June). This approach ensures mid-course adjustments, explicitly related to progress on DI Indicators, can be made throughout the year.

END OF YEAR SURVEY			

The following questions and responses will be used as feedback on the school's progress toward each commitment.

	Staff Survey Questions (Likert Scale: Strongly Agree, Agree, Disagree, Strongly Disagree)	2024-25 Results	2025-26 Desired Results	Actual Results
1	The school's SCEP was communicated to all staff members and staff members understood it.	74% SA/A	100 % SA/A	
2	This year, the school's SLT continually focused on and monitored the school's SCEP.	90% SA/A	100 % SA/A	
3	It was evident that our school focused on ensuring that all students, especially our diverse learners, develop critical thinking and reasoning skills.	83% SA/A	100 % SA/A	
4	The school's strategies related to critical thinking and reasoning had a positive impact on student learning.	83% SA/A	100 % SA/A	
5	It was evident that our school focused on numeracy and literacy.	86% SA/A	100 % SA/A	
6	The school's strategies related to numeracy and literacy had a positive impact on student learning.	80% SA/A	100 % SA/A	
7	It was evident that our school focused on students feeling a sense of belonging and daily school attendance.	86% SA/A	100 % SA/A	
8	The school's strategies related to sense of belonging and student attendance had a positive impact.	93% SA/A	100 % SA/A	
9	It was evident that our school attempted to align and maximize resources to serve each student's needs.	90% SA/A	100 % SA/A	
10	The school's strategies related to aligning and maximizing resources for each student's needs had a positive impact.	87% SA/A	100 % SA/A	

	Student Survey Questions (From Spring District Climate Survey)	2024-25 Results	2025-26 Desired Results	Actual Results
1	How often do your teachers seem excited to be teaching your class? (SC4)	29% Favorable	50% Favorable	
2	How often are people disrespectful to others at your school? (SC1)	15% Favorable	50% Favorable	
3	How often do students get into physical fights at your school? (SC2)	27% Favorable	45% Favorable	
4	How likely is it that someone from your school will bully you online? (SC3)	66% Favorable	80% Favorable	
5	How often do you worry about violence at your school? (SC4)	49% Favorable	65% Favorable	
6	If a student is bullied in school, how difficult is it for him/her to get help from an adult? (SC5)	49% Favorable	65% Favorable	
7	How much support do the adults at your school give you? (SB2)	46% Favorable	60% Favorable	
8	Overall, how much do you feel like you belong at your school? (SB4)	49% Favorable	70% Favorable	
9	How excited would you be to have your teacher again? (TSR1)	35% Favorable	50% Favorable	
10	How respectful is your teacher towards you? (TSR4)	68% Favorable	85% Favorable	

	Family Survey Questions	2024-25 Results	2025-26 Desired Results	Actual Results

	(From Spring Climate Survey)			
1	How much of a sense of belonging does your child have at his/her school?	75% Favorable	90% Favorable	
2	How well do you feel your child's school is preparing him/her for his/her next academic year?	69% Favorable	85% Favorable	
3	How well do the activities offered at your child's school match his/her interests?	54% Favorable	75% Favorable	
4	At your child's school, how well does the overall approach to discipline work for your child?	62% Favorable	85% Favorable	
5	How comfortable is your child in asking for help from school adults?	62% Favorable	85% Favorable	
6	To what extent do you think that children enjoy going to your child's school? (SC1)	58% Favorable	85% Favorable	
7	How motivating are the classroom lessons at your child's school? (SC2)	62% Favorable	85% Favorable	
8	How well do administrators at your child's school create a school environment that helps children learn? (SC5)	69% Favorable	85% Favorable	
9	Overall, how much respect do you think the children at your child's school have for the staff? (SC6)	62% Favorable	85% Favorable	
10	Overall, how much respect do you think the teachers at your child's school have for the children? (SC7)	85% Favorable	95% Favorable	

EVIDENCE-BASED INTERVENTION

All lead strategies pursued by schools should be rooted in evidence. All schools must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

SCEP DEVELOPMENT TEAM PARTICIPATION

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2, 5/9, 5/16*
Jason Rutkey	Principal		06/17	06/18	06/25			7/23, 7/29, 8/4, 8/5, 8/8
Matthew Grecco	Administrative Intern							7/23, 7/29, 8/4, 8/5, 8/8
Brittany Ray	Administrative Intern							7/23, 7/29, 8/4, 8/5, 8/8
Greg Gaines	Science Teacher							7/29, 8/4, 8/5, 8/8
Tawanna Graham	Family Engagement Office		06/17	06/18	06/18	06/25	06/25	7/23, 7/29, 8/4, 8/5, 8/8
Kayla Lohman	ELA Teacher		06/17	06/18	06/18	06/25	06/25	7/23, 8/4, 8/5, 8/8
Louis Marullo	CT Teacher		06/17	06/18	06/18	06/25	06/25	7/23, 7/29, 8/5, 8/8
Mandi Oltz	Instructional Coach		06/17	06/18	06/18	06/25	06/25	7/23, 7/29, 8/4, 8/5, 8/8
Kim Orzell	BIC TA		06/17	06/18	06/18	06/25	06/25	7/23, 7/29, 8/4, 8/5, 8/8
Rachel Prentice	Instructional Coach				06/18			8/5
Gabriel Warner	ENL Teacher		06/17	06/18	06/18	06/25	06/25	7/23, 7/29, 8/4, 8/5, 8/8

LEARNING AS A TEAM

Directions: After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan.

Student interviews conducted during the needs assessment revealed a strong desire for more meaningful feedback, a sense of belonging, engaging learning experiences, and consistent support systems. Students shared that formative assessment helps them understand their progress better than grades alone, and emphasized the importance of a welcoming school environment where they feel safe and valued. Their enthusiasm for hands-on, real-world learning experiences informed the team's focus on expeditionary learning, while varied experiences with academic and behavioral support highlighted the need for a more consistent and responsive Multi-Tiered System of Supports (MTSS). These insights directly shaped the SCEP priorities to better align with student needs and voices.

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): _Anthony Davis_

Signature of Receiver: _8/15/25_

Date:

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): _Jade Widger_

Signature of CET Representative*:

Title of CET Representative: _Community Schools Coordinator_

Date: _8/13/25_

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

Receivership School Continuation Plan
School Improvement Grant Expenditure Plan
2025-26

District	School Name	Grades Served
Syracuse City School District	Lincoln Middle School	6-8

School-Level SIG Expenditure Plan
Instructions

After the Continuation Plan has been finalized, representatives from the school should work with district leadership and staff to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding and SIG Targeted Funding for schools under Receivership to implement the Lead Strategies outlined.

In addition to submitting both a completed version of this template and the 2024-2025 Quarter 4 Report and 2025-2026 Continuation Plan to OISR@nysed.gov by **COB, July 21, 2025**, this template will need to be attached to the Continuation Plan and submitted as one document in the Business Portal as part of the SIG application process.

There are *four* different types of expenses that can be included in this application:

1. Instructional Lead Strategies identified through the Continuation Plan.
2. Non-Instructional Lead Strategies identified through the Continuation Plan.
3. Plan Monitoring:
   Expenses related to conducting a process of ongoing progress monitoring of Early Implementation, Mid-Year, and Spring Progress Goals.
4. Plan Development Expenses for 2026-27:
   Additional modifications will be made to the 2026-2027 Continuation Plan template to require a more extensive needs assessment process. Expenses related to conducting such an assessment, as well as other planning to develop the 2026-2027 Continuation Plan should be included here. Additional information to support implementation of the new needs assessment requirement will be provided in Winter 2025.

PLEASE NOTE: For the 2025-2026 school year, Targeted SIG funding for schools under Receivership **_will be rolled into a combined allocation_** with SIG Basic funding through a single application for a combined allocation of $450,000 ($250,000 from SIG Basic funding + $200,000 from Targeted SIG funding for Schools under Receivership).

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an evidence-based intervention.

To assist with this, the Department has identified the following 16 State-Supported Evidence-Based Interventions, that if implemented in accordance to the parameters provided, fulfill these criteria:

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes	9. Incoming Student Induction Programs and Summer Bridge Programs
2. Community Schools	10. Instructional Coaching
3. Elementary School Looping	11. Middle School Flexible Scheduling
4. Establish an Early Warning Intervention and Monitoring System	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
5. Evidence-Based Instructional Methods	13. Ongoing Job-Embedded Professional Development
6. Expanding access to high-quality Out-of-School-Time programs	14. Principal Leadership Development
7. High-Quality Instructional Materials	15. Professional Learning Communities
8. High-Quality Tutoring	16. Restorative Practices

In the Column labeled "Evidence-Based Intervention Category" enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter "Other."

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year for a data-focused discussion about Continuation Plan and Grant Expenditure Plan implementation and to review progress toward meeting the school's Early Implementation, Mid-Year and Spring Progress Goals.

Please note, the school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 Continuation Plan.

Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries
Code 16: Support Staff Salaries
Code 20: Equipment
Code 40: Purchased Services
Code 45: Supplies and Materials
Code 46: Travel
Code 49: BOCES Services

Expenses That Go Across Lead Strategies

A school may have a single expense that covers multiple Lead Strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the "Full Cost" column the first time the expense appears.

Instructional Lead Strategy Implementation

INSTRUCTIONAL LEAD STRATEGY 1	Expeditionary Learning		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
NA			
TOTAL AMOUNT FOR THIS INSTRUCTIONAL LEAD STRATEGY			$0

INSTRUCTIONAL LEAD STRATEGY 2	Formative Assessment Practices		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Accountable Talk, Curriculum and Collaborative PD	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$33,000
Instructional Coach	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$77,323
Math Professional Learning	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	$9,900
Fluency	High-Quality Instructional Materials	45	$2,500
TOTAL AMOUNT FOR THIS INSTRUCTIONAL LEAD STRATEGY			$122,723

Non-Instructional Lead Strategy Implementation

NON-INSTRUCTIONAL LEAD STRATEGY 1	Intentional Welcoming School/Class Environment		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Where Everybody Belongs (light refreshments)	Multi-Tiered System of Supports – Integrated (MTSS-I)	45	$3,000
MYP	Professional Development through Active, Practice-Based Learning (Pedagogies	15	$9,900

Field Trip (HBCU)	Expanding access to high-quality Out-of-School-Time programs	46	$20,000
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL LEAD STRATEGY			$32,900

NON-INSTRUCTIONAL LEAD STRATEGY 2	Multi-Tiered Systems of Support		
Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Extension of Service- teacher participation in TCIS training/PD	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	$9,900
Educational Field Trip (NYC)	Expanding access to high-quality Out-of-School-Time programs	46	$20,000
Extension of Service for After-school Program teachers	Expanding access to high-quality Out-of-School-Time programs	15	$49,200
Contract with CBO Red House Arts Center for after-school program	Expanding access to high-quality Out-of-School-Time programs	40	$76,664
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL LEAD STRATEGY			$152,764

Plan Monitoring Expenses

Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Teachers' extension of service for plan monitoring	Plan Monitoring	15	$3,960
Clerical support for activities identified through plan monitoring	Plan Monitoring	15	$1,650
TOTAL AMOUNT FOR PLAN MONITORING			$5,610

2026-27 Plan Development Expenses

Expense	**Evidence-Based Intervention Category**	**Budget Code**	**Full Cost**
Extension of service for SCEP plan development	Plan Development	15	$6,600
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			$6,600