

2025-2026 Receivership School Quarterly Report #3
Report Period: *February 1, 2026, to April 30, 2026 (Due April 30, 2026)*

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	Pamela J. Odom	4/30/26	
School Leader	District Hyperlink to this Report		<i>High Schools Only</i> 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 3 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: 4/24/26
Total Current Enrollment/Registrant Counts: SWD: 21%
 N = 502
 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%	88%
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	125	70	131	189

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%	94	18.1%
Duplicated Suspensions	70	13.8%	86	17.8%	78	16.4%	40	18.8%
Unduplicated Suspensions	47	9.2%	64	13.3%	67	14.1%	54	25.4%
ELL Suspensions	14	12.3%	23	23.2%	33	30.8%	22	10.3%
SWD Suspensions	32	31.4%	38	37.3%	33	33.0%	23	10.8%

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.*

Out of School Suspensions #: Number of students who received at least one day of out of school suspension.

$$\text{Out of School Suspension Rate \%} = \frac{\text{Number of Students with at Least 1 Day Suspension}}{\text{Total Enrollment as of BEDS Day}} \times 100$$

Duplicated Suspensions #: Number of student(s) suspended out of school more than one time.

$$\text{Duplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended More Than One Time}}{\text{Total Number of Suspensions}} \times 100$$

Unduplicated Suspensions #: Number of students suspended out of school only one time.

$$\text{Unduplicated Suspension Rate \%} = \frac{\text{Number of Students Suspended Out of School Only One Time}}{\text{Total Number of Suspensions}} \times 100$$

English Language Learners (ELL) Suspensions #: Number of ELL students suspended at least one time.

$$\text{ELL Suspension Rate \%} = \frac{\text{Number of ELL Students Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

Students with Disabilities (SWD) Suspensions #: Number of students with disabilities suspended at least one time.

$$\text{SWD Suspension Rate \%} = \frac{\text{Number of SWDs Suspended at Least One Time}}{\text{Total Number of Suspensions}} \times 100$$

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 3 Report - Reflection on Lead Strategies Implemented during February 1, 2026, to April 30, 2026

PLAN		DO	STUDY	ACT
<p>Lead Strategy: Identify the Lead Strategy from the approved Continuation Plan.</p> <p>Use a separate row for each Lead Strategy.</p>	<p>Aligned DIs: List the Demonstrable Improvement (DI) Indicators connected to this strategy.</p> <p>All DIs should be listed here.</p>	<p>Implementation Steps Describe the specific actions taken to implement this strategy to date.</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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? 	<p>Summarize Implementation Outcomes and Progress Toward Demonstrable Improvement (DI) Targets</p> <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • Impact on Goals: How has 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 Spring implementation targets? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • Teacher Practice Shifts → Student Outcomes: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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? 	<p>Based on your findings, identify the next steps to:</p> <ul style="list-style-type: none"> • 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? <p>Guiding Prompts to Consider:</p> <ul style="list-style-type: none"> • 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)? <p>Improvement Science Lens to Consider:</p> <ul style="list-style-type: none"> • 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)?

<p>Expeditionary Learning</p>	<p>#46 #49 #100 #105</p>	<p>Review sequencing of learning targets throughout a unit to build mastery of a standard.</p> <p>Engage in targeted training for teachers related to effectively sequencing daily learning targets based on student performance data and walkthrough data.</p> <p>Plan lessons with sequential learning targets that provide students an opportunity to re-write each LT.</p> <p>Conduct walkthroughs and provide feedback to teachers on the sequencing of daily learning targets and student ownership through re-writing.</p> <p>Facilitate PLCs to review and revise learning targets using student work and feedback from administration team on the sequencing of learning targets.</p> <p>Align college visit experiences with performance-based assessments.</p>	<p>50% of students met their individual projected growth metric in reading and math from Fall 2025.</p> <p>80% of teachers are providing opportunities for students to re-write Learning Targets.</p> <p>75% of students demonstrate proficiency on standards based common formative assessments across content.</p> <p>75% of students demonstrate growth towards proficiency on standards based common formative assessments across content.</p> <p>At least 2 EL assessments incorporate college visit content by May.</p> <p>15% improvement in student engagement scores by April 2026.</p>	<p>Based on the findings, several aspects of the strategy show promise and should be strengthened. Most notably, 96% of teachers are providing opportunities for students to articulate learning targets, suggesting strong implementation and shared instructional expectations. ELA outcomes further reinforce this strength, with an average proficiency rate of 73.3% and 70.3% of students demonstrating growth toward proficiency. In addition, student engagement increased by 17 percentage points (from 23% to 40%), likely influenced by meaningful enrichment experiences such as the college visits to Ithaca College and SUNY Cortland. These results indicate that clear instructional focus and authentic connections to students’ future goals are positively impacting learning and engagement.</p> <p>Several components are ready to be scaled with appropriate support in place. The consistent use of learning targets and effective ELA instructional practices can be expanded to additional classrooms, grade levels, and content areas. Similarly, college and career exposure experiences show potential for broader</p>
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		<p>Monitor student engagement and academic growth linked to college visits.</p>		<p>implementation to further strengthen student engagement. Successful scaling will require protected collaborative planning time, instructional coaching, and leadership support to ensure alignment, consistency, and sustainability.</p> <p>At the same time, the data suggest areas that need refinement rather than continuation as-is. Only 50.3% and 46.2% of students met their individual projected growth metrics, indicating that current progress-monitoring and intervention efforts are not consistently meeting student needs. Moving forward, adjustments should focus on more frequent data review, targeted differentiation, and timely instructional responses. Additionally, the lack of consistent Math proficiency and growth data highlights the need to strengthen data collection and analysis before expanding Math-related strategies. Using an improvement science lens, the next cycle will focus on small, intentional tests of change, such as piloting refined interventions in select classrooms and strengthening progress-monitoring routines. Impact will be monitored through walkthroughs, student performance</p>
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				<p>data, and engagement measures. Improvement will be evidenced by increased proportions of students meeting growth targets, sustained ELA achievement, and continued gains in student engagement.</p>
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<p>Expeditionary Learning</p>	<p>#46 #49 #100 #105</p>	<p>Review sequencing of learning targets throughout a unit to build mastery of a standard.</p> <p>Engage in targeted training for teachers related to effectively sequencing daily learning targets based on student performance data and walkthrough data.</p> <p>Plan lessons with sequential learning targets that provide students an opportunity to re-write each LT.</p> <p>Conduct walkthroughs and provide feedback to teachers on the sequencing of daily learning targets and student ownership through re-writing.</p> <p>Facilitate PLCs to review and revise learning targets using student work and feedback from administration team on the sequencing of learning targets.</p> <p>Align college visit experiences with performance-based assessments.</p>	<p>50% of students met their individual projected growth metric in reading and math from Fall 2025.</p> <p>80% of teachers are providing opportunities for students to re-write Learning Targets.</p> <p>75% of students demonstrate proficiency on standards based common formative assessments across content.</p> <p>75% of students demonstrate growth towards proficiency on standards based common formative assessments across content.</p> <p>At least 2 EL assessments incorporate college visit content by May.</p> <p>15% improvement in student engagement scores by April 2026.</p>	<p>Based on the findings, several aspects of the strategy are showing promise and should be strengthened. Most notably, 96% of teachers are providing opportunities for students to articulate learning targets, suggesting strong implementation and shared instructional expectations. ELA outcomes further reinforce this strength, with an average proficiency rate of 73.3% and 70.3% of students demonstrating growth toward proficiency. In addition, student engagement increased by 17 percentage points (from 23% to 40%), likely influenced by meaningful enrichment experiences such as the college visits to Ithaca College and SUNY Cortland. These results indicate that clear instructional focus and authentic connections to students’ future goals are positively impacting learning and engagement.</p> <p>Several components are ready to be scaled with appropriate support in place. The consistent use of learning targets and effective ELA instructional practices can be expanded to additional classrooms, grade levels, and content areas. Similarly, college and career exposure experiences show potential for broader</p>
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<p>Intentional Welcoming School/Class Environment</p>	<p>#3 #160</p>	<p>Plan and launch attendance incentives for students with tiered levels of perfect or high attendance rates (weekly/monthly).</p> <p>Facilitate Staff CREW and CREW planning sessions centered around classroom implementation and CREW core practices.</p> <p>Conduct Crew walkthroughs monthly using the EL tool; provide feedback within 48 hours; share trends and exemplars during PD.</p> <p>Analyze daily attendance data during weekly Attendance Team meetings; identify students with $\geq 10\%$ absences; assign interventions.</p> <p>Facilitate PLT debriefs on student climate data.</p>	<p>$\geq 80\%$ of Crews meet all look-for with evidence of student voice and inclusive protocols.</p> <p>$\geq 88\%$ average daily attendance</p> <p>$\geq 2\%$ decrease in a year-to-year comparison.</p> <p>At least 2 climate-focused PLT debriefs completed.</p>	<p>Recent data indicate strong progress in school culture and student engagement that should be reinforced. 88.5% of Crews met all EL Crew walkthrough look-fors, demonstrating consistent implementation of inclusive protocols and authentic student voice. Attendance outcomes further reflect positive momentum, with an average daily attendance rate of 89.4%, exceeding the established goal, and a year-over-year decrease in chronic absenteeism, meeting the targeted benchmark. These results suggest that Crew structures and relational practices are effectively supporting student belonging, engagement, and accountability. Several elements are ready to be scaled and sustained. Effective Crew practices, particularly those that emphasize student voice and inclusive routines, can serve as a model across teams to ensure consistency and equity of experience for all students. Continued success will depend on ongoing staff collaboration, leadership support, and protected time to reflect on walkthrough data and share effective practices. Leveraging attendance data in tandem with Crew conversations can further reinforce shared</p>
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				<p>responsibility for student presence and engagement.</p> <p>Using an improvement science lens, the next cycle will focus on refining rather than replacing current strategies. Attention will be given to Crews not yet meeting look-fors through targeted support and coaching, while monitoring attendance and absenteeism trends to ensure gains are sustained. Progress will continue to be tracked through walkthrough data and attendance metrics, with improvement evidenced by sustained high-quality Crew implementation and continued reductions in chronic absenteeism.</p>
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<p>Multi-Tiered System of Support (MTSS)</p>	<p>#3 #160</p>	<p>Collaborate with SIT and ECCT, conduct mid-year MTSS review and re-teach protocols to ensure fidelity across tiers.</p> <p>Identify tier II non-responders and escalate targeted tier III supports and begin progress monitoring through the SIT process.</p> <p>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).</p> <p>Adjust interventions based on progress monitoring. Involve families in re-planning.</p> <p>Provide Tier 2 supports for students not meeting college visit eligibility.</p> <p>Review SWD participation data monthly to ensure fairness.</p> <p>Conduct targeted outreach to students not meeting attendance benchmarks.</p>	<p>10% decrease in the number of referrals from previous year data</p> <p>75% of students have obtained Gold or higher card status</p> <p>Chronic absenteeism rate of all students decreased by 3.5% compared to previous school year.</p> <p>Intervention plans documented for 100% of Tier 2 students by February 2026</p> <p>Monthly equity checks documented in 100% of MTSS team minutes</p>	<p>Recent data show mixed progress in school climate and behavior systems, highlighting both strengths to build on and areas needing refinement. Referrals decreased by 17.9% from the previous year, exceeding the 10% reduction goal, suggesting that core PBIS practices and behavior supports are having a positive impact. Additionally, chronic absenteeism decreased by 3.5% year over year, surpassing the 2% target, indicating improved student engagement and effectiveness of attendance-focused strategies. At the same time, PBIS implementation shows uneven outcomes that require targeted support. While the goal was for 75% of students to earn Gold or higher card status, only 36% of students across the building have met this benchmark, signaling a need to strengthen consistency and clarity of expectations. Notably, 6th grade achieved 77%, demonstrating that the system can be effective when implemented with fidelity. These results suggest an opportunity to scale successful practices from 6th grade through targeted coaching, shared exemplars, and clearer alignment of recognition systems across grades. Using an improvement science lens, the next cycle will focus on refining implementation</p>
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				<p>rather than replacing current systems. Priority areas include strengthening building-wide consistency in the PBIS Card System and completing outreach for 100% of flagged students, which is currently a work in progress. Progress will be monitored through referral trends, PBIS status data by grade level, chronic absenteeism rates, and outreach completion tracking. Improvement will be evidenced by increased participation in PBIS recognition, sustained reductions in referrals, and continued progress in attendance outcomes.</p>
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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 **Spring Progress Goal** has been met.
- Provide supporting **evidence and outcomes** that demonstrate progress.
- Reflect on next steps: *What comes after this stage of implementation?*

<p>DI Indicator # and Name: Use the exact indicator language.</p>	<p>Spring Progress Goal: Restate the specific measurable target identified for early implementation.</p>	<p>Evidence / Outcomes: What quantitative and/or qualitative evidence shows progress?</p>	<p>Target Met? State whether the Spring progress goal was achieved. If not, briefly describe the gap and barriers.</p>	<p>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.</p>
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<p>#3- Student Attendance</p>	<p>Maintain > 87% daily student attendance</p>	<p>During the third quarter, the student attendance rate was 88.4%, 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 has sustained its outreach efforts, including home visits and personalized follow-up.</p> <p>Additional strategies include:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	<p>Early implementation target goal met.</p> <p>DI #3 progress target met.</p>	<p>Target met.</p>
<p>#39- Math MGP- All Students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>46.2% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment.</p> <p>Based on the most recent student data from the Winter 2026 NWEA Math assessment, the projected Math MGP is 45.53%, which is currently below our progress target of 47.2%. NWEA growth reports indicate:</p>	<p>Early implementation target goal met.</p> <p>DI #39 progress target met.</p>	<p>Target met.</p>

		<ul style="list-style-type: none"> • 33.40% of students demonstrated high or average-high growth • 22.27% showed average growth • 44.32% fell into low-average or low growth categories <p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 a Tutorial Teacher • Use of Check for Readiness assessments to identify students for additional support <p>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.</p>		
#100- 3-8 ELA Core Subject PI- All Students	50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment	<p>50.32% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment.</p> <p>Winter 2026 NWEA Reading data shows a projected ELA Performance Index of 79, which is currently slightly below our progress target of 79.3. NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 39.61% of students demonstrated high or average-high growth • 19.91% showed average growth 	<p>Early implementation target goal met.</p> <p>DI #100 progress target not met.</p>	Adjustments noted in key strategies.

		<ul style="list-style-type: none"> 40.47% fell into low-average or low growth categories <p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> 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 <p>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.</p>		
#110- 3-8 Math Core Subject PI- All Students	50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment	<p>6.2% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment</p> <p>Based on the most recent student data from the Winter 2026 NWEA Math assessment, the projected Math MGP is 56.7% which is currently above our progress target of 47.2%. NWEA growth reports indicate:</p> <ul style="list-style-type: none"> 33.40% of students demonstrated high or average-high growth 22.27% showed average growth 44.33% fell into low-average or low growth categories 	<p>Early implementation target goal met.</p> <p>DI #110 progress target met.</p>	Target met.

		<p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 a Tutorial Teacher • Use of Check for Readiness assessments to identify students for additional support <p>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.</p>		
#160- Chronic Absenteeism	Maintain \geq 87% daily student attendance	<p>During the third quarter, the chronic absenteeism rate was 41.3% 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.</p> <p>Additional strategies include:</p> <ul style="list-style-type: none"> • 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 	<p>Early implementation target goal met.</p> <p>DI #160 progress target met.</p>	Target met.

		<ul style="list-style-type: none"> • 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 <p>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.</p>		
<p>#44- 3-8 Math MGP- Economically Disadvantaged (ED) students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>2.6% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment</p> <p>Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 45.76 At this point in the year, this is below our progress target of 48.4.</p> <p>NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 32.72% of students demonstrated high or average-high growth • 22.58% showed average growth • 44.70% fell into low-average or low growth categories <p>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.</p>	<p>Early implementation target goal met.</p> <p>DI #44 progress target not met.</p>	<p>Adjustments noted in key strategies.</p>

		<p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 a Tutorial Teacher • Use of Check for Readiness assessments to identify students for additional support <p>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.</p>		
<p>#46- 3-8 ELA Black Level 2 and above Gap with non-Black Students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>54.5% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment</p> <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 10.96%. At this point in the year, this is above our progress target of 9%. This is a change from 13.42% in the Fall 2025.</p> <p>NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 43.98% of students demonstrated high or average-high growth • 17.29% showed average growth • 38.72% fell into low-average or low growth categories <p>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</p>	<p>Early implementation target goal met.</p> <p>DI #46 progress target not met.</p>	<p>Adjustments noted in key strategies.</p>

		<p>targeted action plans. Students participated in goal setting and progress tracking through CREW.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>		
<p>#49- 3-8 ELA ED Level 2 and above Gap with non-ED Students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>56.4% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment</p> <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 1.22%. At this point in the year, this is below our progress target of 19%.</p> <p>NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 39.77% of students demonstrated high or average-high growth • 19.77% showed average growth • 40.46% fell into low-average or low growth categories 	<p>Early implementation target goal met.</p> <p>DI #49 progress target met.</p>	<p>Target met.</p>

		<p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>		
<p>#105- 3-8 ELA Core Subject PI- Economically Disadvantaged students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>50.34% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment</p> <p>Utilizing our most recent student data from the Winter NWEA Reading assessment, we have calculated a projected ELA Performance Index of 78.6. At this point in the year, this is above our progress target of 75.7.</p> <p>NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 39.77% of students demonstrated high or average-high growth • 19.77% showed average growth • 40.46% fell into low-average or low growth categories 	<p>Early implementation target goal met.</p> <p>DI #105 progress target not met.</p>	<p>Adjustments noted in key strategies.</p>

		<p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>		
<p>#115- 3-8 Math Core Subject PI- Economically Disadvantaged students</p>	<p>50% of students met their individual projected growth metric from Winter 2025/26 NWEA Assessment</p>	<p>50% of students meet their individual projected growth metric from Winter 2026 NWEA Assessment.</p> <p>Utilizing our most recent student data from the Winter NWEA Math assessment, we have calculated a projected Math MGP of 56.5 At this point in the year, this is above our progress target of 37.1.</p> <p>NWEA growth reports indicate:</p> <ul style="list-style-type: none"> • 39.93% of students demonstrated high or average-high growth • 20.78% showed average growth 	<p>Early implementation target goal met.</p> <p>DI #115 progress target met.</p>	<p>Target met.</p>

		<ul style="list-style-type: none"> • 39.29% fell into low-average or low growth categories <p>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.</p> <p>Instructional strategies included:</p> <ul style="list-style-type: none"> • 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 a Tutorial Teacher • Use of Check for Readiness assessments to identify students for additional support <p>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.</p>		
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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 support provided during this reporting period**, 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.

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.

- The district’s ELA department continues to support the school’s instructional coach through collaborative coaching and joint walkthroughs.
- The district’s Math department continued its support to the school through collaborative planning, coaching observations and debriefs, classroom visits and debriefs, and unit unpacking.

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

- 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.

conduct bi-weekly support visits to Lincoln focused on improved instruction and proactively identifying the needs of the building and providing appropriate supports.

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 during this reporting period**, 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- Quarter 3

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.

During the third quarter, the Community Engagement Team (CET) focused on strengthening family partnerships, supporting academic readiness, and expanding school-wide engagement opportunities.

- **Academic Parent Teacher Teams (APTT) – Grade 6**

CET supported APTT meetings with 6th grade families to share student progress data and provide families with strategies to support learning at home, strengthening collaboration between families and teachers.

- **Taco-Bout Testing**

CET hosted *Taco-Bout Testing*, a family night focused on preparing students and families for the upcoming testing season. The event provided testing tips and encouragement in a welcoming, community-building environment.

- **Lit-erary Paint Night**

CET facilitated a family literacy event that included hands-on, make-and-take reading activities, summer reading information, and raffle baskets. The goal was to encourage literacy and family engagement through creative and enjoyable activities.

- **PTO Development**

A fully functioning Parent-Teacher Organization (PTO) was established, including

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.

officer elections. CET is now working to integrate the PTO into a larger leadership role within the school community.

- **Multi-cultural Festival**

CET began planning for a Multicultural Festival and Transition to Middle School events to support incoming 6th and 7th grade students and their families in the upcoming quarter.

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.



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): Pamela Odom
 Signature of Receiver: [Signature]
 Date: 4/28/26

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): Amanda Oltz
 Signature of CET Representative*: [Signature]
 Title of CET Representative: Instructional Coach
 Date: 4/22/2026

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