



Wyandotte Public Schools

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January 29, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for The Lincoln Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact William Bolton for assistance.

The AER is available for you to review electronically by visiting the following website: [https://www.mischooldata.org/annual-education-report/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-ISD%20Name%20\(ISD%20Code\):Wayne%20RESA%20\(82\)& Entity-District%20Name%20\(District%20Code\):Wyandotte%2C%20School%20District%200of%20the%20City%20of%20\(82170\)& Entity-School%20Name%20\(School%20Code\):The%20Lincoln%20Center%20\(08828\)&](https://www.mischooldata.org/annual-education-report/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-ISD%20Name%20(ISD%20Code):Wayne%20RESA%20(82)& Entity-District%20Name%20(District%20Code):Wyandotte%2C%20School%20District%200of%20the%20City%20of%20(82170)& Entity-School%20Name%20(School%20Code):The%20Lincoln%20Center%20(08828)&) or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Has Not Been Given One of These Labels (Universal)

Our data reflects that our students continue to need additional support in core content areas of ELA, mathematics, science and social studies. At the Lincoln Center, we are a Professional Learning Community (PLC). We have grade level teams that meet multiple times a month to foster a collaborative culture, develop

meaningful common assessments, and continue to grow as educators. Professional learning teams come together to increase student achievement and improve teaching practices. Each staff member is a part of a collaborative team. Our staff have been working diligently to move our mission and vision forward, impacting both culture and student achievement. Grade level teams continue to ensure that our students receive a guaranteed and viable curriculum. Included in our Professional Learning Community, we have implemented building and district Guiding Coalitions to strengthen the PLC process, implement leadership levers, and create effective and efficient leadership within Professional Learning Teams.

State law requires that we also report additional information. The Lincoln Center serves students from the seventeen downriver school districts. Students are referred by their local school district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability).

Since 2022, we shifted from using a school improvement plan through the ASSIST platform to MICIP which is a more comprehensive district needs assessment that focuses on the whole child. The Michigan Integrated Continuous Improvement Process Leadership (MICIP) Team meets frequently throughout the school year to move our school forward. Our MICIP incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. The Lincoln Center continues the use of school wide curriculum to address the state standards and allows us to develop meaningful goals and objectives. A school-wide Positive Behavior Intervention Support program continues to be integrated into the MICIP, along with a district-wide focus on Social-Emotional Learning. By incorporating SEL with PBIS, students are better able to comprehend their emotions, to feel those emotions, and demonstrate empathy for others.

The Lincoln Center is a center-based program for students with Autism Spectrum Disorder and Cognitive Impairment/Emotional Impairment. The focus of the school's curriculum is on academic skills, positive behavior support, social skills, vocational skills, community skills, and adult daily living skills. We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related to post-secondary training and adult life. Lincoln Center staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals.

The District and County have transitioned to the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements (CCEEs) in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEEs in mind. All lesson plans and Individualized Education Plan must coordinate with the Common Core Essential Elements. Documents of these standards can be found at



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<https://www.michigan.gov/mde/services/student-assessment/mi-access/training/essential-elements-with-michigan-range-of-complexity>

Our transition classrooms are creating their own guaranteed and viable curriculum based on the The Enderle Severson Transition Rating Scale, ESTR, is used as a transition assessment to give transition age students the opportunity to develop and maintain skills to help them to become as independent as possible when they leave our program.

Student achievement is measured in many ways by the Lincoln Center Staff. All of our 3rd-8th and 11th grade students participate in the MI-Access assessments.

ELA	Grades 3-8 and 11
Math	Grades 3-8 and 11
Science	Grades 5, 8 and 11
Social Studies	Grades 5, 8 and 11

The most individualized way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, writing, math, prevocational/functional, affective, speech and language, speaking and mobility. This progress is communicated quarterly to parents via IEP progress reports. Students are represented consistently above 90% at their annual IEP meetings. For the past three school years, 90-95% of parents attended the annual IEP meetings (including via virtual participation). There is constant communication between school staff and parents/guardians through phone, Parent Square, email, IEPT meetings, tours and communication folders. We also sponsor a monthly Family Support Program hosted by Celebrate Hope where our parents can connect with other parents who share common experiences.

The Lincoln Center continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are continuously reviewed and taught to students through various teacher-developed lesson plans. Students are rewarded and recognized for positive behavior on a consistent basis. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. These interventions include: check-in/check-out, alternatives to suspension, take a break, mentoring, functional behavior assessments, behavior intervention plans, monthly wrap-around meetings, etc. The implementation of the PBIS plan has led to a much more consistent

approach to handling student behavior throughout the school. The expectations are made very clear to students in all of their classes.

Another notable achievement at the Lincoln Center continues to be our growth in the area of academic instruction. We have focused on our use of data to drive academic and behavioral instruction, implementing the strategies to increase students' achievement in the Common Core Essential Elements, and providing exciting and challenging opportunities for all students. We have also continued to develop, implement and evaluate our school-wide positive behavior intervention support program and social-emotional learning methodology to foster a positive and safe environment while ensuring that students continue to receive targeted instruction in the areas of math and language arts. The Lincoln Center will strive to further develop an academic curriculum that is aligned to the Common Core. We are striving to help our students improve in the areas of reading, math, and transition. We also plan to continue to improve student behavior through the use of our PBIS and SEL plans.

Sincerely,

William Bolton
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