

Dr. Janice Adie Day School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
Christine Adams	<i>Parent Representatives</i> Shon Teicheira Linzee Phen Sophorn Phen Crystal Mello Community Member: William Gilet	<i>Teacher Representatives</i> Stephanie Crowell Krista Siopes Clark
1.3 Mission	1.4 Core Values	
Using a personalized approach, we champion the development of independence, functional communication and a diverse skill set. We work collaboratively with district support specialists, families and outside providers to create and provide effective programming to assist the students in achieving their personal bests.	<ul style="list-style-type: none"> • All students have the capacity to be successful in a well-structured learning environment with appropriate supports in place to meet their needs. • Students are most responsive to an environment that prioritizes consistency and the use of proactive strategies in all facets. • We believe in a strength-based approach supported by a collaborative and proactive solutions model that provides a therapeutic methodology for working through daily challenges as they arise for all members of our learning community. • We believe in the importance of assisting students in developing the skills and strategies necessary to progress towards a less restrictive learning environment. • We understand and respect individual differences by supporting the development of skills allowing the students to become successful socially, physically, and academically. • We establish positive relationships through trust and respect by valuing the contributions of all team members (including parents, doctors, and outside agencies). • We believe in the importance of persistence in overcoming challenges and obstacles that often interfere with student learning. • We respect the values, rights, and responsibilities of everyone while understanding individual differences. • We continuously promote the safety, well-being, growth, and happiness of the students and families we support. • We believe in goal-oriented, data driven decision making. • We believe families are an integral part of the school community. They have 	
1.5 Vision		
Empowering minds. We are committed to		

<p>fostering a dynamic learning environment where every student thrives. Our mission is to equip students with the tools they need to navigate not only the not only their classroom but their community with confidence and competence.</p>	<p>ongoing input and involvement in program development.</p> <ul style="list-style-type: none"> • The Adie school ensures that all staff, students and families are represented within the program and the decision-making process.
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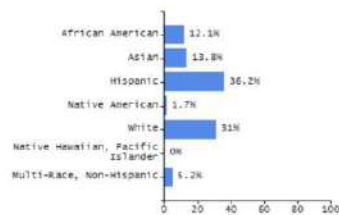
Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.1 School Strengths and Notable Achievements 2024-2025
<ul style="list-style-type: none"> • Transitioned 2 students to less restrictive. • Community experience with the school van. • PLC task groups consisting of all staff members. • Staff health/wellness training series, partnered with community partners to support staff in identifying ways to focus on personal health and well-being. • Increase in student and staff ability to effectively participate in the co-teaching model. • Increase in the consistent implementation of district materials incorporated into the daily schedule. • Ongoing collaboration with outside providers (DDS/DCF/ABA providers/Doctors).
2.2 School Data Profile 2024-2025
<p>Current student enrollment (March 2024): 59 students</p>

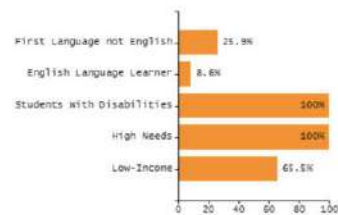
2023-24 Enrollment

School Type	Enrollment	Grades Served	Student / Teacher Ratio (2023)
Public	58	PK - 12	4.2 to 1

Student Race and Ethnicity



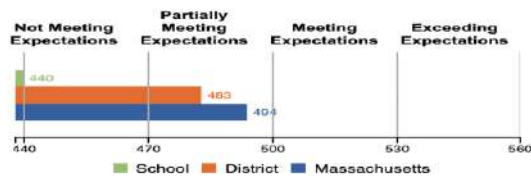
Selected Populations



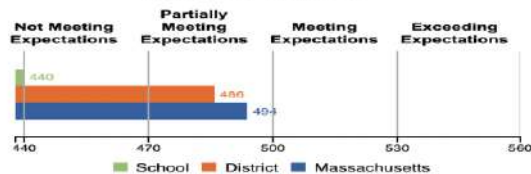
2023 Student Achievement

Next Generation MCAS (Average Scaled Score)

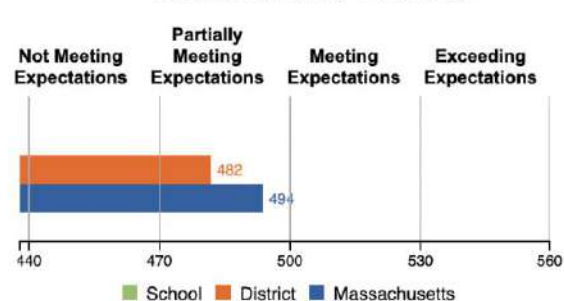
English Language Arts - Grades 3 - 8



Mathematics - Grades 3 - 8



Science and Tech/Eng - Grades 5 & 8



Standardized test scores are not available for review due to insufficient number of students participating. In essence 40 students taking MCAS are needed to qualify for results. Therefore all data used and analyzed is developed at the School Level. These data points include:

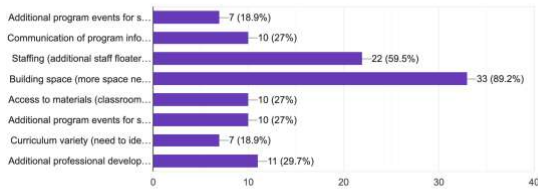
- Student program books
- Data taken daily, tracking skill acquisition (communication, academics, behaviors, social skills, daily living skills).
- Parent input/observations and comments during IEP meetings that acknowledge student learning.
- Progress reports
- Ongoing observations
- Data summarizing the number of students returning from out of district placements and the number of students transitioning to less restrictive environments within the district.
- District online curriculum instruction that includes ongoing student assessments and tracks skill performance: (Lexia, Iready, DESSA).

ready:

Staff and Parent/Family Needs Assessments: Program areas of need

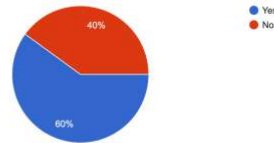
Staff assessment:

Program Areas of Need: Check all that apply.
37 responses



Parent/Family Assessment:

Would you be interested in attending a safety training for the home environment?
10 responses



HALS Survey: (areas of approval)



2.3 Reflection on Current Practices 2024-2025

What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Efforts to target school improvement:

- Ongoing professional development and collaboration:
 - Weekly early release days/staff meetings.
 - Program task force to identify areas of need (problems of practice), collect data and determine action plans.
 - Cohort meetings with classroom staff and specialists to provide ongoing consultation and collaboration.
 - Ongoing staff surveys to identify areas of need and monitor progress towards program goals.
 - Collaboration with district support specialists.
 - Creation of PLC groups.
- Site council meetings and ongoing parent input through surveys..
- Ongoing collaboration with outside providers (DDS, DCF, doctors) to identify additional areas of support for the families, assist in generalizing skills from school to home.

What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Progress towards academic goals:

- Increase in implementation of a variety of curriculum material (specialized and district materials).
- Ongoing collaboration with district Curriculum Specialists.
- Implementation of a co-teaching model.

Priority areas:

- Access to consistent, systematic, hands-on math programs.
- Adequate space in the classroom/building environment to support student learning.

Areas to be addressed:

- Staff training:
 - Foundations of math and reading.
 - Science of teaching reading.
- Physical environment:
 - Need to find adequate space for students to move independently throughout the classroom and school environment.
 - Ability to create areas to support pre-vocational and life skills activities.

Where are students making the greatest academic gains and why? The least academic gains and why?

- Greatest gains:
 - Specialized instruction areas: functional academics, social skills training, functional communication, behavior regulation, ADLs.
 - Why?: Staff background in special education and specialized instruction. Access to materials (including technology).
- Least gains:
 - Mathematics using general education curriculum, grade level content.
 - ELA using general education curriculum, grade level content.
 - Pre-vocational skill areas. Building constrictions.
 - Why?
 - Staff need additional training and experience with general education curriculum materials. Additional need for staff exposure to general education curriculum materials.
 - Environmental building restrictions limit our ability to expand pre-vocational and life skill areas.

Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.4 School Strengths and Notable Achievements 2025-2026

2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026
1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.7 School Strengths and Notable Achievements 2026-2027
2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
<p>Leadership, Shared Responsibility, and Professional Collaboration</p> <p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p>Intentional Practices for Improving Instruction – Engaged Learning</p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>Student-Specific Supports and Instruction to All Students</p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p>School Climate and Culture</p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
3.2 School Strategic Goals and Initiatives			
<p>-Continue to access school task force and PLC committees to address target areas of need.</p> <p>-CPT groups (Common Planning Time)</p> <ul style="list-style-type: none"> Strengthen staff ability to collaborate during CPT meetings. Create a template to focus discussion. Consistent weekly CPT meetings w/co-teachers. Monthly CPT meetings with Literacy Specialists/Program Coordinator. <p>-Peer observation/mentoring/coaching:</p> <ul style="list-style-type: none"> Observations of in district programs to determine skills required to transition to less restrictive classrooms. 	<p>-Math:</p> <ul style="list-style-type: none"> Continue to explore general education and specialized math programs. Participate in ongoing trainings with District Math Specialists to unpack the standards and provide training/support in the various curriculum materials. Identifying and creating consistent math center materials across classrooms that are using the center based teaching model or math blocks. Explore the math standards and align them with the requirements for the MCAS alts and IEPs. <p>ELA:</p> <ul style="list-style-type: none"> Continue to explore/evaluate the 	<p>District/State assessments:</p> <ul style="list-style-type: none"> Participate in ongoing district curriculum assessments (including SEL assessments). Analyze/review MCAS and MCAS alts data. HALs survey data review <p>Specialized Assessments:</p> <ul style="list-style-type: none"> Progress reports Student program books (academic, social/behavioral data). 	<p>School organizations:</p> <ul style="list-style-type: none"> The development of a functional and diverse School Site Council.4 Identify and create committees (Task Force Groups) to support ongoing program development (ex: cultural diversity, community development). <p>Family Support:</p> <ul style="list-style-type: none"> Parent liaison position. Ongoing collaboration with outside providers (Doctors, ABA providers, community support agencies). Parent trainings. Share community resources with parents through

<ul style="list-style-type: none"> • Peer Colleague observations: to ensure consistent expectations across classrooms. • With the use of PD money, hire a floating sub to provide coverage for Peer colleague observations. <p>-Classroom Meetings:</p> <ul style="list-style-type: none"> • Classroom meeting agendas to review student plans, data sheets. • Preparation of additional student materials. • Teacher training regarding communication with classroom staff, facilitating discussion and enforcing expectations. <p>Administrative meetings:</p> <ul style="list-style-type: none"> • Consistent schedule for Program Coordinator meeting w/Special Education Administrators. 	<p>benefits of specialized reading curriculum and district reading materials.</p> <ul style="list-style-type: none"> • Identify and schedule trainings from District Literacy Specialists in the various reading materials and the science of reading. • Explore the literacy standards and align them with MCAS alt requirements and the IEP. • Increase consistent implementation of district materials (Lexia, Iready) across classrooms. <p>Pre-vocational:</p> <ul style="list-style-type: none"> • Identify and create a curriculum outline to assist in creating/expanding on pre-vocational skill areas for the students. • Identify/create additional pre-vocational opportunities for students within the building environment. • Community training: generalization of skills within the community (food shopping, travel training). • Incorporate the vocational/transition al and of the specialized curriculum materials 		<p>the school website, newsletter, direct emails/handouts.</p> <ul style="list-style-type: none"> • Continue to access interpreter services to share information with parents and to ensure parent understanding during meetings. • Continue to offer the option for virtual and in person meetings to increase parent participation/attendance. • Schedule school wide family events to strengthen the school community. • Ongoing parent surveys to identify areas of need and allow for parent voices to be accounted for in programmatic changes. <p>Ongoing Communication:</p> <ul style="list-style-type: none"> • Continue to access interpreter services to share information. • Use of a variety of platforms to share information: (Remind app, daily home notes, weekly Smore newsletter, Facebook, blackboard email/text messages).
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into the daily classroom schedule.

Social Skills/SEL:

- Create a study group to identify ways to incorporate the SEL curriculum materials into daily classroom practice (morning checks in with zones, consistent language regarding expected/unexpected).
- Create a study group to determine how to intertwine the various SEL curriculum materials. To assist in differentiating the SEL curriculum to support the various learning styles of our students and to use these materials to ensure a common language is used throughout the school environment.

-Science:

- Create a study group to unpack the science standards and identify additional curriculum areas of need.
- Identify ways to align the science curriculum with the expectations of the MCAS/Alts.
- Identify and participate in trainings with the District Science Specialists.

	<p>***Ensure the program physical environment (building size, capacity and adaptations) is equipped to support the growing needs of the program to include the incorporation of pre-vocational and adaptive living skills into the daily schedule for students in the middle school and high school classrooms.</p>		
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Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP:

We will continue to ensure that the various community stakeholders, their voices and their beliefs, are represented in the decisions made within the program, identify and implement materials representative of the diverse cultures in our school community, access available resources (interpreters, translation services) to increase parent ability to access and participate in program events and materials.

The program Cultural Diversity Task Force will continue it's work next year to identify areas of need including trainings, program surveys and progress monitoring.

Performance Objectives:

Year 1: Identify areas of need (surveys, discussions) with families as well as staff. Task force and or PLC group will review the data, identify resources necessary to assist in supporting the areas of need. Create a training calendar. First training to be held by midyear. Staff training in the Washington tool to identify culturally representative curriculum materials.

Year 2: Follow up survey. Review the data. Identify additional resources to support these areas. Schedule trainings listed on the calendar.

Year 3: Follow up survey to assist in monitoring progress and additional areas of need. Review data. Identify and access necessary resources to support. Review training calendar and consider next steps.

Action Steps	Date for Targeted Completion	Responsible Person(s)
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1. Identify members of the Cultural Diversity PLC/Task force.	End of Sept	Program Coordinator
2. Draft the family survey. Draft the staff survey.	End of Oct.	Cultural Diversity PLC/Task Force
3. Review data and identify strengths/weaknesses and areas of need.	Mid Nov.	Cultural Diversity PLC/Task Force
4. Create training calendar. Schedule trainings for the next 2 yrs.	December	Cultural Diversity PLC/Task Force
5. Monitor progress towards the completion of the trainings and yearly surveys each year.	End of every school year	Cultural Diversity PLC/ Task force
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Ensure all stakeholders have a voice in the decision making process.	Progress monitoring through ongoing surveys	
2. Ensure all families are able to access program events (meetings) and materials (newsletters, forms) in their native language.	Data tracking system to include the various languages spoken and how the materials are disseminated. Include data for the use of interpreters.	
3. Ensure all families have access to program information and surveys in their native language.	Data tracking system to include the various languages spoken and parent response to school surveys as a result of the use of translation and interpreters.	
4.		

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:

Adie school staff will consistently participate in focus group (CPT/PLC/Admin meetings, Teacher meetings/Specialist meetings) meetings and increase their ability to effectively collaborate and remain goal oriented during these sessions.

Performance Objectives:

Year 1: Consistent schedule and focused discussion outline with goals/objectives for all cohort meetings (ex: CPT, administration, specialists, teachers) as well as PLC groups. Increase HALS survey results under professional community by 10% per school year.

Year 2: Increase HALS survey results under professional community by 10%. Identify new PLC focus areas, create meeting schedule, each group will have focused goals/objectives for the year.

Year 3: Increase staff ability to access district curriculum trainings consistently by 50% for the school year.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Draft schedule for group meetings.	Sept 1	Program Coordinator
2. Create agenda outline/meeting notes outline for all meetings.	Mid Sept	Program coordinator, teachers, specialists
3. Create share folders to include all meeting agendas and notes.	Sept 1	Program Coordinator, teachers, specialists
4. Identify and create staff training calendar for the year.	Sept 30th	Program Coordinator, Specialists/District curriculum specialists
5.		

Intended Outcomes & Monitoring System**Key Performance Indicators**

1. Strengthen time spent collaborating during meetings	Data tracking scheduled meetings.
2. Goals and measurable outcomes for all meetings.	Review of documents.
3. Increase scores on the HALS survey regarding professional community.	HALS survey results.
4.	

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: Adie Staff will participate in ongoing professional development to strengthen their abilities to identify and implement curriculum strategies in the various skill areas (ELA/Math/Communication/Social/Behavioral).		
<u>Performance Objectives:</u> Year 1: Identify and schedule ongoing professional development trainings in the various student specific skill areas. (ELA/Math/Communication/Social Behavioral). Year 2: Identify and access additional curriculum materials to support the various skill areas. Year 3: Create program curriculum with target goals/objectives within each skill area.		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Meeting with district curriculum specialists to discuss professional development areas of need.	End of Sept	Program Coordinator, Literacy Specialist
2. Identify trainings.	End of Oct	Program Coordinator, Literacy Specialist
3. Create Professional development calendar.	End of Oct	Program Coordinator

5. Program definition for “student engagement” across all skill areas.	Mid Sept	Program Coordinator, program staff
5.		
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. All teachers will participate in ongoing professional development in the various skill areas.	Completion of trainings listed on the calendar.	
2. Expansion of teacher skill set.	Implementation of strategies learned into their daily curriculum.	
3.		
4.		

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: All students will participate in ongoing progress monitoring through casebooks and district assessments.		
<u>Performance Objectives:</u> Year 1: All students will participate in a yearly informal assessment of skill areas to assist in identifying goals/objectives for the IEP. Year 2: Increase student ability to participate in student HALS survey to provide program feedback. Year 3:		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Identify informal skills assessments.	End of Nov	Program Coordinator, Teachers, Specialists

2. Work with district specialists to adapt the student portion of the HALS survey to increase Adie School student participation.	Dec	Program Coordinator, District data specialist
3.		
4.		
5.		
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Identify tools teachers can use to serve as a framework to follow when determining student goals/objectives.		Google folder with a list of resources.
2. Consistency across staff members identifying goals/objectives.		IEP goals/objectives
3.		
4.		

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

Adie school families will increase active participation in school wide events.

Performance Objectives:

Year 1: Adie school will schedule 2-3 family events (includes trainings, family fun day, Adie school event off campus). Including creation of a school PTO. Identify and create Parent Advisory Council to assist with determining next steps for new school building.

Year 2: Adie school will hold quarterly family trainings.

Year 3: Adie school will connect with outside resources to offer resource fairs 2 times per year (DDS, local ABA centers, guardianship resources).

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Google survey to assess parent areas of need for training as well as interest in events to schedule.	Oct	Program Coordinator, Parent Liaison
2. Collaborate with outside providers to identify trainers for ongoing parent professional development.	End of Oct	Program Coordinator, Parent Liaison
3. Create calendar for the year to include trainings and events for families	End of Sept	Program Coordinator, Parent Liaison
4.		
5.		
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Parents will provide feedback and suggestions regarding events and trainings.	Google form results	

2. Parents will increase attendance at events.	Ongoing data collection
3.	
4.	

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 6: Title 1 Schoolwide Requirements

1	A comprehensive needs assessment of the entire school https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600605&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600605&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600605&orgtypecode=6&
4	In accordance with section 1119... Please use this Quality Improvement Plan (QIP) as a response to this section.
5	Strategies to attract highly qualified teachers to high-need schools Teacher Recruitment Fairs Partnerships with UMass Lowell and Fitchburg University Induction Program Mentoring Program Mentee Bonus Course Reimbursement Low cost Masters Program through Fitchburg University Posting on School Spring
6	Strategies to increase parental involvement in accordance with section 1118 https://www.lowell.k12.ma.us/domain/3230
7	Student Transition Plan The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start. Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy.

	The high school also coordinates a transition plan to support students from going from graduation to college or career.
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	Measures to include teachers in the decisions regarding the use of academic assessments
8	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

	Activities to ensure students who experience difficulty mastering proficient or advanced levels of academic achievement standards
9	Please refer to section Section 4: Action Plans and Targeted Initiatives in the current document (QIP).

	Coordination and Integration of Federal State and local services and programs
10	<p>The district provides multiple opportunities for district and school administrators, staff , parents and the community to meet to determine the most advantageous ways to coordinate federal, state and local services and programs.</p> <p>Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework.</p> <p>District and School ILT (Instructional Leadership Teams) meet to review priorities and measure progress towards goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability and Adult Education administrators.</p>