

McAuliffe Elementary School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
David Anderson, Principal Patti Corrente, Assistant Principal Kristin Moulton, Social Worker Kaitlyn Bentley, Social Worker Lynne Steele, Literacy Specialist Kathleen Larocque, Math Coach	<i>Parent Representatives</i> Anne Thompson Devon Larson* Jen Gevry-Sargent Paula DelRossi-Archambault Stacey Resto	<i>Teacher Representatives</i> Barbara Burgess Emily Cohn Kristin Wade Marilyn Jonas <i>Community Representative</i> Sima Suon
1.3 Mission	1.4 Core Values	
The S. Christa McAuliffe Elementary School community strives to educate the whole child intellectually, emotionally, culturally, socially, and physically by offering rich and engaging instruction in a safe, respectful, and caring environment. Our students and staff strive to be independent thinkers and life-long learners. We believe that collaboration among school, home, and community is essential in ensuring students meet our high academic and behavioral standards and achieve their fullest potential.	Core Values • A high quality education is a fundamental civil right of every child we serve. • Teaching and learning are at the core of our work. Everything we do must support what happens in the classroom. • Parents are our partners. They are our students' first teachers in the home. • There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time. • Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community. Commitments • Eliminate the racial ethnic and linguistic achievement and opportunity gaps among all students. • Provide equitable funding and resources to meet the needs of the students in the school. • Engage all families with courtesy, dignity, respect and cultural understanding.	
1.5 Vision		
Excellence in teaching and learning are the		

essential elements necessary to render academic results that allow children to attain their future academic goals, to compete in the global market and to achieve their dream of a satisfying life.

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

2.1 School Strengths and Notable Achievements 2024-2025

- First year of a three year partnership with Acera Education Innovation for professional development and supplies to bring in more hands-on and STEM learning opportunities for students.
- Safe and Supportive Schools Grant recipient to identify school social-emotional learning needs and develop plans to provide more support to students in conjunction with the SEL office.
- Student-Teacher Relationships, School Leadership, and Engagement in School among top 3 categories in the HALS School Quality Framework Indicators.
- Attendance Improvement
- Continuing to see growth in foundational reading skills for students in all grade levels especially in Phonics and Phonemic Awareness but also in Vocabulary this year which is typically an area of growth for the school.

2.2 School Data Profile 2024-2025

The McAuliffe School has a total of 502 Students

Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	7.9	7.5	9.6
Asian	9.3	26.3	7.4
Hispanic	53.3	40.6	25.1
Native American	0.2	0.2	0.2
White	26.3	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	2.9	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	36.3	45.0	26.0
English Language Learner	27.8	28.7	13.1
Low-income	77.8	72.3	42.2
Students With Disabilities	15.6	20.3	20.2
High Needs	85.9	83.5	55.8

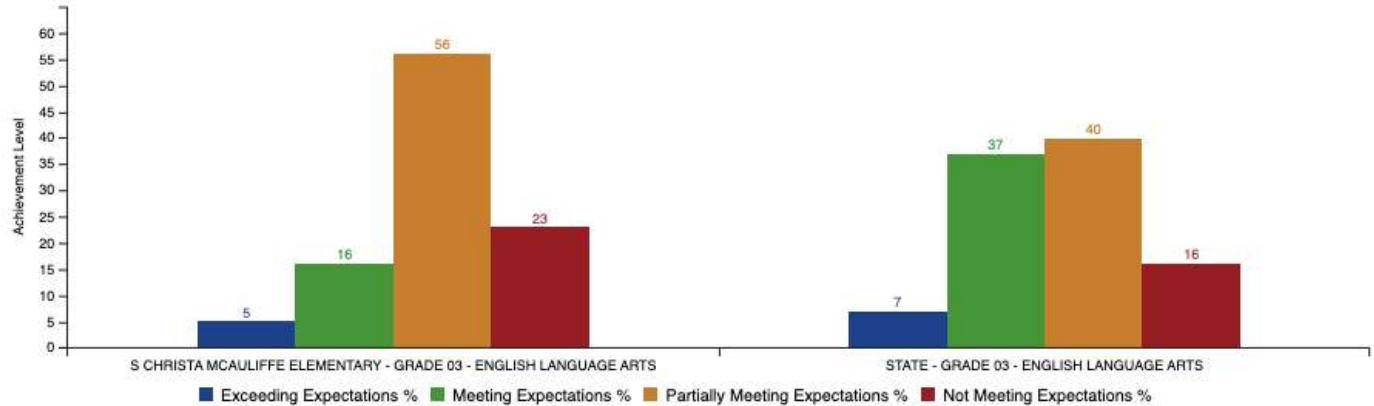
Next Generation MCAS Tests 2023

Percent of Students at Each Achievement Level for S Christa McAuliffe Elementary

Data Last Updated September 19, 2023.



[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	21	44	5	7	16	37	56	40	23	16	75	100	487	N/A	N/A	24
GRADE 03 - MATHEMATICS	29	41	3	8	27	33	52	39	19	20	75	100	487	N/A	N/A	29
GRADE 04 - ENGLISH LANGUAGE ARTS	26	40	1	5	25	34	43	43	30	17	92	100	483	57	83	17
GRADE 04 - MATHEMATICS	23	45	1	8	22	37	47	37	30	18	92	100	482	44	83	15
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	24	42	3	7	21	35	49	39	27	19	167	100	485	57	83	22
GRADES 03 - 08 - MATHEMATICS	26	41	2	7	24	33	49	41	25	18	167	100	484	44	83	21

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
56% - Substantial progress toward targets	27

OVERALL RESULTS **STUDENT GROUP RESULTS** **DETAILED DATA FOR EACH INDICATOR**

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	56%
Progress towards targets	Substantial progress toward targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	4	4	-
	Mathematics achievement	2	4	-	2	4	-
	Science achievement	-	-	-	-	-	-
	Achievement total	3	8	60.0	6	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	1	4	-
	Growth total	5	8	20.0	3	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		3.3	7.2	-	5.1	7.6	-
Percentage of possible points		46%			67%		
2023 Criterion-referenced target percentage		56%					

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?**

Goals from our 2023-2024, School Improvement Plan include:

- Increasing opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making.
- Increasing teacher leadership and facilitation of school-based committees.
- Examining and aligning current curricular materials to ensure instruction is addressing all students' needs.
- Refocusing student engagement work on high leverage practices that encourage critical thinking, creativity, collaboration, and communication.
- Ensuring that increased support staff is being utilized as effectively as possible by providing training in supporting programs and ensuring that support schedule aligns with curricular needs.
- Investigating programs and resources for helping students further develop foundational math skills and expand upon foundational reading skills.

- Identifying and implementing ways to support families and students in improving school attendance and reducing chronic absenteeism.
- Identifying and implementing ways to increase two-way communication with stakeholders to keep them informed of student progress.

Progress has been made toward achieving all of the goals set forward in the 2023-2024 Quality Improvement Plan. In some areas this progress has highlighted additional work that can be done to continue to improve the educational experience of students and families. Work with Acera Education Innovation, introduction of new Math, English Learner, and Special Education Curriculums, and the work done in looking at student engagement have created an opportunity to further explore the standards being taught across grade levels and the curriculum to assess the tools being used to teach that curriculum in classrooms.

Increases in support staff and being able to maintain current levels of staffing for the upcoming school year, provide the opportunity to examine how supports are being provided throughout the school day to ensure maximum effectiveness of where those supports are being used in classrooms.

Adopting a school-wide system (Remind) for communication with families has led to an increase in family participation in providing feedback which can be capitalized on to increase participation of families from all school demographics in all aspects of school including school committees and the decision-making processes adopted by the school.

- **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?**

The McAuliffe School is making notable strides in certain areas while facing challenges in others. In ELA, vocabulary growth has seen improvement, particularly among English Learner students, suggesting targeted support has been effective. However, there are concerns about the balance of support for students at different performance levels, with questions raised about whether more attention should shift towards students one level below grade rather than having such a heavy focus on those two or more grade levels below. It's also noted that certain groups, such as Level 3 ELL students, may need more attention, especially in the context of an increasing number of Newcomers, possibly affecting overall progress in this area.

In Math, despite efforts with the new Eureka 2 curriculum, there's minimal shifting in scores, with MCAS showing stagnation. The curriculum itself appears to be a focal point of concern among staff, potentially impacting overall student performance. Moreover, there's a need to balance whole-group instruction with individual student needs and to address math fluency more effectively. The discrepancy between classroom performance and standardized test outcomes suggests a need for deeper examination of instructional strategies to align with testing objectives in both ELA and Math.

Furthermore, concerns around student behavior, especially in the lower grades may be influencing the overall learning environment and outcomes. Addressing these issues comprehensively will be essential to making progress towards academic goals.

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

Students are making the greatest academic gains in the following areas:

- Significant growth and achievement in i-Ready performance, particularly noticeable in ELA Foundational Skills such as High Frequency Words, Phonics, and Phonemic Awareness.

- Effective interventions and instructional strategies targeted towards improving proficiency as seen in student growth data for Tier 1, Tier 2, and Tier 3 students.
- Decrease in "at-risk" students across various cohorts, reflecting successful interventions.
- Positive shift in Tier 1 placement percentages in certain grade levels.
- Continued improvement in meeting MCAS standards, especially in ELA.

Students are making the least academic gains in the following areas:

- Challenges persist in Comprehension, both in Literary and Informational Text.
- Chronic absenteeism remains a significant barrier to consistent academic progress.
- Slow growth observed in certain math domains, requiring more targeted support.

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			
Leadership, Shared Responsibility, and Professional Collaboration 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.	Intentional Practices for Improving Instruction – Engaged Learning 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. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Student-Specific Supports and Instruction to All Students 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.	School Climate and Culture Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
Foster a culture of distributed leadership within the school community, empowering all staff members to actively lead and contribute to school improvement initiatives, while creating partnerships for collaboration among administrators and teaching staff of different schools to enhance areas of joint interest and drive continuous improvement.	Educators across content areas intentionally plan and execute lessons that incorporate standards-based instructional practices so that all students can access the curriculum at their individual level of readiness.	Implement a Multi-Tiered System of Support (MTSS) for mathematics in grades Pre-K to 4 to ensure all students receive targeted interventions and enrichments based on their academic needs.	Implement a highly effective Positive Behavioral System aligned with and responsive to student needs and current research-based theories and best practices.

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Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Increase Family and Community Engagement through asset-based views of families' cultures.

Performance Objectives:

Year 1: Establish a Family and Community Engagement Committee (FACE)

Year 2: Create structures that help families feel welcome and comfortable being a part of the school community and implement Family Engagement Workshops

Year 3: Evaluate and adjust strategies to measure the effectiveness of the asset-based workshops and identify areas for improvement

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Form a Family and Community Engagement Committee (FACE) - Include representatives from diverse backgrounds, parents, community members, school staff, and administrators.	SY 24/25	School
2. Administer surveys or conduct interviews with a sample of families - Identify strengths, resources, and cultural assets within the school community	SY 24/25	School
3. Create a school-based plan for engaging families and leveraging their cultural assets to support students - Plan Goals - Identify target population(s) - Strategies/Workshop Themes (attendance, school-based supports, community resources, etc.)	SY 24/25	School/CLSP District Team
4. Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths. - Family Circles, Family Nights, ELPACs, etc.	SY 25/26	School/CLSP District Team
5. Assess the impact of target intervention using surveys or interviews with a sample of families to identify areas of strength and need and continue to offer workshops for incoming families.	SY 26/27	School/CLSP District Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Enhanced Collaboration - Regular meetings of the FACE committee to discuss progress, share updates, and address challenges.	● Monthly or quarterly FACE meetings ● Meeting Attendance Rate ● Diversity representation ● Action completion ● Feedback and reflection
2. Increased Family Involvement - Track metrics related to family involvement, such as attendance at school events, participation in parent-teacher conferences, participation in volunteer activities, SSC, ELPACs, PTO meetings, etc. HALS Indicator 3C-I: Family School Relationships ● 2024 Rating: 3.27 - Approval ● 2027 Target: 3.72 - Approval HALS Indicator 3C-II: Community Involvement and External Partners ● 2024 Rating: 3.76 - Approval ● 2027 Target: 4.21 - Approval	● Percentage of families attending events/workshops ● Percentage of attendees by language dominance ● Percentage of attendees by grade level ● Increase in Family Involvement data on HALS Dashboard ● Feedback and satisfaction surveys
3. Increased Parental Skills and Knowledge - Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school.	● Conduct post-workshop surveys by language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels. ● Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
4. Strengthened Partnerships - Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support. Parent Needs Assessment Survey: I feel welcomed at this school. ● 2024 Strongly Agree Rating: 69% ● 2027 Strongly Agree Target: 84% Parent Needs Assessment Survey: My child's teachers keep me informed about my child's progress in school.	● Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics ● Monitor data growth on survey results and

● 2024 Strongly Agree Rating: 62% ● 2027 Strongly Agree Target: 77% Parent Needs Assessment Survey: It is easy for me to talk to my child’s teacher about things concerning my child. ● 2024 Strongly Agree Rating: 65% ● 2027 Strongly Agree Target: 80% Parent Needs Assessment Survey: It is easy for me to talk to my child’s principal about things concerning my child. ● 2024 Strongly Agree Rating: 54% ● 2027 Strongly Agree Target: 70%	feedback from families to identify strengths, weaknesses, and opportunities for improvement in communication practices. ● Increase in key areas of Parent Needs Assessment Survey

Section 4: Action Plans and Targeted Initiatives

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

Foster a culture of distributed leadership within the school community, empowering all staff members to actively lead and contribute to school improvement initiatives, while creating partnerships for collaboration among administrators and teaching staff of different schools to enhance areas of joint interest and drive continuous improvement.

Performance Objectives:

Year 1: Develop and implement a distributed leadership framework that empowers staff members by providing clear roles, responsibilities, and opportunities for leadership to set a foundation that will support future collaborative efforts with other schools.

Year 2: Establish and expand upon partnerships with schools in and/or outside of the district working on similar initiatives or that have systems in place that could support the work included in our Quality Improvement Plan and begin initial collaboration efforts with identified schools.

Year 3: Create Professional Development opportunities which could include joint workshops, peer observations, instructional rounds, shared meetings, etc. to support staff learning and work toward intended goals and outcomes.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Inventory and identify potential leadership positions for staff members at the school.	SY 24/25	School Administration/ILT
2. Re-establish standing committees and regular committee meetings.	SY 24/25	School Administration/ILT
3. Select and work with staff leaders to create capacity for leading school initiatives and committees.	SY 24/25	School Administration
4. Identify schools that are working on similar initiatives and/or already have systems in place that support the goals identified in our Quality Improvement Plan within and/or outside of the district.	SY 25/26	School Administration
5. Work with schools to plan opportunities for collaboration and/or shared learning.	SY 25/26 and SY 26/27	School Administration/ILT
6. Carry out and evaluate shared learning opportunities with partner schools.	SY 26/27	McAuliffe and Partner Schools' Staff and Administration
7. Assess the effectiveness of the created partnerships in implementing the goals of the Quality Improvement Plan	SY 26/27	School Administration/ILT

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Re-establishment of School Committees necessary to carry out initiatives led by teachers and other staff members. HALS Indicator 1B-I: School Leadership ● 2024 Rating: 4.15 - Approval ● 2027 Target: 4.60 - Ideal	● List of standing committees, teacher leaders, and meeting schedule/agendas
2. Enhanced Communication and Collaboration Among Partner Schools - Partnerships with other schools established, planning meetings to assess needs, paths forward, and implementation of planning and Professional Development	● Creation of school partnerships ● Partner schools planning meetings monthly/quarterly as needed ● Professional Development agendas
3. Incorporation of ideas from other schools into Quality Improvement Plan - Elements of learning from other schools incorporated into the following goal areas: - Intentional Practices for Improving Instruction – Engaged Learning - Student-Specific Supports and Instruction to All Students - School Climate and Culture	● Positive data indicators in areas being measured for goals in the three listed areas
4. Increased Feelings of Autonomy and Support Among Staff - Acquisition of new skills for staff members, partnerships and collaboration between staff members at different schools, Professional Development choices that meet the needs of staff members in support of Quality Improvement Plan Goals. HALS Indicator IB-II: Support for Teaching Development and Growth ● 2024 Rating: 3.91 - Approval ● 2027 Target: 4.51 - Ideal	● Increase in Support for Teaching Development & Growth aspects of HALS Dashboard ● Feedback collected from staff after Professional Development opportunities ● Implementation of new learning in the classroom and school and feedback on that implementation

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:

Educators across content areas intentionally plan and execute lessons that incorporate standards-based instructional practices so that all students can access the curriculum at their individual level of readiness.

Performance Objectives:

Year 1: Examine and crosswalk standards with current tools being used by teachers in classrooms in ELA and Math and design a process for Lesson Study to ensure all lessons are aligned to those standards while exploring Universal Design for Learning concepts.

Year 2: Utilize Lesson Study to examine current units/modules and design lessons/units that incorporate standards-based teaching practices from a variety of resources that best meet the needs of students at all levels of readiness by infusing elements of Universal Design for Learning into practices.

Year 3: Continue utilizing Lesson Study to examine current units/modules and design lessons/units that incorporate standards-based teaching practices from a variety of resources that best meet the needs of students at all levels of readiness by infusing elements of Universal Design for Learning into practices while assessing effectiveness of lessons previously redesigned.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Inventory standards and tools currently being used to teach those standards in ELA and Math to examine breadth and depth to which each is being taught.	SY 24/25	Grade Level Teams
2. Determine standards that are being under- or over-taught or where access points for students are not meeting their needs.	SY 24/25	Grade Level Teams
3. Design a process for carrying out a Lesson Study for each grade level that can be utilized to determine best practices for teaching lessons.	SY 24/25	Administration and Coaches
4. Explore elements of Universal Design for Learning.	SY 24/25	All Staff
5. Implement Lesson Study process to redesign units/lessons to ensure that curricular materials are meeting the needs of all students regardless of their level of readiness to access materials.	SY 24/25 - SY 26/27	Grade Level Teams
6. Assess effectiveness of redesigned lessons in meeting student needs for accessing grade-level standards	SY25/26 - SY26/27	Grade Level Teams

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Alignment of Curriculum to Standards and Student Needs - Standards and teaching tools crosswalk created, Lesson Study process created and implemented for identified lessons/units, Lessons and units redesigned based on standards with various curricular tools considered HALS Indicator 3B-I: Curricular Strength & Variety ● 2024 Rating: 3.56 - Growth ● 2027 Target: 4.01 - Approval HALS Indicator 4C-I: Problem Solving Emphasis ● 2024 Rating: 3.16 - Growth ● 2027 Target: 3.61 - Approval	● Crosswalk tool and Lesson Study Process creation ● Professional Development and Common Planning Time Agendas ● Increases in Curricular Strength and Variety and Problem Solving Emphasis on HALS Data
2. Differentiation and Opportunities for Student Voice and Choice Integrated Into Curriculum - Lessons designed with multiple access points, Elements of Universal Design for Learning incorporated into lessons and student work Gap Between HALS Indicators 2C-I: Students Valuing of Learning and 4A-I: Overall Performance ● 2024 Ratings: 2C-I - 4.35 Approval and 4A-I - 2.43 Warning (Gap: 1.92) ● 2027 Target: Gap closes to 1.1	● Unit and Lesson Plans ● Closing of gap between student and teacher perceptions of performance on HALS data
3. Increases in Student Achievement - Student Growth and Achievement Scores on school-based and state assessments increase, Gaps between subgroup and non-subgroup students decrease iReady Proficiency in ELA ● 2024 Proficiency - Data Currently Unavailable ● 2027 Target Proficiency - Increase by 5% each year iReady Proficiency in Math ● 2024 Proficiency - Data Currently Unavailable ● 2027 Target Proficiency - Increase by 5% each year	● Increases in iReady Proficiency Data

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students:

Implement a Multi-Tiered System of Support (MTSS) for mathematics in grades Pre-K to 4 to ensure all students receive targeted interventions and enrichments based on their academic needs.

Performance Objectives:

Year 1: Examine school schedule and current available supports to determine most effective ways to implement an MTSS model for mathematics and implement the designed model.

Year 2: Through collaboration and professional development, refine and expand Tier 2 and 3 intervention strategies and implement those strategies with students.

Year 3: Review and revise MTSS plans based on data-driven insights and outcomes and develop a sustainability plan to ensure ongoing implementation beyond initial phases.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Examine school schedule to build in a designated Mathematics Intervention block at each grade level.	SY 24/25	Math Coach and Grade Level Teams
2. Determine most effective use of classroom supports to implement an MTSS model for Mathematics at each grade level.	SY 24/25	Administration and Coaches
3. Implement data-driven decision making practices for Mathematics to identify student needs and provide effective support to students.	SY 24/25	Grade Level Teams and Math Coach
4. Provide professional development opportunities for teachers and support staff on effective practices for intervention in Mathematics.	SY 24/25 and SY 25/26	Administration and Math Coach
5. Implement progress-monitoring tools to regularly assess student responses to intervention and make changes as needed	SY 25/26	Math Coach and Teachers
6. Review and revise intervention plans based on school assessment data	SY 25/26 and SY 26/27	Math Coach and Teachers
7. Solicit feedback from teachers, administrators, and parents to assess program impact and revise intervention protocols based on lessons learned and best practices to create a sustainable model.	SY 26/27	Administration and Math Coach
Intended Outcomes & Monitoring System		Key Performance Indicators

1. Efficient Systems of Support in Math - School schedule allows for appropriate groupings of students, Services provided during appropriate times for Tier 2 Instruction, Support causes minimal disruptions to classroom, Systems for collaboration among staff put into place HALS Indicator 3A-II: Content Specialists and Support Staff ● 2024 Rating: 3.95 - Growth ● 2027 Target: 4.40 - Approval	● Updated Master and Support Schedule ● Tier II, Special Education, English Learner, and Enrichment Groupings ● Parent Needs Assessment Survey ● Increase in Content & Support Staff section of HALS Data
2. Targeted, Individualized Student Support in Mathematics - Student supports based upon individualized student needs in Tier 2, Tier 3 and enrichment instruction Parent Needs Assessment Survey: I am satisfied with the overall instruction my child receives at this school. ● 2024 Strongly Agree Rating: 65% ● 2027 Strongly Agree Target: 80% Parent Needs Assessment Survey: I am satisfied with the growth my child is achieving in school.. ● 2024 Strongly Agree Rating: 60% ● 2027 Strongly Agree Target: 75%	● Tier II, Special Education, English Learner, and Enrichment Groupings ● Parent Needs Assessment Survey ● Increase in Content & Support Staff section of HALS Data
3. Increases in Student Achievement in Mathematics - Student Growth and Achievement Scores on school-based and state assessments increase iReady Proficiency in Math ● 2024 Proficiency - Data Currently Unavailable ● 2027 Target Proficiency - Increase by 5% each year	● Increases in iReady student proficiency data for Math

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

Implement a highly effective Positive Behavioral System aligned with and responsive to student needs and current research-based theories and best practices.

Performance Objectives:

Year 1: Working with the Social Emotional Learning (SEL) Office and school SEL Team, finalize study of current SEL practices and school-wide behavior system and recommend updates to both systems.

Year 2: Implement recommended changes to SEL practices and school-wide behavior systems identified by the SEL Office and school-based team.

Year 3: Evaluate and adjust strategies to measure the effectiveness of the SEL and school-wide behavior systems and identify areas for improvement.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Work with SEL Office and school-based SEL Team to finalize study of current SEL practices and school-wide behavior system began in SY 23/24	SY 24/25	SEL Office and SEL Team
2. Conduct site visits and do research on current SEL practices and school-wide behavior systems being used in other schools	SY 24/25	SEL Office and SEL Team
3. Make recommendations for updates to current SEL practices and school-wide behavior system	SY 24/25	SEL Office and SEL Team
4. Implement updates to SEL practices and school-wide behavior system and collect data on its effectiveness	SY 25/26	All School Staff and SEL Office
5. Evaluate program effectiveness and make changes based on collected data	SY 26/27	SEL Office and SEL Team
6. Implement recommended changes from program evaluation	SY 26/27	All School Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Updated SEL Practices and School-Wide Behavior System - Revamping of current Tier 1 SEL Curriculum which is currently based on Portrait of a Graduate and Second Step, Revamping of Green Program - the	● Outlines of new programs ● Parent Needs

current school-wide behavior system HALS Indicator 2A-II: Student Emotional Safety ● 2024 Rating: 3.71 - Growth ● 2027 Target: 4.16 - Approval HALS Indicator 2B-I: Student Emotional Safety ● 2024 Rating: 4.22 - Approval ● 2027 Target: 4.67 - Ideal	Assessment Survey Data ● HALS Dashboard Student Emotional Safety and Sense of Belonging Data
2. Reduction in Behaviors that Impact Classroom Instruction - Less behaviors that detract from the learning environment, Reduced amounts out of time for students in classrooms, Students able to self-regulate emotions, School-wide systems in place for teaching SEL skills and behavior expectations Chronic Absenteeism Data ● 2022-2023 Chronic Absenteeism: 26.9% ● 2026-2027 Chronic Absenteeism Goal: 14.3% HALS Indicator 2B-II: Student Teacher Relationships ● 2024 Rating: 4.4 - Approval ● 2027 Target: 4.85 - Ideal	● Attendance Data ● HALS Dashboard Student Teacher Relationships Data
3. Strengthened Relationships with Families - Increased communication with families around student behavior, Families report satisfaction with new programs, Student feelings of Emotional Safety increase Parent Needs Assessment Survey: My child feels safe at school. ● 2024 Strongly Agree Rating: 63% ● 2027 Strongly Agree Target: 78%	● Parent Needs Assessment Data ● Student Emotional Safety Data from HALS

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		

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.doc.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600075&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doc.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600075&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doc.mass.edu/profiles/teacher.aspx?orgcode=01600075&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/3209
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	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. Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework. 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.