LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

Pawtucketville Memorial Elementary School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership

Paula Jones, Principal
Matthew Santy, Assistant Principal
Melanie Mangion, School Social Worker
Magdalene Kwakye, School Social Worker
Wendy Gregoire, Literacy Specialist

1.2 School Site Council Members

Parent/Community Representatives	*Staff Representatives*
Danielle McLaughlin, Parent Natalia Lavy, Parent Pat Fontaine, Community Partner	Fadia Chahine, Teacher Alicia Healey, Teacher Kerry Marshall, Teacher

1.3 Mission

At Pawtucketville Memorial Elementary School, our mission is to inspire and empower every student to achieve academic excellence, foster creativity, and develop the skills necessary for lifelong learning in a supportive and inclusive community. We are committed to nurturing the whole child, promoting social-emotional growth, and building strong partnerships with families and the community to prepare our students to become responsible, compassionate, and engaged citizens in a diverse and ever-changing world.

1.5 Vision

At the Pawtucketville Memorial Elementary School, we cultivate a nurturing and dynamic environment that champions diversity and student-centered learning. By integrating best educational practices and fostering strong community partnerships, we aim to develop each student's full potential in academics, emotional well-being, and social responsibility.

1.4 Core Values

Our district's 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.
- Improving learning requires hard and steady work over time.
- Every adult in our community is accountable for the success of our students.
- We are committed to eliminating achievement and opportunity gaps among all students.
- We are committed to using available funding and resources to meet the needs of all of our students.
- We are committed to engaging all students and families with courtesy, dignity, respect, and cultural understanding.

Our School's Core Values:

- Pawtucketville Panthers are safe, responsible, and respectful in all areas of the school. They are explicitly taught what it looks, sounds, and feels like to be safe, responsible and respectful.
- All community members build and maintain relationships with trust and mutual respect.
- We value our partnerships with all families and community members to help meet the complex and unique needs of each child.

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

2.1 School Strengths and Notable Achievements 2024-2025

- Attendance data - For the 2022-2023 school year the attendance rate was 93.7%, the chronic attendance rate was 17.9% In 2023-2024, our final attendance rate was 94.3% which was 0.5% lower than the previous school year. Our chronic absentee rate was 16.6%, which was down 1.3% from the previous year. To date, the attendance rate for the 2024-2025 school year is 95.6%, which is 0.5% improved from this point in the 2023-2024 school year. To date, our chronic absentee rate is 13.7%, which is 2.6% lower than this point in the 2023-2024 school year.
- iReady EOY data - 2023-2024 ELA data the percentage of students who were on or above grade level was 54.4%. 27.4% of our students were one grade level below. 10.7% were 2 grade levels below. 2023-2024 Math data the percentage of students that were on or above grade level was 49.4%. 37% wereone grade level below, and 9.4% were 2 grade levels below.
- So far this for the 2024-2025 school year, as a new admin team we have revamped our PBIS structures as well as our attendance incentives.

2.2 School Data Profile 2024-2025

STUDENT ENROLLMENT:

The Pawtucketville Memorial Elementary School has a total enrollment of 478 students.

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	8.2	7.5	9.6
Asian	25.0	26.3	7.4
Hispanic	31.2	40.6	25.1
Native American	0.0	0.2	0.2
White	30.1	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	5.5	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	28.8	45.0	26.0
English Language Learner	21.0	28.7	13.1
Low-income	63.7	72.3	42.2
Students With Disabilities	21.2	20.3	20.2
High Needs	74.6	83.5	55.8

2023 OFFICIAL ACCOUNTABILITY REPORT

Pawtucketville Memorial

Overall classification	Not requiring assistance or intervention

Reason for classification

Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
43% - Moderate progress toward targets	43

NEXT GENERATION MCAS TESTS 2023

Percent of Students at Each Achievement Level for Pawtucketville Memorial

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	48	44	11	7	37	37	32	40	20	16	79	100	495	N/A	N/A	48
GRADE 03 - MATHEMATICS	37	41	9	8	28	33	46	39	18	20	79	100	492	N/A	N/A	43
GRADE 04 - ENGLISH LANGUAGE ARTS	26	40	2	5	24	34	43	43	31	17	88	100	484	41	79	19
GRADE 04 - MATHEMATICS	37	45	3	8	33	37	40	37	23	18	87	100	492	51	78	37
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	37	42	7	7	30	35	38	39	26	19	167	100	489	41	79	32
GRADES 03 - 08 - MATHEMATICS	37	41	6	7	31	33	43	41	20	18	166	100	492	51	78	42

2.3 Reflection on Current Practices 2024-2025

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

   School-Based Teams (ILT, Math, ELA, SEL): The collaborative teams (ILT, Math, ELA, SEL) provide data and insights to inform decision-making and prioritize initiatives that address identified student and teacher needs.

   - Collaborative teams focused on data-driven decision-making to inform school improvement.
   - Each team is aligned with specific goals to address academic and social-emotional growth.
   - Teams help identify areas of strength and areas for growth, guiding the prioritization of resources and interventions.

Trauma-Informed Practices Training: The ongoing year-long trauma-informed training helps shape a school-wide culture of empathy and support, which can be prioritized in efforts to enhance both academic performance and student well-being.

- Year-long district-wide training on trauma-informed practices with the SEL department.
- Training equips all staff with strategies to create a supportive and empathetic school environment.
- Leverages knowledge from trauma-informed training to shape school priorities around emotional well-being and student mental health.

Fully Operational Literacy Intervention Program: The literacy intervention program uses systematic interventions taught by the Literacy Specialist, Tutors (6), and ML teachers. There is consistent progress monitoring occurs and the data is revisited and groups are adjusted accordingly.

- Structured collaboration between instructional specialists, tutors, classroom teachers, and MLL (Multilingual Learner) teachers to provide targeted literacy support.
- Regular monitoring and assessment of student progress to adapt instructional strategies and interventions.
- Focuses on improving literacy skills across all grade levels, prioritizing support for students at risk of falling behind.

Purposeful School Schedule: The thoughtfully designed school schedule emphasizes the need for continued alignment between academic and socio-emotional priorities.

- Designed to optimize instructional time and incorporate supports for both academic and social-emotional needs.
- Built-in blocks for targeted intervention, collaboration, and differentiated instruction.
- Strategic planning to ensure that each student has access to appropriate resources and support.
- The specifically designed school schedule emphasizes the need for continued alignment between academic and socio-emotional priorities, allowing time for targeted interventions for students who require it.

Focus on Improved Attendance: Improved attendance efforts can be expanded into broader initiatives focused on student engagement and community partnerships.

- Incentive-based strategies to improve student attendance on a daily basis.
- Monitoring and analyzing attendance trends to identify and address barriers to consistent attendance.
- Engaging families and students to reinforce the importance of regular attendance and academic engagement.

Consistent Communication: Open and consistent communication ensures that all stakeholders are aligned with school priorities and are actively involved in the continuous improvement process.

- Regular and transparent communication from administration to staff, students, and families.
- Use of multiple channels (meetings, newsletters, digital platforms) to keep all stakeholders informed and engaged.

- Feedback loops to ensure that concerns are addressed, and efforts are aligned with community needs and expectations.
- Open and consistent communication ensures that all stakeholders are aligned with school priorities and are actively involved in the continuous improvement process.

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

- At Pawtucketville, we are making more academic gains in math than ELA. We have remained flat in Math for the last 3 years and consistently trend down in ELA. In 2023-2024 26% of students were not meeting expectations in ELA.
- In grade 3 for writing, we were at the same pace at the state.
- In grade 4 for math, in number and operations (fractions) we exceeded the state by 1%.
- In K for DIBELS, we have 20 students (25%) above grade level, 24 students (30%) at grade level, 14 students below (17%) and 23 students (28%) well below grade level.
- In grade 1 for DIBELS, we have 27 students (32%) above grade level, 21 students (25%) at grade level, 12 students below (14%), and 24 students (29%) well below grade level.
- In grade 2 for DIBELS, we have 22 students (25%) above grade level, 29 students (33%) at grade level, 14 students below (16%), and 24 students (27%) well below grade level.

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. *Student Safety* Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
Pawtucketville will restructure its internal teams—Instructional Leadership Team (ILT), Math, ELA, and SEL—by refining their roles and collaboration processes to foster a culture of focused, data-driven instructional discourse and strategic planning. This restructuring will prioritize student academic achievement as the central objective of all professional collaboration, ensuring alignment across teams and continuous improvement in teaching and learning.	By the end of the academic year, all educators across content areas will collaboratively plan and implement at least three lessons each semester that intentionally incorporate district-identified language practices to support students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities.	We will continue to provide targeted, data based Tier 2 intervention and Tier 3 specialized instruction in reading using our current data analysis, group planning and monitoring, and documentation process. We will continue to refine our schedule to allow for appropriate intervention and enrichment opportunities for students.	To further develop two-way communication with new families about grade-level learning expectations, school attendance/norms, and vital information about their children's learning, while building genuine reciprocal relationships, we will implement specific family-school relationship strategies to create improved communication systems.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: We will implement research-based strategies on student agency to further develop learning environments to increase the engagement of all students, especially multilingual (ML) students.

Performance Objectives:
Year 1: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 mathematics.
Year 2: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 writing workshop.
Year 3: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 reading workshop.

Action Steps *Written for Year 1 Mathematics Goal, but will be similar each year with a shift to Writing in Year 2 and Reading in Year 3	Date for Targeted Completion	Responsible Person(s)
1. Allocate as much CPT as possible to looking at student data related to Tier 1 mathematics curriculum and create/gather tools to support independent application for ML students	**May 2025**	Administration, Math Coach, Classroom Teachers
2. PD on related elements of UDL - focused on mathematics and ways to include multimodal forms of input and output that can allow students of varying skill levels to access the lessons	**April 2025**	Administration
3. Grade level PD on the effective progression of skills in numbers and operations, and the different strategies and forms of representation students may use in a given unit	**April 2025**	Administration & Math Resource Teacher/Math Coach
4. Develop systems with students around independent use of mathematics tools	**Ongoing - May 2025**	Math Resource Teacher/Math Coach
5. Use data to target instruction by creating/selecting/adapting scaffolds and tools for instruction and to support independent application for ML students	**Ongoing - June 2025**	Teachers & Students
6. . Ongoing work to modify student resources and teaching tools related to grade-level math standards and align them vertically	**Ongoing - June 2025**	Teachers, Math Resource Teacher/Math Coach, Administration

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Google Drive Pawtucketville Math Folder of collaboratively agreed-upon tools (graphic organizers, checklists, rubrics, etc.) to support independent application for ML students per math unit	Developed student tools iReady scores/growth each term Math Module data

2. Grade level data meetings to determine student needs while collaboratively planning instruction using elements of UDL	Agendas/Notes from data meetings
3. Direct instruction of student agency strategies and independent use of scaffolds and tools provided	Classroom Observations
4. Positive reinforcement for demonstration of agency and independent use of scaffolds and tools	Classroom Observations HALS Engagement in School Student Indicator (Grow from 4.13 to 4.6)
5. Vertically aligned math scaffolds and tools to support independent application for ML students as they move up grade levels	Work Products of Math Instructional Leadership Team

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: Pawtucketville will restructure its internal teams—Instructional Leadership Team (ILT), Math, ELA, and SEL—by refining their roles and collaboration processes to foster a culture of focused, data-driven instructional discourse and strategic planning. This restructuring will prioritize student academic achievement as the central objective of all professional collaboration, ensuring alignment across teams and continuous improvement in teaching and learning.

Performance Objectives:

Year 1: Implement 4 teams (Math, SEL, ILT, ELA) to meet monthly throughout the school year with representatives from all areas of the school.

Year 2: Continue the teams in place from year 1. Develop a systematic process for all of our admin team meetings to streamline student support, cases, curriculum.

Year 3: Develop a 6 week data cycle for every grade level to support small group placement and success of targeted interventions. Develop vertically aligned data meetings to happen 3 times per school year.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Ensure teams are meeting monthly to discuss student data and use data to inform instruction across all grade levels.	Ongoing - June 2025	Math Team, ELA Team

2. ILT to meet monthly to discuss school-wide needs in terms of attendance, community/school-wide events, and review instruction, curriculum, and classroom needs school-wide.	Ongoing - June 2025	ILT Team
3. SEL will meet monthly to plan school-wide events that encourage well-rounded students, school-wide assemblies, and our school-wide PBIS program.	Ongoing - June 2025	SEL Team
4. **Identify Common Themes Across Teams:** Look for recurring issues or themes across the Math, SEL, ILT, and ELA teams. Identify areas that require cross-team collaboration and develop strategies for addressing them.	June 2025	ILT, Math, ELA, SEL Teams
5. **Admin team will set the meeting schedule for the 2025-2026 school year.**	June 2025	Admin Team
6. **Evaluate the Success of Year 1 Teams:** Review the effectiveness of the monthly team meetings from Year 1. Gather feedback from team members and make adjustments to improve collaboration and outcomes.	June 2025	ILT, Math, ELA, SEL Teams
7. **Create a Unified Admin Meeting Structure:** Develop a systematic and standardized process for admin team meetings. This includes ensuring that all student support cases, curriculum matters, and team updates are addressed in a consistent, organized manner.	June 2025-June 2026	Admin Team/Sped Admin Team
8. **Streamline Communication and Case Management:** Implement tools and strategies for better tracking of student cases, support plans, and curriculum needs across the school. This may involve using data systems or shared documents to ensure transparency and accountability.	June 2025-June 2026	Admin Team/Sped Admin Team
9. **Evaluate and Adjust Admin Processes:** Regularly assess the effectiveness of the new admin meeting structure. Collect feedback from administrators and make adjustments to improve processes.	September 2025-June 2026	Admin Team/Sped Admin Team
10. **Establish Data Collection Protocols:** Work with each grade level to develop a consistent process for collecting and analyzing data every 6 weeks. Ensure that all relevant data points are considered, such as formative assessments, student behavior, and progress toward IEP goals (if applicable).	September 2026-June 2027	Admin Team/All staff
11. **Implement Small Group Placement Strategies:** Based on data, work with teachers to identify students for small group instruction. Design a process for using data to form these groups and to adjust placements as necessary throughout the year.	September 2026-June 2027	Admin Team/All staff
12. **Utilize EDCAT and MCLASS:** Utilize EDCAT and MCLASS tools	September	Admin Team/All

for tracking student data over the 6-week cycle. Ensure that this tool is accessible to all grade-level teams and that it allows for meaningful analysis of student progress.	2026-June 2027	staff
13. **Plan and Facilitate Vertically Aligned Data Meetings:** Schedule and organize 3 data meetings per school year, involving teachers from all grade levels. These meetings should focus on reviewing data trends, student progress across grades, and aligning instructional strategies.	September 2026-June 2027	Admin Team/All staff
14. **Ensure a Feedback Loop:** After each 6-week data cycle, create a feedback loop that allows teachers to reflect on the effectiveness of small group instruction and targeted interventions. Adjust groups and strategies as needed based on student progress.	September 2026-June 2027	Admin Team/All staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Timely Interventions	6 week data cycle data, DESSA
2. Improved Academic Performance	iReady, DIBELS, MCAS, Report Cards
3. Strengthened Social-Emotional Learning	HALS Survey Data, conduct referrals
4. Vertical Alignment of Academic & SEL Practices	HALS Survey Data

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: By the end of the academic year, all educators across content areas will collaboratively plan and implement at least three lessons each semester that intentionally incorporate district-identified language practices to support students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities.

Performance Objectives:

Year 1: Educators will collaboratively plan and implement at least one lesson per semester that incorporates district-identified language practices to support students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities. These lessons will focus on integrating listening and speaking strategies, using scaffolds like sentence frames, discussion starters, and Think-Pair-Share to support engagement and

comprehension.

Year 2: Educators will collaboratively plan and implement at least two lessons per semester that intentionally incorporate district-identified language practices to support students who are well below grade level in literacy, with a focus on Multilingual Learners and Students with Disabilities. These lessons will address listening, speaking, reading, and writing, using differentiated strategies like graphic organizers, think-alouds, and reading/writing pairs to enhance engagement and academic skills across all language modalities.

Year 3: Educators will collaboratively plan and implement at least three lessons per semester that intentionally integrate district-identified language practices across listening, speaking, reading, and writing. These lessons will be designed to support students who are well below grade level in literacy, especially Multilingual Learners and Students with Disabilities, with a focus on differentiated instruction, scaffolds, and strategies that promote engaged learning and academic achievement.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Complete district learning walk to find areas of need.	January 2025-June 2025	Admin Team, District ILT Team
2. Provide professional development related to the area of identified need (Language Objectives).	January 2025-June 2025	Admin Team, MLL District Support
3. Implement school based learning walks.	February 2025-ongoing	Admin Team, ILT Team
4. Engage in a book study with the text, The Writing Revolution 2.0.	March 2025-Ongoing	Admin Team/Classroom teacher lead
5. Facilitate Collaborative Planning	September 2024-June 2027	Admin Team
6. Support the Integration of Tier 2 Academic Vocabulary	September 2025-June 2027	Admin Team/EL Lead
7. Provide Targeted Professional Development	June 2025-June 2027	Admin Team/EL Lead

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increased Teacher Capacity in Language Practices	Classroom Observations
2. Improved Student Engagement and Achievement in Literacy	iReady, DIBELS, ACCESS
3. Sustained Integration of Language Practices Across Content Areas	Classroom Observations, learning walks

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: We will continue to provide targeted, data based Tier 2 intervention and Tier 3 specialized instruction in reading using our current data analysis, group planning and monitoring, and documentation process. We will continue to refine our schedule to allow for appropriate intervention and enrichment opportunities for students.

<u>Performance Objectives:</u>

Year 1: Implement and document a consistent data analysis protocol to identify students in need of Tier 2 and Tier 3 interventions in reading, ensuring that 100% of identified students receive targeted support. This will include establishing baseline data for reading performance and setting individualized growth targets for each student.

Year 2: Refine our group planning and instruction methods, using ongoing data monitoring to adjust interventions as necessary. At least 80% of students receiving Tier 2 and Tier 3 interventions will show measurable growth in reading, as evidenced by quarterly progress reports and assessments.

Year 3: Optimize our intervention and enrichment schedule, ensuring that each student receives a balanced combination of Tier 2 or Tier 3 instruction and enrichment opportunities. We will achieve a 90% satisfaction rate from staff and students regarding the accessibility and effectiveness of our interventions and enrichment programs, as measured by surveys and feedback sessions

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Develop a data team to closely monitor student growth/achievement in our Tier 2 interventions.	January 2025-June 2025	Admin Team/ILT/MTSS Team

2. Set up regular meetings for data analysis (e.g., bi-weekly or monthly) where teachers and specialists review data and determine which students require Tier 2 or Tier 3 interventions.	January 2025-June 2025	Admin Team/ILT/MTSS Team
3. Establish clear criteria for Tier 2 and Tier 3 eligibility, using a multi-tiered system of supports (MTSS) approach.	January 2025-June 2025	Admin Team/ILT/MTSS Team
4. Develop a system for documenting and tracking the intervention strategies provided to each student.Ensure each intervention is implemented with fidelity and is consistently documented.	January 2025-September 2025	Admin Team/ILT/MTSS Team
5. Use data from Year 1 to create flexible and dynamic small groups that address specific student needs in reading. Adjust grouping structures quarterly based on student progress and evolving data.	September 2025-June 2026	Admin Team/ILT/MTSS Team
6. Offer training sessions on best practices for Tier 2 and Tier 3 reading interventions, focusing on differentiation and evidence-based strategies. Include enrichment opportunities for all students, especially for those excelling in reading, and offer enrichment training to staff.	September 2025-January 2026	Admin Team/ILT/MTSS Team
7. Set up regular collaboration time between general education teachers, intervention specialists, and support staff to refine instructional practices, discuss student needs, and share resources.	September 2025-June 2026	Admin Team/ILT/MTSS Team
8. Work with administrators to ensure that intervention blocks are strategically placed in the schedule to maximize instructional time for all students. Evaluate and refine the enrichment schedule to provide meaningful opportunities for all learners, including those receiving interventions.	August 2025	Admin Team
9. Offer more differentiated enrichment options that align with students' strengths and interests, helping to engage them in deeper learning. Ensure enrichment opportunities are provided to all students, not just those excelling academically, by adjusting enrichment for various levels of learners.	September 2026-June 2027	Admin Team/ILT/MTSS Team
10. Provide regular updates to parents about their child's progress in interventions and enrichment opportunities, offering suggestions for additional support at home.	September 2026-June 2027	Admin Team/MTSS Team
11. Conduct end-of-year evaluations to assess the overall impact of Tier 2 and	May 2027	Admin Team/MTSS

Tier 3 interventions on student outcomes, as well as the effectiveness of enrichment programs. Use student and teacher surveys to gather feedback on how well the schedules and supports are working, and refine the program accordingly.		Team
12. Create opportunities to celebrate student progress, both in intervention and enrichment areas, through recognition events or classroom showcases. Use the end-of-year data to reflect on the successes and areas for improvement, ensuring that the goal of continuous growth and refinement is maintained.	September 2026-June 2027	Admin Team/MTSS Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Improved Student Reading Proficiency	DIBELS, Quizzes, Tests, iReady
2. Increased Student Engagement and Motivation	DESSA, Attendance Rates, Conduct Referrals, Social Worker Referrals
3. More Efficient and Effective Use of Instructional Time	Teacher Surveys
4. Stronger Collaboration and Professional Development Among Educators	Meeting Agendas, Meeting Notes, HALS Surveys

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: To further develop two-way communication with new families about grade-level learning expectations, school attendance/norms, and vital information about their children's learning, while building genuine reciprocal relationships, we will implement specific family-school relationship strategies to create improved communication systems.

Performance Objectives:

Year 1: Develop and implement a structured, consistent communication system for engaging with new families. This includes creating clear channels for sharing grade-level learning expectations, school attendance/norms, and vital information about students' learning.

Year 2: Strengthen relationships by creating opportunities for families to provide feedback and engage in discussions about their child's learning, school attendance, and other essential topics.

Year 3: Cultivate and sustain long-term, reciprocal relationships between families and school staff, ensuring that communication is both regular and effective in supporting students' growth.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Design and distribute a family communication guide outlining how and when families will receive information about their child's learning.	August 2025	Admin Team/Parent Liaison
2. See the Parent Liaison position evolve to become more effective by enhancing communication with families. Specifically, aim for the Liaison to communicate more consistently and clearly, ensuring that important information about school events, expectations, and updates reach families in a timely manner. Additionally, they will focus on strategies that increase attendance at school events, fostering greater engagement and participation from parents and guardians. This could include exploring more targeted outreach methods, utilizing multiple communication channels, and building stronger relationships with families to encourage active involvement in the school community."	September 2025 - Ongoing	Admin Team/Parent Liaison
3. Continue to provide biweekly family newsletters and immediately address community concerns.	September 2025 - Ongoing	Principal
4. Provide incentives for families to get involved. Example, each school site council member invites 3 people to join our meeting and see what is going on in our school and to discuss school needs or concerns.	August 2025-Ongoing	Admin Team/Parent Liaison
5. Host regular family engagement events (e.g., virtual meetings, family nights, surveys) to gather feedback on learning expectations, school norms, and students' progress.	May 2025-Ongoing	Admin Team/Parent Liaison
6. Implement a mentorship or buddy system for new families to help them integrate into the school community and understand school norms, policies, and expectations.	August 2025	Admin Team/Parent Liaison
7. Conduct an end-of-year survey to evaluate the effectiveness of the	June	Admin Team/Parent

communication strategies and adjust them for the upcoming year.	2025-Ongoing	Liaison

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Improved Family Engagement and Participation	Attendance at events, participation in surveys
2. Stronger Parent-School Partnerships	Frequency of communication (DOJO), Attendance at Parent/Teacher Conferences, Participation in PTO and SSC
3. Higher Student Academic and Behavioral Success	Student Attendance Rates, Conduct Referrals, MCAS, iReady
4. Enhanced School Climate and Culture	Attendance at family events, school attendance, Survey of Responses, Attendance Rates, Conduct Referrals

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: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1	I... ▾	One big challenge is time to sit and plan. Admin has met with EL team and shared the goal. They are in support. Some CPT time has been dedicated to math and the development of graphic organizers.	Number of parents attending School Site Council meetings	Number of parents engaging in parent/teacher conferences	Date/Time of Parent-Teacher Conference #1	Date/Time of Parent-Teacher Conference #2
			3	176	12/4/24	Ongoing

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data			
mathematics.					3:45-5:45	Mar-Apr
2: Year 1 Performance Objective: Implement 4 teams (Math, SEL, ILT, ELA) to meet monthly throughout the school year with representatives from all areas of the school.	C... ▾	Teams were up and running by 10/4/24. Teams meet one time per month on Friday from 9:30-10:20. Coverage could become an issue based on absences.				
3: Year 1 Performance Objective: Educators will collaboratively plan and implement at least one lesson per semester that incorporates district-identified language practices to support students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities. These lessons	I... ▾	Admin team rolled out to staff in CPT's. Timeline TBD				

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data			
will focus on integrating listening and speaking strategies, using scaffolds like sentence frames, discussion starters, and Think-Pair-Share to support engagement and comprehension.						
4: Year 1 Performance Objective: Implement and document a consistent data analysis protocol to identify students in need of Tier 2 and Tier 3 interventions in reading, ensuring that 100% of identified students receive targeted support. This will include establishing	N... ▾	We need to continue to focus on Tier 1 for most of the school year.				

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data			
baseline data for reading performance and setting individualized growth targets for each student.						
5: Year 1 Performance Objective: Develop and implement a structured, consistent communication system for engaging with new families. This includes creating clear channels for sharing grade-level learning expectations, school attendance/norms, and vital information about students' learning.	N... ▾	Admin discussed idea with parent liaison. Timeline TBD				

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: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 mathematics.	In progress ▾	More dedicated CPT time to align math lessons. Match coach working with grade level teams and using monthly math meeting time to work on this goal.	**Number of parents attending School Site Council meetings**	**Number of parents engaging in parent/teacher conferences**
			4	184
2: Year 1 Performance Objective: Implement 4 teams (Math, SEL, ILT, ELA) to meet monthly throughout the school year with representatives from all areas of the school.	Completed ▾	Monthly meetings continue for all 4 teams.		
3: Year 1 Performance Objective: Educators will collaboratively plan and implement at least one lesson per semester that incorporates district-identified language practices to support	Partially Co... ▾	Admin worked with MLE department to roll out a PD on language objectives in Q3.

Time continues to be a constraint. | | |

Goal	Status	Progress Notes	KPI Data	
		(Actions Completed, Actions Remaining, Challenges, Successes)		
students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities. These lessons will focus on integrating listening and speaking strategies, using scaffolds like sentence frames, discussion starters, and Think-Pair-Share to support engagement and comprehension.				
4: Year 1 Performance Objective: Implement and document a consistent data analysis protocol to identify students in need of Tier 2 and Tier 3 interventions in reading, ensuring that 100% of identified students receive targeted support. This will include establishing baseline data for reading performance and	In progress ˅	We continue to work on tier 1 practices.		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data	
setting individualized growth targets for each student.				
5: Year 1 Performance Objective: Develop and implement a structured, consistent communication system for engaging with new families. This includes creating clear channels for sharing grade-level learning expectations, school attendance/norms, and vital information about students' learning.	Not started ⌄	Continue working with Parent Liaison.		

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: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 mathematics.	In progress	CPT time continues to be spent working with staff on continued development of the tools. Math coach has dedicated some monthly Team Meeting time to this as well.	2	85
			Number of parents attending School Site Council meetings	**Number of parents engaging in parent/teacher conferences**
2: Year 1 Performance Objective: Implement 4 teams (Math, SEL, ILT, ELA) to meet monthly throughout the school year with representatives from all areas of the school.	Completed	Teams continue to meet weekly.		
3: Year 1 Performance Objective: Educators will collaboratively plan and implement at least one lesson per semester that incorporates district-identified language practices to support students who are well below grade level in literacy, particularly Multilingual Learners and Students with Disabilities. These lessons will focus on integrating listening and speaking strategies, using	Partially C...	MLE department did PD on language objectives and expectations were given to staff for use in every classroom. This came a direct result of the district walk through.		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data	
scaffolds like sentence frames, discussion starters, and Think-Pair-Share to support engagement and comprehension.				
4: Year 1 Performance Objective: **Implement and document a consistent data analysis protocol to identify students in need of Tier 2 and Tier 3 interventions in reading, ensuring that 100% of identified students receive targeted support. This will include establishing baseline data for reading performance and setting individualized growth targets for each student.**	In progress ⌄	We continue to work on tier 1, but we have done data dives, TAT meetings, and documented TCI's.		
5: Year 1 Performance Objective: Develop and implement a structured, consistent communication system for engaging with new families.	In progress ⌄	Bi weekly parent newsletters are inconsistent due to content and time constraint. Need to move to once a month. On the flip side, Admin does post to Class Dojo quite a bit. Continue to work with Parent Liaison.		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data	
This includes creating clear channels for sharing grade-level learning expectations, school attendance/norms, and vital information about students' learning.				

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	Not started ▾		

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

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

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

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=01600036&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600036&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600036&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/3218

	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.

	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.