Daley Middle School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
	Parent Representatives	*Staff Representatives*
Brendan Asquith, Principal Vitor Alves, Assistant Principal Danielle Sullivan, Assistant Principal	Larry Finn Amy Scannell	Lisa Gil Steve Daly

1.3 Mission

We believe in a process of collaborative and continuous improvement to support student achievement. The process involves repeated iterations of gathering and analyzing data, followed by identifying action steps, goal setting, and progress monitoring.

1.5 Vision

By the time Daley Middle School students are promoted from grade 8, they will perform at or above grade level in reading, writing, and math, with appropriate accommodations.

1.4 Core Values

As adult members of the Daley Middle School community, we are committed to:

- Maintaining a High Standard of Professional Accountability
- Establishing a Respectful, Equitable Regard for all Disciplines
- Cultivating a Pervasive, Collegial, Collaborative Spirit
- Improving Effective Lines of Communication throughout the School
- Demonstrating the belief that We Are Responsible for All Students

As a community of learners, we believe in:

- Providing a Consistently Safe, Positive, and Respectful School Atmosphere where Students' Social and Emotional Needs are Supported
- Sustaining an Environment in which All Students Feel Comfortable Meeting High Expectations
- Encouraging all Students to Make and Achieve Positive Personal and Academic Goals
- Fostering Student Success through the Use of Effective Effort Strategies

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

2.1 School Strengths and Notable Achievements 2024-2025

We partnered with WestEd to provide professional development to Daley staff related to student engagement. The scope of the PD was to build the instructional capacity of teachers to meet the indicators for sustaining practice from MA DESE's Learning Walkthrough Tool (Indicator 9). Four two-hour professional development sessions were held (November, December, January, and March). The November session was devoted to quality interactions and high expectations. The December session offered strategies that teachers can use to support students' abilities to articulate their thinking and reasoning. The January session focused primarily on the connection between scaffolding and high expectations so that students can engage in higher-order thinking. In March, teachers will plan a lesson with Three Moment Architecture that will support students' engagement in higher order thinking.

We launched our very first teacher-led instructional rounds in January. Four teams of two teachers each visited sixteen classrooms using DESE's Learning Walkthrough Tool (Indicator 9) as a guide of what to look for in relation to student engagement. The teams held a debriefing session and highlighted promising practices and identified next steps. The results were shared with staff. We will hold two more instructional rounds, one in March and the third in May. The teachers involved in the instructional rounds have provided positive feedback on the experience overall and also provided our instructional team with recommendations for areas where we can grow as a school from the examples of practice of Indicator #9.

Schools regularly request opportunities for their teachers to observe teaching and learning at Daley Middle School. We have hosted at least three middle schools and a cohort of principals and vice principals this year.

Our School Culture Team remains a positive influence on our school's culture. This year alone, the team has sponsored dances, weekly recognitions of staff and students, contests, and pep rallies. Our most recent HALS data reveals approval in the Measures for Student Sense of Belonging, Student-Teacher Relationships, and Student Physical Safety. To date, staff and students have written 200 recognitions describing students and staff actions related to the SEL Competencies of Relationship Skills, Social Awareness, Optimistic Thinking, Personal Responsibility, and Self Management.

We continue to lead the district and state in average student daily attendance. As of February 12, our average daily student attendance rate was 95.3% and our chronic absenteeism rate was at 10.5%.

Our extended time programs continue to be popular with our students. We currently offer 12 clubs with a student enrollment of 245. Our February and April vacation programs are popular with many of our students, as well. We are offering 12 clubs for February vacation and expect to have at least 100 students enroll.

We continue to make steady academic growth for our students as our school's Data Profile reveals (below).

Enrollment by Race/Ethnicity (2023-24)			
Race	**% of School**	**% of District**	**% of State**
African American	5.1	7.5	9.6
Asian	50.6	26.3	7.4
Hispanic	18.7	40.6	25.1
Native American	0.0	0.2	0.2
White	21.3	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	4.3	4.1	4.5

Enrollment by Gender (2023-24)			
	School	**District**	**State**
Female	333	6,820	442,952
Male	347	7,448	470,307
Non-Binary	0	6	1,700
Total	680	14,274	914,959

Enrollment by Grade (2023-24)																
	PK	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**SP**	**Total**
District	629	1,027	1,072	1,151	1,158	1,125	1,179	1,092	1,144	1,155	1,032	894	785	808	23	14,274
James S Daley Middle School	0	0	0	0	0	0	180	173	161	166	0	0	0	0	0	680

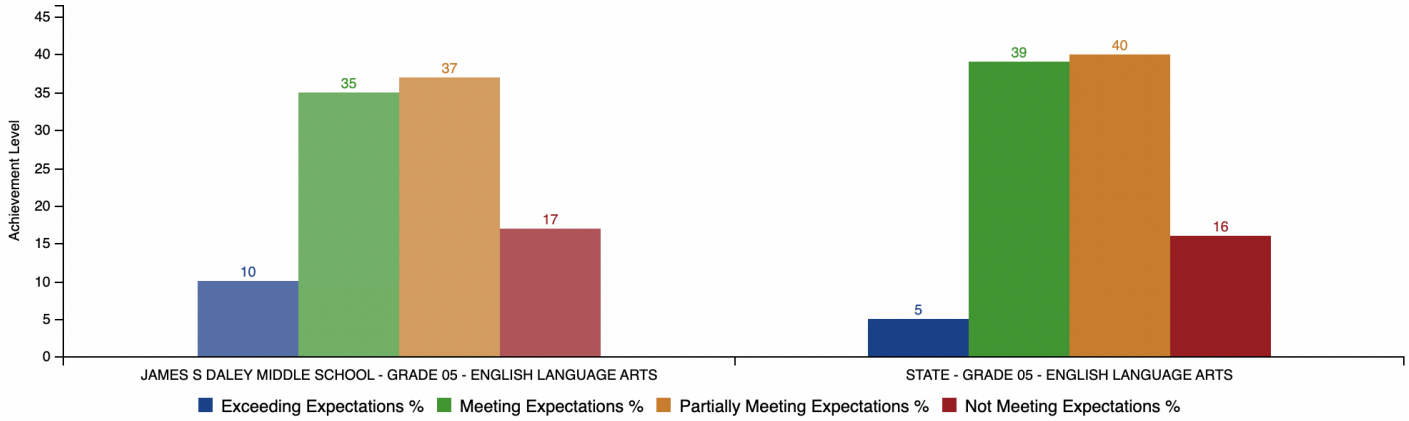
Title	% of School	% of District	% of State
First Language not English	42.9	45.0	26.0
English Language Learner	19.0	28.7	13.1
Low-income	61.6	72.3	42.2
Students With Disabilities	23.5	20.3	20.2
High Needs	78.2	83.5	55.8

Next Generation MCAS Tests 2023

Percent of Students at Each Achievement Level for James S Daley Middle School

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 05 - ENGLISH LANGUAGE ARTS	46	44	10	5	35	39	37	40	17	16	167	99	498	59	151	62
GRADE 05 - MATHEMATICS	64	41	10	5	55	36	26	46	10	13	168	99	505	77	151	79
GRADE 05 - SCIENCE AND TECH/ENG	32	42	4	8	28	33	45	40	23	19	168	99	490	N/A	N/A	38
GRADE 06 - ENGLISH LANGUAGE ARTS	44	42	8	8	37	34	36	34	20	24	145	99	496	64	131	61
GRADE 06 - MATHEMATICS	43	41	8	7	36	34	41	42	16	17	145	100	498	53	131	66
GRADE 07 - ENGLISH LANGUAGE ARTS	35	40	3	8	32	33	43	40	22	19	161	100	493	46	144	54
GRADE 07 - MATHEMATICS	37	38	4	8	33	31	42	40	21	22	161	100	493	40	145	60
GRADE 08 - ENGLISH LANGUAGE ARTS	51	44	8	10	43	34	34	34	16	22	164	100	501	60	152	70
GRADE 08 - MATHEMATICS	40	38	9	7	31	30	48	42	12	20	164	100	499	59	152	72
GRADE 08 - SCIENCE AND TECH/ENG	49	41	4	6	45	35	37	40	14	19	164	100	498	N/A	N/A	68
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	44	42	7	7	37	35	37	39	19	19	637	100	497	57	578	59
GRADES 03 - 08 - MATHEMATICS	47	41	8	7	39	33	39	41	15	18	638	100	499	58	579	63
GRADES 05 & 08 - SCIENCE AND TECH/ENG	40	41	4	7	36	34	41	40	18	19	332	100	494	N/A	N/A	48

Click on any Grade and Subject rows in the table to view Achievement Level in graph.

Note: School achievement percentiles (1-99) compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 10 students do not receive percentiles.

NOTE: Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

2023 Official Accountability Report - James S Daley Middle School

Organization Information	
DISTRICT NAME Lowell (01600000)	**TITLE I STATUS** Title I School
SCHOOL James S Daley Middle School (01600315)	**GRADES SERVED** 05,06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
52% - Substantial progress toward targets	58

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

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	52%
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	2	4	-	2	4	-
	Mathematics achievement	2	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	**4**	**12**	**60.0**	**4**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	**6**	**8**	**20.0**	**6**	**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**	**3**	**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		4.3	9.6	-	4.5	7.6	-
Percentage of possible points		45%		-	59%		-
2023 Criterion-referenced target percentage		**52%**					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a criterion-referenced target percentage of 75% or higher.

The criterion-referenced target percentage is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

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?**

Staff have adopted and promoted a Growth Mindset model while simultaneously rejecting a Fixed Mindset Model. Students are encouraged to accept and believe in a Growth Mindset. Components of Effective Effort (use of time, feedback, resources, focus, and strategies) are explicitly taught, modeled, and recognized.

To support teaching and learning, the Instructional Leadership Team meets weekly to debrief, to identify effective instructional practices, to share curriculum updates/pacing, to establish coaching cycles, and to analyze student academic performance data.

Teachers in all grade levels participate in a coaching cycle for both math and ELA. Additionally, teachers are actively hosting other teachers in their classrooms as a way to share and demonstrate best practices.

We have added an assortment of elective enrichments for students who do not attend interventions. These enrichments include an art club, yoga, Daley News Crew, STEM club, and multiple reading clubs. The new schedule allows students to receive additional math and reading enrichment without missing allied arts with their homerooms. The schedule also includes a 30-minute sustained silent reading period, a one-hour grade 8 algebra block, and a one-hour grade 7 pre-algebra block. We have kept our 90-minute ELA/math blocks for grades 5 and 6, and math interventionists are able to both push into classes and pull out for enrichment.

The Daley Leadership Team is currently focusing on the creation of targeted lessons designed to improve student executive functioning. This area of need has been identified based on 2023-2024 HALS data, and this year, student class officers from grade 8 have been trained to teach the lessons to homerooms each month. The lessons not only support the improvement of executive functioning skills for the school as a whole, but they also further the development of our 8th-grade class officers' leadership skills.

At the beginning of each school year, ELA, math, and science study groups analyze MCAS results and write detailed improvement goals in order to target high-priority, high-leverage curriculum areas. We recommit to prior goals where suitable. In ELA, for instance, we have committed to increasing vocabulary performance on reading assessments where students are asked to determine the meaning of a word in context so that they meet or exceed state averages.

In addition, we will target the lowest performing students from our ELL and Special Education students. Prior low growth students and students scoring below grade level on standardized assessments will be identified and closely monitored for growth and we commit to the goal that current cohorts making very low growth will not exceed 10% of each grade level in ELA and Math.

Currently our ELL program services newcomer students. This year we have 2 newcomer classrooms, each teacher focuses on 2 subject areas, ELA/ELD (SS) or Math/Science for all 4-grade levels. We have implemented targeted support for ELL students who have been moved to mainstream classes, particularly in the area of reading and math.

The Daley Instructional Leadership Team continues to support teacher learning and school improvement by facilitating teacher-to-teacher classrooms visits and hosting multiple rounds of non-evaluative, teacher-led instructional rounds within the building. Additionally, the instructional teams keep relevant research and best practices at the forefront of weekly discussions in order to improve the quality of study groups and create data-informed learning opportunities for students both during primary instructional time and during enrichment blocks.

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?**

The most recent round of ELA MCAS results (Spring 2023) revealed that Daley Middle School showed an overall strength in writing for grades 5-8 scoring at or above the state average in this domain, (grade 6 scored above the state average in language and writing and grade 8 scored above the state average in all three domains; language, reading, and writing). Other areas of strength include determining the function of punctuation in a sentence, making inferences based on details from the passage, identifying point of view, explaining details from a poem, determining tone in a passage, determining author's purpose, and determining theme of a passage. Some concerns that were shown in this data were in grades 7 and 8 identifying the central idea of two articles on similar topics, determining the text features of two passages, grade 7-analyzing how a word impacts the meaning of a passage, figure of speech, poetry, grade 6- character's motivations, author's word choice, grade 5- choosing evidence, author's idea development, and determining meaning in context. Other concerns include informational text and vocabulary skills. To improve and maintain our positive momentum, ELA teachers will incorporate vocabulary strategies and practice to increase student performance to meet state standards, strengthen the informational text units to increase student performance on text based questions, use Answer, Evidence, Explain, (AEE) acronym to increase student use and understanding and analysis of evidence for both literary and informational texts and strengthen writing opportunities to increase exposure and practice writing about author's purpose, character choices, claims and main idea as well as comparing or connecting two pieces within one writing assignment.

The Spring of 2023 math MCAS results showed Daley Middle School students performed at or above the state in all domains in grades 5 and 8. Areas of strength based on MCAS include numbers and operations in base ten, geometry, operations and algebraic thinking, numbers and operations-fractions, measurement and data, the number system and expressions and equations. An area of improvement can be found in the domains of statistics and probability and geometry (grade 6 and 7) as determined through Spring of 2023 MCAS results. Specifically, students need to be able to use the net of a triangular prism to find surface area, determine the radius and the area given the diameter of a circle, determine the best measure of variability for a real-world situation, determine which tree diagram correctly models the probabilities of compound events, determine the value of an expression obtaining positive and negative mixed numbers, determine irrational numbers from a list of numbers, and determine the probability of a compound event using a tree diagram and a fair coin. Another priority should be in helping students determine the number of triangles that could be drawn using a given set of side length and determine the radius of a circle given its area.

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

Based on our most recent iReady data, one area of great academic gain is in student growth from the Fall 2023 to the Winter 2024 iReady Reading and Math assessments. Currently, 52% of Daley Middle School students have met "Annual Typical Growth" in reading and 43% in Math from October to January. Attributing to this are the targeted teaching practices, the restructuring of how we do interventions, engaging techniques, and organizational skills with the use of Google Classroom and other platforms. Students currently engage in SSR during enrichments each day as well as targeted instruction on IXL and iReady platforms. In ELA the number of students performing in the lowest category (3+ below grade level) has dropped between 5% and 10% in ELA and between 3% and 8% in mathematics. This positive trend is also echoed in the highest category (Mid or Above grade level) where we have seen between 5% and 10% positive growth in ELA and between 8% and 25% positive growth in mathematics. This proves that positive growth is happening with our bottom quartile as well as our top quartile of students.

The grade-level ELA and Math study groups meet weekly to discuss student progress, concerns with current units, norming student work, applying accommodations to units, looking at data and reworking units to meet the needs of the current student body. An area of strength for ELA is student writing in response to literature and literary analysis. The ELA teachers have put particular emphasis on improving student skills with informational text and vocabulary. We have seen between 5% and 13% gain in students scoring at or above grade level in these areas so far this year as well as a significant drop in students scoring 3+ below in these areas (13% and 9%). Areas of strength on the Math iReady are in number and operations and algebra and algebraic thinking. The students have shown significant gains from 13% to 27% of students at mid or above grade level. The biggest gain is in Number and Operations where students improved from 19% of students mid or above grade level to 35%.

The focus for this year's coaching cycles has been model lessons, supporting new teachers, collegial visits, and implementing new curriculum units. An area of strength for ELA and Math is the 90-minute blocks of academic instruction for grades 5 and 6, as well as the enrichment time built into the schedule. The enrichment time allows for all students to receive targeted support with IXL and iReady lessons, designated pullout time, small group instruction with the academic instructors as well as SSR time within the school day.

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

2.4 School Strengths and Notable Achievements 2025-2026

This year, the Daley School partnered with Research for Better Teaching to provide professional development for teachers on effectively communicating high expectations to students. The six two-hour sessions offered by RBT on early-release days included: Setting Standards and Communicating Expectations, Attribution Theory and Brain Malleability, Effective Effort and Self-Assessment, High Expectation Student/Teacher Interactions, Growth Mindset, and Learning Strategies. Through collaborative work, teachers explored key topics such as the distinction between expectations and standards, the six attributions of effective effort, and how to hold students to high standards in both the quality and effort of their work and interactions with peers.

By utilizing the strategies and topics explored during professional development sessions with RBT, members of the Daley Lead Team collaborated to create six student-led lessons to be taught by our Grade 8 class officers. So far, during enrichment periods, Grade 8 class officers have visited classrooms on four separate occasions—December, January, February, and March—to teach their peers lessons on effective effort, brain malleability, high standards and expectations, and positive student-teacher interactions. These lessons promoted high engagement through rich discussions and collaborative work, and in one instance encouraged students to set personal goals, such as improving attendance, grades, or increasing their i-Ready scores in writing or mathematics.

The Daley School paraprofessionals, both mainstream and substantially separate, participated in training sessions led by District Support Specialists focused on Multilingual Language Education, Autism Spectrum Disorder, and Small Group Literacy. Throughout these sessions, paraprofessionals collaborated and shared their unique experiences working with students. Paraprofessionals had opportunities to read and discuss case studies, as well as ask questions about providing appropriate support and instruction. Additionally, they received training on the ELLevation platform, which allowed them to analyze real-time student data. They were also introduced to the AFIRM platform, which offered interventions and resources to enhance their ability to support students.

We held Instructional Rounds for grades 5–8 in November and January, where teachers visited classrooms to observe teaching strategies and high-quality academic discourse among students in order to shape our future instructional goals. During each round, a new group of teachers volunteered to visit their colleagues' classrooms, gaining valuable insights on instructional strategies. Participants observed that students were engaged in academic discourse across the curriculum, utilizing strategies such as 10:2, write-pair-share, turn-and-talk, group work, and whole-class discussions. Additionally, participants also noted students challenging each other through respectfully disagreeing during a discussion including accountable talk. Other observed strategies included strategic use of tasks with movement, modeling, and group roles in order to maintain focus.

We offered multiple Data Summit sessions for teachers in English Language Arts, Mathematics, and Science. These sessions were attended by Classroom Teachers, the Instructional Technology Specialist, Interventionists, Special Education Teachers, the Instructional Specialist, and the Math Resource Teacher, where they used the ORID process to analyze student data. Utilizing tools such as Open Architect, i-Ready, and the DESE School Profile, they reviewed relevant student data and developed action plans aimed at improving student instruction.

The Daley School Culture Team continues to positively influence our school's culture. The team has planned multiple events and activities such as our weekly student and staff recognition, spirit week, staff and student contests, dances and socials, and pep rallies, which have benefited our school as a whole . In our most recent HALS survey filled by staff and students, results showed an encouraging rating of 3.8 for Student-Teacher Relationships, Sense of Belonging, and Student Physical Safety.

We continue to improve our attendance from previous years. As of March 28th, our average daily student attendance is 95.6% which is an increase from last year's 95.4%. Additionally, our chronic absenteeism rate is 8.7%, a decrease from last year's 11.2%.

We once again continue our extended time programs, currently offering 13 clubs to 294 enrollment students. Some of the programs include: Volleyball and Basketball Skills, Drama Club, Dance Team, Green Team, Art Club, Board Games, Homework Club, Chorus, LBGTQ+, and Smiles Go Miles Club. During our February Vacation Program, 59 students participated in programs such as the Art Club, Coding and Video Game Design, and Volleyball.

Enrollment by Race/Ethnicity (2024-25)			
Race	**% of School**	**% of District**	**% of State**
American Indian or Alaska Native	0.0	0.2	0.2
Asian	50.4	25.6	7.5
Black or African American	5.7	8.3	10.2
Hispanic or Latino	19.7	41.8	25.9
Multi-Race, Not Hispanic or Latino	3.7	4.0	4.6
Native Hawaiian or Other Pacific Islander	0.0	0.1	0.1
White	20.5	19.9	51.5

Enrollment by Gender (2024-25)			
	School	**District**	**State**
Female	324	6,923	444,147
Male	345	7,528	470,190
Nonbinary	0	6	1,595
Total	669	14,457	915,932

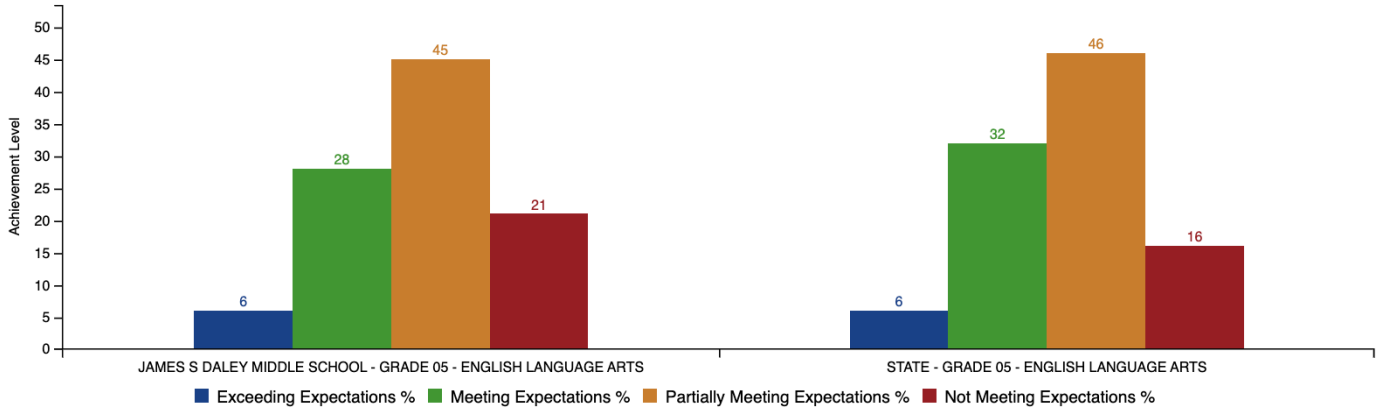
Enrollment by Grade (2024-25)																
	PK	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**SP**	**Total**
District	575	1,087	1,107	1,112	1,191	1,218	1,095	1,233	1,109	1,150	1,039	831	845	852	13	14,457
James S Daley Middle School	0	0	0	0	0	0	166	172	169	162	0	0	0	0	0	669

Title	% of School	% of District	% of State
High Needs	75.3	82.6	55.8
English Learners	17.5	29.6	13.9
First Language Not English	43.2	45.6	27.2
Low Income	55.5	71.3	42.1
Students with Disabilities	25.6	20.4	20.6

MCAS Tests 2024
Percent of Students at Each Achievement Level for James S Daley Middle School

Data Last Updated September 24, 2024.

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 05 - ENGLISH LANGUAGE ARTS	34	38	6	6	28	32	45	46	21	16	174	100	493	58	160	49
GRADE 05 - MATHEMATICS	55	40	6	6	48	34	32	46	14	14	174	100	502	71	161	71
GRADE 05 - SCIENCE AND TECH/ENG	34	45	3	7	31	37	40	36	26	20	174	100	490	N/A	N/A	37
GRADE 06 - ENGLISH LANGUAGE ARTS	51	40	17	11	34	29	25	35	24	25	167	100	499	58	158	69
GRADE 06 - MATHEMATICS	65	40	19	7	47	33	26	43	8	17	167	100	509	65	161	87
GRADE 07 - ENGLISH LANGUAGE ARTS	30	36	5	6	25	30	44	42	26	22	153	100	489	45	140	47
GRADE 07 - MATHEMATICS	36	37	10	8	26	30	46	44	18	19	153	100	495	46	140	63
GRADE 08 - ENGLISH LANGUAGE ARTS	43	43	6	11	37	32	33	34	24	24	160	99	494	50	143	57
GRADE 08 - MATHEMATICS	42	38	8	8	34	31	41	42	17	19	158	98	499	62	143	70
GRADE 08 - SCIENCE AND TECH/ENG	32	39	3	6	30	34	51	41	17	20	158	98	491	N/A	N/A	48
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	40	39	9	7	31	32	37	40	24	21	654	100	494	53	601	52
GRADES 03 - 08 - MATHEMATICS	50	41	11	8	39	33	36	42	14	18	652	100	502	61	605	70
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SCHOOL James S Daley Middle School (01600315)	**GRADES SERVED** 05,06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
49% - Moderate progress toward targets	57

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

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	52%	47%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	49% Moderate progress toward targets	

2024 Points awarded

2024 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	0	4	-	2	4	-
	Mathematics achievement	3	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	**3**	**12**	**60.0**	**4**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	**7**	**8**	**20.0**	**6**	**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**	**0**	**4**	**10.0**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**2**	**4**	**10.0**
Weighted total		3.6	9.6	-	4.3	7.6	-
Percentage of possible points		38%		-	57%		-
2024 Annual criterion-referenced target percentage		**47%**					

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

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?**

This year, staff have doubled our efforts to create an environment where high expectation teaching is recognized in all classrooms. Student goal-setting has been a focus and promotion of effective effort strategies has taken center stage in all classrooms through both explicit instruction from staff and students through student-taught lessons.

The Daley Instructional Leadership Team continues to meet weekly in order to discuss best practices, teaching trends, adjustments needed in enrichment groups, discuss and analyze student data, and to determine goals and objectives for coaching cycles. The instructional team is focused on making sure we are hitting our QIP progress goals, and the team recognizes its ability to affect positive change in our instruction as we review feedback from professional development and make necessary adjustments based on that feedback.

The Daley Instructional Leadership Team continues to support teacher learning and school improvement by facilitating teacher-to-teacher classrooms visits and hosting multiple rounds of non-evaluative, teacher-led instructional rounds within the building. This year, we have had instructional rounds take place in November 2024, January 2025, and in March 2025. Additionally, the instructional teams keep relevant research and best practices at the forefront of weekly discussions in order to improve the quality of study groups and create data-informed learning opportunities for students both during primary instructional time and during enrichment blocks.

All teachers are involved in receiving coaching cycle support for math, ELA, and allied arts. Our developing educators receive ample support from our coaches, and our veteran teachers see the benefit as well, recognizing coaches as a resource. Reflective teachers see the coaching cycles as an opportunity to receive support in areas that they identify based on their own data, further promoting a mindset of continuous improvement and further promoting a growth mindset.

This year, our enrichments have continued to meet the needs of a high number of students, aside from those who have pull-out instruction outlined in learning plans. 26% of our fifth-graders, 29% of our sixth-graders, 50% of our 7th graders, and 59% of our 8th graders are receiving enrichment opportunities during one or both of their 30 minute enrichment blocks. In all cases, a variety of data sources are closely monitored in order to determine the type of enrichment support. This includes math, ELA, or book group options for our students. The 7th and 8th grade students also have access to a one-hour grade 7 pre-algebra class and a one-hour grade 8 algebra class.

The Daley Leadership Team is currently focusing on the creation of targeted lessons designed to improve student skills that align with our objectives for the High Expectation Teaching course. This area of need has been identified based on the spring 2024 HALS data related to measurement 2C-1, which relates to how students see themselves as learners and how they approach learning. Our grade 8 class officers are teaching these lessons to all students each month as they enter classrooms to not only support the improvement of student self-concepts in the school as a whole, but our class officers are also improving their own leadership and presentation skills.

At the start of each school year, ELA, math, and science study groups analyze MCAS results and write detailed improvement goals in order to target high-priority, high-leverage curriculum areas. In ELA this year, many teachers continue to focus on increasing the vocabulary performance on reading assessments. The differing grade levels have taken various approaches to improving vocabulary performance. Grade 5, for example, has focused heavily on the study of morphemes in order to better equip students to determine the meaning in context of unfamiliar words using Morphology or UFLi Foundations.

In addition, we continue to target the lowest performing students from our ELL and Special Education students. Prior low growth students and students scoring below grade level on standardized assessments are identified and closely monitored for growth and we commit to the goal that current cohorts making very low growth will not exceed 10% of each grade level in ELA and Math.

Currently our ELL program services newcomer students. This year we have 1 newcomer classroom, with two teachers each focusing on 2 subject areas, ELA/ELD (SS) or Math/Science for all 4-grade levels. We have implemented targeted support for ELL students who have been moved to mainstream classes, particularly in the area of reading and math. For example, we have increased classroom support in Grade 5 Social studies and Science for a team that had a high population of dually coded ELL/Sped students. Additionally, we have also implemented a pull-out ELA class for some 7th and 8th grade students that are identified with language levels higher than that of a newcomer, but still in need of support where they may not be as successful in a regular mainstream classroom. We are continually trying to increase parental involvement to support our families. A celebration of culture and recognition of classroom achievement for our ELL's is being planned for the spring.

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?

The mid-year iReady results (December 2024) show 44% of Daley Middle School students showed an overall placement at or above grade level. This is 7% higher than the iReady benchmark in October. Our goal is to reach 55% proficiency in reading by the end-of-year diagnostic. The number of students scoring 2-3 years below grade level has decreased in all grade levels and 8% overall. Notable progress is found in the 5th and 6th grades. The 5th grade increased proficiency by 11% and the 6th grade increased by 10%. The 5th and 6th grades also decreased the number of students scoring 2-3 grade levels below by 11% and 7% respectively. The 7th grade scored highest mid-year placement with 51% of students scoring at or above grade level which is an increase of 5%. Vocabulary remains a priority domain for Daley Middle School. All grades are focusing on vocabulary strategies with emphasis on morphology and using strategies like the Frayer model for vocabulary practice. This is the first year of morphology that began with the 5th grade in the fall and the 6th grade mid-winter. The 5th grade saw an increase in the vocabulary domain of 11% scoring at or above grade level. Vocabulary and morphology will remain a priority throughout all grade levels. Another domain needing attention is informational text. The informational text unit is scheduled on the district curriculum map for winter. Students also took a Standards Mastery for the first time in the informational text domain on January 28th. The pre-unit benchmark showed 56% (67% is proficient).

The most recent round of Math I Ready results (December 2024) revealed that 48% of our Daley Middle School students showed an overall placement at or above grade level. This is 8% higher than the I Ready diagnostic completed in September. Our goal as a school is to reach 60% or higher proficiency rates. The number of students scoring 2 or more grade levels below has decreased for all grades meaning we are elevating students' academic growth. As a school, areas of strength are numbers and operations and geometry. Both of these areas went up by 9 percentage points from the first diagnostic to the second. Algebraic thinking is an area of need as it only went up 6%. Measurement and data is also an area of need as it only increased 4%. Only a few teachers had taught the expressions and equations units by December. The measurement and data units had not been taught as of the December diagnostic. The data shows the priorities going forward should be to focus on the domains with little growth specific to each grade level as detailed below.

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

In English Language Arts, students are showing great gains in the areas of Literature and Author's purpose. Overall, the Daley Middle School students showed an increase of 8% in the Literature domain and 5% in Overall Comprehension. Grade 6 students showed 11% improvement of students scoring At or Above grade level on the mid-year benchmark. Similarly, the 7th grade students increased the literature domain by 12% to reach 58% proficiency. This may be due to the targeted lessons, supplemental readings and common language being incorporated in all grade levels for answering literature based questions.

Areas of growth for ELA include the informational text domain. In order to round out our ELA curriculum, we have embedded into enrichment blocks more exposure to informational text sets to expose students to standards including author's purpose, point of view and evidence towards a claim. Students in grade 5 made significant growth increasing the Informational Text domain by 13%. Other grades made less progress with the 8th grade staying at 40% of students at or above grade level. This benchmark did occur before the informational unit took place. Intervention teachers are using informational text in the enrichment classes. Further, the school is increasing use of the vertical, common language "Claim, Evidence, Reasoning" (CER) to increase student exposure and partner with science and social studies for written assignments.

Specific to math, students are making gains in number and operations overall. This is seen mostly in grades 5, 6, and 8. Grade 5 has focused attention on rational number operations. Grade 6 made adjustments to the order and pacing to include teaching number sense earlier in the year than in the past. Grade 8 spent time focusing on numbers and operations. It was also a topic focused on during small group pull out intervention. Geometry has had positive gains. These gains are mostly in grades 7 and 8 as they have taught some portions of the geometry standards. Grades 7 and 8 both had significant growth in geometry of 17%. They have taught 2 out of the 3 geometry units. Grades 5 and 6 remained relatively unchanged due to the fact they have not taught those units. Grade 5 did have students working solely on geometry in I Ready during enrichment time, however, it did not seem to have had a significant effect on their overall geometry growth as it only increased by 3 percentage points.

Grade 5 had significant growth in number and operations of 14%. They have taught many of the rational numbers units. Grade 6 had no growth in geometry, however they had not taught any of the geometry units by the December diagnostic. Grade 7 did not have a significant growth in numbers and operations due to the fact they had not yet taught the rational numbers unit.

Teachers have been participating in coaching cycles. Some focus has been put on accountable talk, engaging students, and ensuring students are doing most of the thinking. Math teachers are beginning to implement the use of chart paper for anchor charts, and vertical non permanent surfaces to encourage engagement, collaboration, and accountable talk. Teachers participate in weekly study groups to share best practices and discuss concerns. Teachers discuss current units, norming student work, applying accommodations to units, looking at data and reworking units to meet the needs of the current student body. This academic year we started a study group for 5th and 6th grade math intervention teachers to share best practices, and communicate grade level standards. The enrichment time for all students allows them to complete more iReady lessons.

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	Intentional Practices for Improving Instruction – Engaged Learning	Student-Specific Supports and Instruction to All Students	School Climate and Culture
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.	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 are followed by an in-person conference, which leads to constructive, teacher-specific feedback, support, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student. • Professional development for early release and PD days is aligned with our instructional goals and the instructional focuses of the district. • Create opportunities for teachers to visit colleagues with a set of instructional look-fors towards improving their own instructional practices.	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 support.	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

Building-based distributed leadership can be seen in these settings: • Daley Leadership Team • Weekly 5-8 Content Area and Interventionist Study Groups • School Site Council • Weekly Instructional Leadership Team Meeting • Weekly Grade-Level Common Planning meetings • High Expectation Teaching PD • 504 and TAT meetings • Ongoing Intervention Progress Monitoring • Collegial Classroom Visits • Paraprofessional Topic Specific PD • Instructional Rounds (3x yearly) • Data Summits (3x yearly)	Teacher professional development focuses on high expectation teaching. Paraprofessional professional development opportunities will include training related to students with Autism, English Language Learners and small group literacy instruction. School administrators conduct weekly teaching and learning observations using TeachPoint. Conferences with teachers occur after each observation. Each teacher receives targeted, written feedback. Administrative observations lead to constructive feedback and support. ELA Instructional Specialist and Math Resource Teacher conduct coaching cycles with ELA and Math grade level and intervention teachers. Administrators collaborate with staff to create opportunities for teachers to visit	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 support. Address individual student academic needs through the use of ongoing assessment, and data analysis to drive the school's enrichment program. We begin the school year by analyzing MCAS data to set goals. We then use an assortment of assessments to progress monitor, regroup, reteach, and provide flexible interventions and enrichment opportunities to students. The assessments we use include: • iReady Reading and Math Diagnostics	Students will be skilled in identifying bullying and how to address and eliminate bullying in Daley Middle School. School Culture Team will implement school-wide activities designed to foster a caring and responsible school culture. Teachers will provide specific instruction about how to use the Effective Effort Strategies in the classroom that will then be recognized through Daley Diamond Awards. Students and staff members will recognize Daley Middle School members weekly with recognitions in the areas such as social awareness, relationship skills, personal responsibility, self management, and optimistic thinking. Student officers teach targeted lessons aligned with our High Expectation Teaching course in homerooms. To date,

	colleagues for the purpose of observing and reflecting on skillful teaching practices. ELL teachers and mainstream paraprofessionals support level 2 and 3 students in the mainstream classrooms. Content Study Groups analyze data sources which include MCAS, iReady, unit assessments, and Access results to determine teaching priorities and objectives. Data-based decision making taking place: -Three-times yearly data summits in ELA, math, and science. -In weekly math & ELA study groups -Weekly CPT meetings -Monthly Daley Lead meetings School- provided PD "High Expectation Teaching" from Research for Better Teaching. Maintain ELL teacher structure that provides newcomer students with an ELL ELA/SS teacher and an ELL math/science teacher for newcomers, while providing level 3 and 4 ELL students targeted instruction to make necessary ACCESS gains.	• iReady ELA Standards Mastery • ELA WAR • FOSS/Open SciEd Assessments • Common end-of-module/chapter tests • ACCESS • Content formatives/Summatives We provide an engaging and relevant program to meet the social and emotional needs of each student. Every Daley Middle School student receives six weeks of SEL instruction through our Allied Arts program. Students receive a full school-year of an anti-bullying curriculum taught through our Allied Arts staff. Student attendance monitoring and interventions occur weekly. Our afterschool Homework and Tutoring Center is open to all students. Our TAT provides support to teachers and students. We offer algebra to our 8th grade students and pre algebra to our 7th grade students for 60 minutes per day, 5 days per week. We offer enrichment opportunities to students during the school day. These opportunities include book clubs and Daley News.	these have included the importance of growth mindset, quality engagement with teachers, effective effort strategies, and neuroplasticity. We recognize student academic achievement and use of effective effort strategies through: • Daley Diamonds • Summer Reading and Math Recognitions • Star Scholars Our School Culture Team provides an annual school spirit theme complete with activities for students and staff that include: • Weekly student and staff recognitions • Spirit Week • Contests • Fall and Spring Dances/Socials • Community-benefiting initiatives including our Sock Drive • Monthly theme days • Grade 8 Classroom mentors We engage parents and families through: • Weekly Newsletter • Fall Family Night, Spring Fair Cookout • School Musical • Open House and Parent Conferences • PTO Meetings • School athletic events and Knowledge Bowl matches Our after school program clubs include: Homework/Tutoring Club, Science Club, Green Team Club, Games Club, Drama Club, Board Games Club, Smiles Go Miles Club, School Spirit Club, Basketball Skills and Drills Club, Volleyball Club, Art Club, Chorus, and Dance Club.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP:

Daley Middle School will implement culturally and linguistically sustaining practices so that all students are engaged in rigorous instruction that supports a positive learning experience where they see the value in their learning.

Performance Objectives:

Year 1:

- Teachers embed appropriate strategies, including scaffolding to support development of background knowledge, in their lessons in order to help students connect with their learning.
- Teachers provide appropriate scaffolds for grade level higher order thinking tasks that support meaningful dialogue among students so that students can evaluate their own thinking and the thinking of others.
- Instructional leadership sources ongoing professional development that explicitly teaches CLSP concepts while also teaching high quality instructional practices, recognizing that high expectation learning equates to culturally sustaining practices.
- School demonstrates the use of feedback & suggestions from students and parents in order to improve the learning environment within the classroom and within the school.
- End-of-year HALS results show an approval rating of 3.9 on HALS Measure 2C-1.

Year 2:

- Teachers embed appropriate strategies, including scaffolding to support development of background knowledge, in their lessons in order to help students connect with their learning.
- Teachers provide appropriate scaffolds for grade level higher order thinking tasks that support meaningful dialogue among students so that students can evaluate their own thinking and the thinking of others.
- Instructional leadership sources ongoing professional development that explicitly teaches CLSP concepts while also teaching high quality instructional practices, recognizing that high expectation learning can equate to culturally sustaining practices.
- School demonstrates the use of feedback & suggestions from students and parents in order to improve the learning environment within the classroom and within the school.
- End-of-year HALS results show an approval rating of 3.61 on HALS Measure 2C-1. Progress from Spring 2024 - Spring 2025 showed a .8 increase in this rating, justifying a similar expectation of growth for Spring 2026. A focus will be made in grades 7&8 where the ratings are 3.27 and 3.39, respectively.
- Provide opportunities for subject teams to reexamine curricula with a cultural lens. Identify opportunities for additional resources. Identify common language within the curriculum.

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Daley Lead Team will analyze HALS data and determine appropriate components to embed in lessons that better connect students with their learning.	10/25	Daley Lead Team
2. The Daley Instructional Leadership Team determines how to support enrichment teachers, interventionists, and tutors to ensure that student learning needs are met in order to maximize growth.	9/25	Instructional Leadership Team/Interventionists, Special Ed. Teachers
3. Teachers involved in the first round of instructional rounds will make growth recommendations to better connect students with their learning.	11/25	Instructional Leadership Team
4. The Daley Lead Team supports teachers across all grades and subject areas in order to develop explicit goal-setting protocols for students in the classroom.	11/25	Daley Lead Team
5. Teachers receive CLSP training designed to improve inclusive instructional practices that are reflective of student needs.	11/25	Instructional Leadership Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. An increasing number of "Yes" presences as indicated by the DESE Classroom Observation Tool, specifically in the areas of II-B and II-A/II-B. This is measured through peer visits 3 times a year, for a total of 42 classroom visits.	Instructional round visits, study group discussions, classroom observations and walk-throughs
2. HALS approval rating for 2C-1, with an improvement from a 3.42 growth in the SY 2023-2024 to a 3.9 approval rating in the SY 2024-2025.	HALS

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

Leaders and teachers will collaborate and share responsibility for the academic growth of all students, with a particular focus on students with disabilities, to ensure 60% of all students are proficient in math and 55% of all students are proficient in reading, as measured by the Spring i-Ready diagnostic.

Performance Objectives:

Year 1:

- Teachers analyze i-Ready data by domain, formative assessment, summative assessments, and will calibrate units during common planning, study group time, and data summits.
- Teachers adjust instruction and provide scaffolds to meet students' readiness levels.
- Leadership and teachers monitor the progress of students in all quartiles, with particular focus on students with disabilities.
- The Instructional Leadership Team collaborates with interventionists to ensure that the needs of students performing in all quartiles are being met.
- Special education teachers receive support from Instructional Specialist and Math Resource Teacher so that teachers may better differentiate for their pullout groups based on IEP goals and iReady domain areas of growth.

Year 2:

- Teachers analyze i-Ready data by domain, formative assessment, summative assessments, and will calibrate units during common planning, study group time, and data summits.
- Teachers adjust instruction and provide scaffolds to meet students' readiness levels.
- Leadership and teachers monitor the progress of students in all quartiles, with particular focus on English Language Learners and students with disabilities.
- The Instructional Leadership Team collaborates with interventionists to ensure that the needs of students performing in all quartiles are being met.
- Special education teachers receive support from Instructional Specialist and Math Resource Teacher, which includes planning support, so that teachers may better differentiate for their enrichment groups based on IEP goals and iReady domain areas of growth.

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Teachers will identify and actuate improvement steps through collaborative analysis of student performance at school-based data summits.	10/25, 02/26, and 05/26	Data Summit Teams
2. Instructional Leadership Team, Instructional Specialist, and Math Resource Teacher create enrichment groupings each term based on domain area needs of students.	9/25, 11/25, and 2/26, 4/26	ILT/Study Groups/Coaches

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Students who are 3 or more grade levels below category in reading comprehension are brought to 15%, and 55% of all students are at or above grade level in reading comprehension across grade levels. Justification: March 2025 3 or more below was 18% for comprehension and for all students, comprehension was 52% for March 2025.	Spring i-Ready Diagnostic
2. All Daley School students make at least a year's worth of growth in Math and ELA. In Mathematics and in Reading, the Daley Progress to Annual Typical Growth (Median) will meet or exceed 100%.	December and March i-Ready data

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:
All Daley teachers will participate in instructional rounds in order to identify both effective instructional practices and areas for growth tied to student engagement, improving the ability for our teachers to implement skillful teaching practices.

Performance Objectives:

Year 1:

- The November '24 rounds data has established our performance baseline for learning engagement specifically in the areas of students engaged in higher order thinking and in the exchange of high quality discourse. For section 1, Instruction, there is a baseline "Yes" presence of 37.5% when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence of 25% when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

- The January '25 rounds data will produce the following results: For Instruction section 1, there will be a baseline "Yes" presence of 50% (Achieved 65%) when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence of 40% (Achieved 50%) when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

- The June '25 rounds data will produce the following results: For Instruction section 1, there will be a baseline "Yes" presence of 70% when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence of 55% when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

Year 2:

- The October '25 rounds data will establish our performance baseline for learning engagement specifically in the areas of students engaged in higher order thinking and in the exchange of high quality discourse. For section 1, Instruction, there is a baseline "Yes" presence of 70% when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence of 60% when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

- The December '25 rounds data will produce the following results: For Instruction section 1, there will be a baseline "Yes" presence of 70% when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence of 60% when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

- The February '26 rounds data will produce the following results: For Instruction section 1, there will be a baseline "Yes" presence of 70% when looking for "All students do the majority of the thinking during the lesson, in service of grade-level standards with appropriate support." For Instruction section 2, there is a baseline "Yes" presence

of 60% when looking for "All students participate in high-quality student-to-student academic discourse (in pairs, small groups, and/or whole class) in order to clarify or improve their understanding of grade-level content."

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. All teachers will have the opportunity to take part in one or more of the instructional rounds, each visiting at least 5 classrooms.	October 2025, December 2025, February 2026	Instructional Leadership Team
2. A summary of instructional round data is analyzed by the Daley Lead Team, Instructional Leadership Team, and during study groups in order to identify opportunities for growth, while acknowledging present areas of strength.	October 2025, December 2025, February 2026, & May 2026	Instructional Leadership Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. A higher frequency (outlined above) of "Yes" presences are observed in the classroom in the areas of II-B and II-A/II-B on the DESE Classroom Observation Tool. This is measured through peer visits 3 times a year, for a total of 42 classroom visits.	Unannounced Observations; Instructional Rounds; Coaching Cycles
2. Students regularly apply, analyze, synthesize, and evaluate their own thinking and the thinking of others.	Unannounced Observations logged in Teachpoint; Instructional Rounds Data Collection Sheet; Coaching Cycle Data shared at ILT meetings, Content Study Groups
3. Participating teachers can identify growth opportunities in targeted instructional practices.	Unannounced Observations; Instructional Rounds; Coaching Cycles, Content Study Groups
4. Students who are 3 or more grade levels below category in reading comprehension are brought to 15%, and 55% of all students are at or above grade level in reading comprehension across grade levels. Justification: March 2025 that those students who were 3 or more below was 18% for comprehension and for all students, comprehension was 52%.	i-Ready End-of-year
5. Students make at least one year's growth in Math and ELA.	Mid-year and End-of-year i-Ready data

Section 4: Action Plans and Targeted Initiatives

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

Daley will realize an overall increase of students who are proficient in math and in reading as measured by the End-of-Year i-Ready diagnostic. Students who are not performing at grade level will be provided with research-proven, appropriate ELA and math interventions. Students who are at or above grade level will be offered enrichment opportunities that close learning gaps and extend learning.

Performance Objectives:

Year 1:

- 54% of students will be proficient in math and 50% of students will be proficient in reading as measured by the Mid-Year i-Ready diagnostic.
- 60% of students will be proficient in math and 55% of students will be proficient in reading as measured by the End-of-Year i-Ready diagnostic.

Year 2:

- 52% of students will be proficient in math and 45% of students will be proficient in reading as measured by the Mid-Year i-Ready diagnostic.
- 60% of students will be proficient in math and 53% of students will be proficient in reading as measured by the End-of-Year i-Ready diagnostic. Justification: March 2025 showed 57% for math and 49% for ELA.

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Instructional Team, Instructional Specialist, and Math Resource Teacher create enrichment flexible groupings based on domain area needs of students.	9/25	Study Groups/Coaches
2. Teachers will identify and actuate improvement steps through collaborative analysis of student performance at school-based data summits.	10/25, 02/26, and 05/26	Data Summit

Intended Outcomes & Monitoring System	Key Performance Indicators
1. 52% of students will be proficient in math and 45% of students will be proficient in reading.	iReady Mid-Year
2. 60% of students will be proficient in math and 53% of students will be proficient in reading.	iReady End-of-Year

4.5 Goal 5- School Climate and Culture:

Daley Middle School nurtures a climate where students and staff respect and care about one another; our students will demonstrate growth in the HALS Student Emotional Safety rating 2A-II, identified by the performance objectives below.

Performance Objectives:

Year 1:

- The Spring 2025 HALS survey data demonstrates an approval rating of 3.8 on 2A-II.
- The 2025 School Culture Student Survey shows an average of 85% response across all grades who report feeling supported by an adult in the building, moving up from 80%.
- The 2025 School Culture Student Survey shows an average of 75% response across all grades who report having not been bullied during the school year, moving up from 66%.
- The End-of-Year DESSA rating on the Social Awareness competency will show a reduction to 5% for students who need instruction in that competency as compared to the start-of-year DESSA rating results.

Year 2:

- The Spring 2026 HALS survey data demonstrates an approval rating of 3.69 on 2A-II. Rationale: In two successive years, the fall to spring results show roughly a .15 rating drop, with spring 2025 results showing a .14 improvement over the spring 2024 results.
- The 2026 School Culture Student Survey shows an average of 85% response across all grades who report feeling supported by an adult in the building, moving up from 82.5%.
- The 2026 School Culture Student Survey shows an average of 75% response across all grades who report having not been bullied during the school year, moving up from 70.27%.
- The final DESSA rating for SY 2025-2026 across all competencies will show a reduction to 2% for students who need instruction in that competency as compared to the start-of-year DESSA rating results.

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Allied Arts Team teaches anti-bullying lessons throughout the school year with an added focus on online safety.	Ongoing	AA Teachers
2. School Culture Team implements school-wide activities designed to foster a caring and responsible school culture.	Ongoing	School Culture Team / School Spirit Club

3. Students who achieve high honors, honors, and/or who have used effective effort strategies will be recognized each term at Daley Diamonds.	Quarterly	Homeroom teachers
5. Parents/Guardians take the Daley School Parent Survey.	January	Assistant Principal
6. Students and staff will recognize Daley Middle School members weekly with recognitions in areas including social awareness, relationship skills, personal responsibility, self management, and optimistic thinking.	Ongoing	All School Community
7. Student officers teach targeted lessons for Social Emotional Safety during enrichment blocks on a monthly basis.	Ongoing	Daley Lead Team

Intended Outcomes & Monitoring System	**Key Performance Indicators**
1. All Daley students feel safe and valued in a learning environment that meets their learning and social/emotional needs.	HALS/Parent Survey/VOCAL
2. Students use appropriate self-regulation strategies to develop healthy relationships with peers so that 42% students move into the Strength rating range.	DESSA Ratings
3. Students demonstrate proficiency in one or more of the eight social emotional competencies so that more than half of our weekly recognitions correctly acknowledge the appropriate competency.	Weekly Student and Staff Recognitions
4. Students successfully apply effective effort strategies.	Quarter Daley Diamonds

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:	In progress	• To date, our staff has received two sessions of PD designed to create a high expectation learning environment, part of which includes how to support meaningful dialogue. • Our current HALS data for Academic Orientation shows a rating of 3.85, with our goal being 3.9 by end of year. Of the original 3 out of 4 questions from the previous HALS survey that have made it on to the new survey, our rating is 3.52, showing room for improvement. In either case, we remain focused on improving this area for our students.	628
2: Year 1 Performance Objective:	In progress	• Data summit was held on 10/4 for ELA and 10/7 for Mathematics. Teams identified student areas of strength and gaps to prepare improvement steps for the 24/25 school year. • The IS and MRT along with teachers reviewed MCAS, iReady and ACCESS data as well as teacher observation to create enrichment groups. • Students participated in the iReady benchmark assessment early in the fall. Overall, 28% of DMS students are 3 or more levels below in Reading and 21% overall in Mathematics. Teachers have set a goal for students to engage with at least 50 minutes of iReady practice each week for Reading and Mathematics. • Mid-Year iReady assessments are scheduled for early December 2024	
3: Year 1 Performance Objective:	In progress	• The Daley Middle School Instructional Rounds were held on November 19, 2024. Six members participated on the IR team visiting 12 classrooms in all content areas. • Summary Report of the November rounds was reviewed with the Daley Lead Team, Instructional Leadership Team and during study groups focusing on opportunities for growth and acknowledging areas of strength. • The second Instructional Rounds will be held January 22, 2025.	
4: Year 1 Performance Objective:	In progress	• All students participated in the benchmark. During this Beginning of Year (BOY) assessment 40% of students were on or above grade level in mathematics and 37% of students were on or above grade level in reading. • Students were scheduled for reading and math enrichments based partially on their BOY performance. • All students should be completing "My Path" lessons during enrichment. The goal is for students to reach 50 minutes of practice for reading and math each week.	
5: Year 1 Performance Objective:	In progress	• Allied Arts teachers have moved up their Anti-Bullying Survey to be administered earlier in the school year, allowing for earlier analysis of results, making recommendations to improve our anti-bullying program in the following ways: -Embed a cyber bullying component into the bully prevention lessons so that it is present across all allied arts	

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
		rotation lessons. -Embed more empathy-based components into lessons in order to empower greater understanding and relevance for all students.	

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:	In progress	• To date, our staff has received five sessions of PD designed to create a high expectation learning environment, part of which includes how to support meaningful dialogue. Staff have been provided with additional time each week within the building to support this ongoing learning.. • Our second Daley Instructional Rounds observed the following in the classroom: **1.) Students grappling with Higher Order Thinking Questions to extend their thinking beyond the text with the use of probing questions. 2.) All students are expected to engage in the lesson by speaking with their peers, table groups and to report out to the class. *Next steps, as recommended by teachers, from this second round will help us shape our instructional path both within the school year and for the following school year.** • **The 2025 Parent/Guardian Survey has been administered. These results will also help to shape our QIP, and it will help us adjust through the remainder of the school year.**	331
2: Year 1 Performance Objective:	In progress	• All students participated in the December 2024 iReady benchmark assessment. Currently 44% of all students are on or above grade level in reading and 50% are on or above grade level in mathematics. • Overall, 22% of DMS students are 3 or more levels below in Reading and 13% overall in mathematics. • The IS and MRT along with teachers reviewed the newest data to make adjustments to the enrichment groups. • Additional math groups and book clubs • Reading iReady engagement goal progress • Spring iReady assessments are scheduled for March 18 and 20, 2025 • Data Summits are scheduled: 1/31 Science, 2/3 ELA and 2/7 mathematics.	
3: Year 1 Performance Objective:	In progress	• The second Instructional Rounds were held on January 22, 2025. Ten members participated on the IR team visiting 19 classrooms in all content areas. • Summary report of the January rounds was reviewed with the Daley Lead Team, Instructional Leadership Team and during study group focusing on opportunities for growth and acknowledging areas of strength. • The next rounds will be held in March 2025.	
4: Year 1 Performance Objective:	In progress	• All students participated in the iReady benchmark. During the Middle of Year (MOY) assessment 50% of students were on or above grade level in mathematics and 44% of all students were on or above grade level in reading. • Math and reading enrichment rosters have been adjusted to accommodate additional students based on classroom observations and iReady growth. • Students performing on grade level have been offered extension opportunities during enrichment blocks in mathematics (algebra and pre-algebra) and book clubs.	
5: Year 1 Performance Objective:	In progress	• Allied Arts teachers have identified an additional need, beyond the Bully Prevention Program adjustments outlined in the term 1 progress notes, related to additional instruction in online safety and online interactions. The team will source an additional program to support students in this area. • The fall 2024 School Culture Survey shows an improvement from the spring 2024 survey in two key areas outlined in our performance objectives: Up from 80%, 83.5% of students report having felt supported by an adult, just 1.6% away from our end-of-year objective. Up from 66%, 74.7% of students report having never been bullied, which is less than 1% from our end-of-year objective.	

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:	Partially C...	• To date, our staff has received all six sessions of PD designed to create a high expectation learning environment, part of which includes how to support meaningful dialogue. Staff have been provided with additional time each week within the building to support this ongoing learning. Survey data from the course shows effectiveness in terms of usefulness to staff and evaluator observational data shows this learning being implemented in the classroom. • Our third Daley Instructional Rounds is scheduled for June 4, 2025. • **Our end-of-year HALS data shows a rating of 3.51, which is up from 3.43 shown in our Spring 2024 results. We will continue to maintain focus in this area, as we did not reach our originally set goal of 3.9.**	436
2: Year 1 Performance Objective:	Partially C...	• All students participated in the December 2024 iReady benchmark assessment. Currently 49% of all students are on or above grade level in reading and 56% are on or above grade level in mathematics. • Overall, 18% of DMS students are 3 or more levels below in Reading and 13% overall in mathematics. • The IS and MRT along with teachers reviewed the newest data during study groups and Data Summits to make adjustments to the enrichment groups. • Additional math groups and book clubs • Reading iReady engagement goal progress • Select teachers have opted to administer a 4th round of iReady benchmark assessments in late May / early June. • Data Summits are scheduled: 5/30 Math, 6/2 ELA and 6/5 Science.	
3: Year 1 Performance Objective:	Partially C...	• The third Instructional Rounds are scheduled for June 4, 2025. Eleven members will visit 16 classrooms in all content areas. • The January 25 Rounds data showed 65% "yes" presence when looking at the question "all students do the majority of the thinking during the lesson" and 50% "yes" presence when looking at "all students participate in high-quality student-to-student academic discourse." • Summary Report of the June rounds will be reviewed with the Daley Lead Team, Instructional Leadership Team and with study groups focusing on opportunities for growth and acknowledging areas of strength and priorities for next school year.	
4: Year 1 Performance Objective:	Completed	• All students participated in the iReady benchmark. During the End of Year (EOY) assessment 56% of students were on or above grade level in mathematics and 49% of all students were on or above grade level in reading. (52% were on or above grade level in reading comprehension.) • Math and reading enrichment rosters have been adjusted to accommodate additional students based on classroom observations	

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
		and iReady growth. • Students performing on grade level have been offered extension opportunities during enrichment blocks in mathematics (algebra and pre-algebra) and book clubs.	
5: Year 1 Performance Objective:	Completed	• Allied Arts teachers have made adjustments to their bully-prevention curriculum, with an added emphasis in online safety within most of the specified lessons taught by the allied arts teachers. • The spring 2025 School Culture Survey shows an improvement from the spring 2024 survey in two key areas outlined in our performance objectives: Up from 80%, 82.5% of students report having felt supported by an adult, just 2.6% away from our end-of-year objective. Up from 66%, 70.27% of students report having never been bullied, which shows a 4.27% improvement over results from spring of 2024. • Midyear DESSA results show that 3% of students need instruction in the Social Awareness competency, with our original goal being 5%.	

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		331
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		

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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		

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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		

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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		

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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		

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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=01600315&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600315&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600315&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/3189

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.

8	**Measures to include teachers in the decisions regarding the use of academic assessments**
	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

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

10	**Coordination and Integration of Federal State and local services and programs**
	This is where Central will enter a statement about teachers to be used by all schools.