LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

The Career Academy
Quality Improvement Plan
2024 - 2027

1.1 School Leadership	1.2 School Site Council Members	
Principal Megan O'Loughlin	*Parent Representatives* Lillian Rodriguez *Student Representative* Juliana Hiraldo *Community Representative* Kendra Gordon- Elevate NE	*Teacher Representatives* Monica Boore Jennifer Drivas Jennifer Tarini

1.3 Mission	1.4 Core Values
The Career Academy continuously engages all students to take control of their learning through student-led inquiry, positive relationship building, work-based learning, and wraparound supports. (working draft)	Help students achieve goals through rigorous academics and exposure to career development Provide students with individually targeted supports to provide and on ramp to post-secondary opportunities Foster positive relationships with students and families Build the social-emotional skills to live a full and meaningful live Collaborate with community partners to provide comprehensive support and wrap-around services

1.5 Vision

Students develop skills for personal, academic, and professional success beyond high school through a curriculum rooted in student-led inquiry, social-emotional development, and career connections.

OR

Students will acquire academic, social, emotional, and industry specific proficiencies that transfer to real-world scenarios in their community and professional futures.

They will persevere toward their goals supported by positive relationships built with their peers, teachers, and mentors while exploring college and career pathways through hands-on exposure to industry and fields of study, discovering their passion that will launch their post-graduation life. Graduates will continue as lifelong learners, with the relationship building, critical thinking, and field-based skills to make a positive impact on the world.

(working draft)

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

2.1 School Strengths and Notable Achievements 2024-2025
At the end of semester one we met our student learning goal of increasing credit attainment by 12% as compared to semester one of the previous school year. We attribute this to an increase in overall school engagement from students who participated in Community Schools Programming, WIN Blocks and a variety of incentive activities. With students more engaged in school we saw an increase in attendance of 66% to 75% that can naturally lead to increased class performance.

80% of students participated in Community Schools Programming

An area we saw significant growth this year was Cultural Proficiency. On the HALs survey we moved in Cultural Proficiency from Watch to Approval, one of our most significant increases.

2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	7.6	7.5	9.6
Asian	14.1	26.3	7.4
Hispanic	50.0	40.6	25.1
Native American	0.0	0.2	0.2
White	22.8	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	5.4	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	28.3	45.0	26.0
English Language Learner	10.9	28.7	13.1
Low-income	78.3	72.3	42.2
Students With Disabilities	25.0	20.3	20.2
High Needs	85.9	83.5	55.8

Accountability Information

Overall classification Insufficient data

Reason for classification
Insufficient data

Progress toward improvement targets	Accountability percentile
-	-

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 10 - ENGLISH LANGUAGE ARTS	8	58	0	15	8	43	23	30	69	11	13	94	465	N/A	11	1
GRADE 10 - MATHEMATICS	8	50	0	10	8	40	31	42	62	9	13	95	467	N/A	11	1
GRADE 10 - SCIENCE AND TECH/ENG		47		11		36		42		11	6	95		N/A	N/A	

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?**

Our current school improvement efforts during the 23/24 SY include several key initiatives. We've implemented community schools programming to integrate health and social services, in addition to post-secondary workshops and experiences, creating a holistic support system for students. WIN (What I Need) Blockswere implemented to provide options for students to engage in high-interest workshops, while a new financial literacy course equips students with essential life skills. Additionally, all students participate in weekly social-emotional learning workshops with a social worker to foster emotional well-being and positive relationships. I also conducted regular classroom observations with targeted feedback to enhance teaching practices.

To leverage our current school improvement efforts for academic gains next school year, we can focus on maximizing the impact of each initiative and ensuring they work together. By integrating health and social services, along with post-secondary workshops and experiences, we can ensure that students are physically and emotionally ready to learn. This holistic approach can reduce absenteeism and increase student engagement, leading to better academic performance. Additionally, post-secondary workshops can help students connect their current learning to future goals, increasing their motivation and academic effort. By analyzing student data and feedback, we can continuously refine these WIN Blocks to target specific academic challenges and interests. This personalized approach can address learning gaps and promote deeper engagement in subjects students are passionate about, leading to improved academic outcomes. By promoting SEL, we can create a positive school climate where students feel supported and safe. This emotional stability is critical for academic focus and success. Ensuring that SEL practices are consistently applied across all classes can help maintain this supportive environment. By focusing on evidence-based instructional strategies and providing actionable feedback during observations and while giving feedback, we can ensure that teachers are continuously improving their methods. This can lead to more effective teaching

and, consequently, better student learning outcomes. Encouraging peer observations and collaborative planning can further enhance instructional quality across the board.

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?**

During the 23/24 school year we saw a 12% increase in credit attainment during the first semester as opposed to the previous school year as evidenced in Open Architect. Attendance rate increased from 66% to 75% as measured from 8/28/22-4/1/23 and 8/28/23-4/1/24 HALS Survey- Academic Orientation- Moved from Watch to Growth Academic Challenge -Moved from Growth to Approval . 80% of the students participated in Community Schools Programming.

There is still plenty of growth to be made in decreasing the percentage of courses failed. While there was a decrease from last year to this year the number is still concerning. We have a number of students who are retaking courses or doing credit recovery due to failing them the first time around. Our Perceptions of Learning category, while still demonstrating some growth, still left much to be desired. It is evident that we need to give students the tools and supports they need to take responsibility of their learning as soon as they walk through our doors.

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

Based on observations, assessment of student work and student feedback it is apparent that the greatest academic gains during the 23/24 SY has been increased writing and revision work in History, Science and Special Education ELA classes. This is highly attributed to the teachers' willingness to take risks and immediately implement strategies and structures that have been presented during this year's ongoing professional development.

Our least academic gains were found on our standardized testing. In 2023 on the MCAS we saw regression across the board. In ELA the performance regressed significantly, with a sharp increase in students Not Meeting expectations and a decrease in students Partially Meeting. In Math the performance slightly regressed, with an increase in students Not Meeting expectations compared to 2022, but there was a notable increase in students Meeting expectations for the first time. In Science there was a significant regression in performance from 2022 to 2023, with a sharp increase in the percentage of students Not Meeting expectations and a decrease in those Partially Meeting, though 8% of students are now Meeting expectations.

Historically our students struggle with standardized testing and the stamina and motivation it requires for them to be successful. We typically see an improvement when students take the test for a second or third time. Reasons for this are the gaps in the education that students come to us with and the struggle to get students caught up to grade level MCAS by the 10th grade. This paired with student and family challenges outside of school, attendance, as well as the impact of COVID all have had a negative impact on our students' performance on standardized testing.

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	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 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.	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.	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

By the end of the three-year period, we will have established collective, distributed leadership structures and practices apparent throughout the school, characterized by an active, well-represented Instructional Leadership Team (ILT), student leadership opportunities and teacher-led professional development. Administrators and teachers will jointly commit to and assume shared ownership and collective responsibility for improving student achievement.	Over the next three years, we will align instruction with the "Portrait of a Graduate," prioritize student voice and choice, and integrate social-emotional learning into the curriculum. This approach will cultivate engaged learners equipped with essential skills and resilience for success post graduation.	By the end of the three-year period, we will have established a culture of data-informed decision-making, personalized instructional interventions, and enriched learning opportunities. Through ongoing assessment and analysis, administrators and teachers will identify students' specific academic needs, provide targeted interventions, enrichment, and supports to ensure all students succeed.	Over the next three years, we will continue to prioritize initiatives aimed at fostering a positive school climate and culture that promotes the well-being and success of all students, families, staff, and stakeholders. This goal will be achieved through comprehensive strategies that address safety, inclusivity, relationship-building, and community engagement.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP:
We will foster a school-wide culture that honors and celebrates the diverse identities of our students, staff, and families through integrating our students' cultural experiences, perspectives, and identities into the teaching and learning, and overall atmosphere of the school.

Performance Objectives:

Year 1:
Cultural Awareness and Integration: We will establish foundational practices through workshops, inclusive curriculum, and student showcases.

Cultural Competency: Enhance staff diversity training through providing professional development opportunities focused on diversity awareness and cultural competency.

Year 2:
Cultural Awareness and Integration: We will expand and deepen cultural awareness efforts, embedding cultural competency into school practices.

Cultural Competency: We will empower staff advocates and expand multicultural learning opportunities.

Year 3:
Cultural Awareness and Integration: Create sustaining cultural integration initiatives while empowering students and staff to lead cultural celebrations.

Cultural Competency: We will empower student advocates by providing training and support for student leaders to advocate for diversity and inclusion within the school community.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Cultural Awareness and Integration		
Conduct Cultural Awareness Workshops ● Identify community partners who can lead Cultural Awareness workshops ● Broaden the scope of cultural awareness workshops and training for staff, students, and families	11/1/24 12/1/24	Community Schools Manager Principal
Inclusive Curriculum Practices ● Ensure all staff is trained in the Washington Model ● Conduct an audit on the current curriculum ● Survey students regarding their representation in the curriculum ● Revise curriculum materials to ensure they reflect diverse perspectives and experiences.	3/6/25 06/01/25 12/01/24 12/01/25	Principal Principal and ILT Principal and ILT Principal and ILT
Student Involvement: ● Empower students to take the lead in organizing cultural events and initiatives. ● Initiate student-led cultural showcase events to celebrate and share cultural identities ● Expand opportunities for students to explore and learn about different cultures through extracurricular activities and special events. ● Provide training and support for student leaders to advocate for diversity and inclusion within the school community	12/01/24 01/25/25 01/25/25 06/01/25	LSAC Supervisor Principal and ILT PBIS Team LSAC Supervisor
Cultural Competency		
Embed Cultural Competency ● Provide ongoing professional development for staff focused on cultural competency. ● Provide training and support for student leaders to advocate for diversity and inclusion within the school community ● Integrate cultural competency into school policies and practices across all areas.	Begin 12/05/24 06/01/25 08/27/25	Principal Principal and CSPM Principal and selected committee

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increased sense of belonging: Students, staff, and families feel valued and respected for their cultural backgrounds, leading to a greater sense of	Cultural Responsiveness will move from Watch to Approval

belonging within the school community.	after a 3 year time period.
2.Cultural competence: Students develop a deeper understanding and appreciation of diverse cultures, enhancing their cultural competency and ability to interact effectively in a multicultural society.	Cultural Responsiveness will move from Watch to Approval after a 3 year time period. Conduct referrals regarding discrimination of any sort will decrease by 5% per year.
3.Inclusive learning environment: The integration of diverse cultural perspectives into teaching and learning promotes an inclusive environment where all students feel represented and can engage meaningfully in the curriculum.	Cultural Responsiveness will move from Watch to Approval after a 3 year time period. Conduct referrals regarding discrimination of any sort will decrease by 5% per year.

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- **Leadership, Shared Responsibility, and Professional Collaboration:**
By the end of the three-year period, we will have established collective, distributed leadership structures and practices apparent throughout the school, characterized by an active, well-represented Instructional Leadership Team (ILT), student leadership opportunities and teacher-led professional development. Administrators and teachers will jointly commit to and assume shared ownership and collective responsibility for improving student achievement.

Performance Objectives:

Year 1:
Creating an Instructional Leadership Team: We will establish an active and representative Instructional Leadership Team (ILT) comprised of administrators, teachers, and other stakeholders. We will work together to develop and implement school-wide initiatives aimed at improving student achievement.

Fostering Student Leadership Opportunities: We will prioritize the development of student leadership opportunities through surveying students regarding areas of interest and opportunity and student representatives will be invited to attend 1 meeting per month of each committee.

Promoting Teacher-Led Professional Development: organize a series of teacher-led professional development workshops covering diverse topics in instruction, assessment, and student support, ensuring participation from at least 50% of the teaching staff.

Year 2:

Creating an Instructional Leadership Team: The ILT will facilitate professional development opportunities, lead data-driven decision-making processes, and provide support for teachers in implementing effective instructional practices.

Fostering Student Leadership Opportunities: Implement structured leadership development programs, including workshops and mentorship opportunities, to equip interested students with essential skills such as communication, teamwork, and problem-solving.

*Promoting Teacher-Led Professional Development***:** Implement a structured peer observation program where teachers conduct at least two peer observations per semester, providing constructive feedback and opportunities for reflective practice to enhance instructional effectiveness.

Year 3:

Creating an Instructional Leadership Team: Through shared leadership and collective responsibility, the ILT will foster a culture of continuous improvement and collaboration within the school community.

Fostering Student Leadership Opportunities: Integrate student representatives into key decision-making processes within the school, such as advisory boards or curriculum committees, ensuring their voices are heard and valued in shaping the school's culture and initiatives.

*Promoting Teacher-Led Professional Development***:**establish smaller professional learning communities (PLCs) led by teachers, where educators collaborate regularly to share insights, resources, and best practices related to specific subject areas or instructional methodologies.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Creating an Instructional Leadership Team		
Increase Willingness Collaboration: ● Initiate one-on-one meetings with staff members to discuss the benefits of forming an instructional leadership team and address any concerns or hesitations they may have. ● Survey staff to garner feedback as to what incentives may increase participation or what roadblocks are decreasing participation and plan accordingly ● Foster a culture of trust and collaboration by acknowledging and valuing the expertise and contributions of all staff members, regardless of their roles or seniority.	09/15/24 09/30/24 Ongoing	Principal Principal Principal
Form Instructional Leadership Team ● Utilize staff feedback to allocate funds if necessary to	10/15/24	Principal

incentivize ILT participation ● Recruit staff members for ILT ● Determine roles of ILT meetings ● Schedule regular ILT meetings based on staff input	10/30/24 11/15/24 11/15/24	Principal ILT ILT
Provide Training and Support: ● Offer professional development opportunities for instructional leadership team members to develop leadership skills, such as communication, facilitation, and decision-making. ● Provide ongoing support and mentorship to help team members grow into their roles and feel confident in their ability to contribute effectively to the team.	01/24/26 Ongoing	ILT Principal
Solicit Feedback and Adjust: ● Encourage open and honest communication among instructional leadership team members, inviting feedback and suggestions for improvement. ● Continuously evaluate the effectiveness of the leadership team structure and processes, making adjustments as needed to ensure that it meets the needs and aspirations of the small staff.	Ongoing Ongoing	Principal Principal
Fostering Student Leadership Opportunities		
Assess Student Interest and Needs: ● Conduct surveys, focus groups, or interviews to gauge student interest in leadership roles and identify areas of passion or expertise among the student body. ● Seek input from students on their ideas and preferences for leadership opportunities within the school community.	12/01/24 12/01/24	CSPM CSPM
Establish Student Leadership Structures: ● Create formal student leadership councils, committees, or clubs that provide opportunities for students to take on leadership roles and contribute to decision-making processes. ● Develop clear guidelines and expectations for student leaders, outlining roles, responsibilities, and selection criteria.	06/15/25 06/15/25	CSPM CSPM
Promote Inclusive Leadership Opportunities: ● Ensure that leadership opportunities are inclusive and accessible to all students, regardless of background, ability, or experience. ● Create diverse leadership teams that reflect the demographic makeup of the student body and represent	06/15/25 06/15/25	Principal and CSPM CSPM

a variety of perspectives and interests.		
Recognize and Celebrate Student Leadership: ● Acknowledge and celebrate the contributions of student leaders through public recognition, awards, and appreciation events. ● Showcase student-led projects, initiatives, and accomplishments through school-wide assemblies, newsletters, or social media.	01/26/25 01/26/25	Principal, CSPM, PBIS Team PBIS Team
Solicit Student Feedback and Input: ● Actively seek feedback from student leaders on school policies, programs, and initiatives, and incorporate their perspectives into decision-making processes. ● Create opportunities for student leaders to serve as representatives or liaisons between their peers and school administration.		LSAC Supervisor LSAC Supervisor
Evaluate and Adjust: ● Regularly assess the effectiveness of student leadership programs and initiatives through surveys, focus groups, or evaluations. ● Use feedback from students and stakeholders to make adjustments and improvements to leadership structures, processes, and support mechanisms.		Principal and CSPM
Promoting Teacher-Led Professional Development		
Identify Areas of Interest and Expertise: ● Survey teachers to identify their professional development needs, interests, and areas of expertise. ● Compile a list of topics or areas where teachers are interested in leading professional development sessions.		
Provide Resources and Support: ● Offer resources, materials, and funding to support teachers in planning and delivering professional development sessions. ● Provide access to research, articles, and best practices related to the topics chosen by teachers for professional development.		
Promote Peer Collaboration and Feedback: ● Encourage teachers to collaborate with their peers in designing and delivering professional development sessions.		

● Establish a system for peer observation and feedback, where teachers can provide constructive feedback to each other on their professional development sessions.		
Evaluate and Reflect: ● Solicit feedback from participants on the effectiveness and relevance of teacher-led professional development sessions. ● Use feedback to continuously improve the quality and impact of professional development offerings and to inform future planning and decision-making.		

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- **Intentional Practices for Improving Instruction – Engaged Learning:**
Over the next three years, we will align instruction with the "Portrait of a Graduate," prioritize student voice and choice, and integrate social-emotional learning into the curriculum. This approach will cultivate engaged learners equipped with essential skills and resilience for success post graduation.

Performance Objectives:

Year 1:
Aligning Instruction with the Portrait of a Graduate: Conduct a comprehensive curriculum audit to assess alignment with the attributes of the Portrait of a Graduate, identifying strengths, gaps, and areas for development. Develop a detailed curriculum alignment plan outlining specific actions, timelines, and responsibilities based on the audit findings.

Enhancing Student Voice and Choice: Assess the current practices through conducting surveys and focus groups to gather feedback from students regarding their experiences with voice and choice in the classroom. Analyze existing policies, practices, and curriculum to identify areas where student voice and choice can be strengthened. Provide professional development for teachers on the importance of student voice and choice in promoting engagement and ownership of learning. Foster discussions among staff and students about the benefits and challenges of incorporating student voice and choice in the educational process.

Integrating Social-Emotional Learning into the Curriculum:
Implement professional development opportunities for teachers, focusing on deepening their understanding of SEL principles and learning effective strategies for integration into instruction. Provide ongoing support and resources to teachers as they implement SEL strategies in their classrooms, facilitating collaboration and sharing of best practices.

Year 2:
Aligning Instruction with the Portrait of a Graduate: Provide professional development opportunities for

teachers to deepen their understanding of the Portrait of a Graduate and gain skills in designing and implementing aligned learning experiences. Design interdisciplinary units of study in collaboration with teachers, ensuring intentional incorporation of the attributes of the Portrait of a Graduate.

Enhancing Student Voice and Choice:
Foster a student-centered learning environment by collaborating with teachers to integrate student voice and choice into lesson planning and instructional design. This involves designing learning activities and assignments that offer students options to demonstrate understanding and pursue interests, developing transformative learning units shaped by student input, creating flexible learning spaces to accommodate diverse preferences and encourage collaboration, and implementing individualized learning experiences to address the unique needs of each student.

Integrating Social-Emotional Learning into the Curriculum:
Develop a comprehensive framework for integrating SEL competencies into the curriculum, outlining specific objectives and strategies for each grade level and subject area. Design lessons and activities that explicitly teach and reinforce SEL skills across various subject areas, ensuring alignment with the established framework.

Year 3:
Aligning Instruction with the Portrait of a Graduate: Establish a system for ongoing monitoring and evaluation of curriculum alignment efforts, collecting feedback from and using data to make continuous improvements to curriculum design and implementation.

Enhancing Student Voice and Choice:
Establish a culture of continuous improvement by implementing mechanisms for regularly gathering feedback from students about their experiences with voice and choice in the classroom. Reflect on successes and challenges encountered in implementing student voice and choice initiatives, and make informed adjustments based on feedback from both students and staff. Showcase student projects, initiatives, and accomplishments to demonstrate the positive impact of student voice and choice on learning outcomes.

Integrating Social-Emotional Learning into the Curriculum:
Assess the impact of SEL integration on student outcomes, including academic achievement and social-emotional development, through surveys, observations, and data analysis. Use findings from assessments to make informed adjustments to SEL implementation strategies, ensuring continued improvement and alignment with the school's goals for student success.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Aligning Instruction with the Portrait of a Graduate		
Conduct Curriculum Audit: ● Review existing curriculum documents, standards, and learning outcomes to assess alignment with the attributes of the Portrait of a Graduate. ● Identify strengths and gaps in the current curriculum in	01/25/25 01/25/25	

relation to the desired graduate attributes.		
Develop Curriculum Alignment Plan: ● Create a comprehensive plan for aligning curriculum with the Portrait of a Graduate, outlining specific actions, timelines, and responsibilities. ● Prioritize areas for curriculum development and revision based on the findings of the curriculum audit.	06/15/25 03/30/25	
Design Integrated Learning Experiences: ● Collaborate with teachers to design interdisciplinary units of study that intentionally incorporate the attributes of the Portrait of a Graduate. ● Ensure that learning experiences provide opportunities for students to develop and demonstrate the desired skills, competencies, and dispositions in authentic contexts.		
Professional Development: ● Offer professional development opportunities for teachers to deepen their understanding of the Portrait of a Graduate and its implications for curriculum and instruction. ● Provide training on designing and implementing learning experiences that promote the development of graduate attributes.		
Embed Assessment Practices: ● Integrate formative and summative assessment practices that assess students' progress towards achieving the attributes of the Portrait of a Graduate. ● Develop rubrics and other assessment tools aligned with the desired graduate outcomes to guide evaluation and feedback.		
Monitor and Adjust: ● Establish a system for ongoing monitoring and evaluation of curriculum alignment efforts. ● Collect feedback from teachers, students, and other stakeholders to assess the effectiveness of aligned curriculum in promoting the development of graduate attributes. ● Use data and feedback to make continuous improvements to curriculum design and implementation.		
Enhancing Student Voice and Choice		

Assess Current Practices: ● Conduct a survey or focus groups to gather feedback from students regarding their experiences with voice and choice in the classroom. ● Analyze existing policies, practices, and curriculum to identify areas where student voice and choice can be strengthened.		
Educate Staff and Students: ● Provide professional development for teachers on the importance of student voice and choice in promoting engagement and ownership of learning. ● Foster discussions among staff and students about the benefits and challenges of incorporating student voice and choice in the educational process.		
Integrate Student Voice and Choice into Curriculum: ● Collaborate with teachers to identify opportunities to incorporate student voice and choice into lesson planning and instructional design. ● Design learning activities and assignments that offer students options for how they demonstrate their understanding and pursue their interests. ● Developing Transformative Learning Units that incorporate student input		
Create Flexible Learning Environments: ● Design flexible learning spaces that accommodate different learning preferences and allow for student collaboration and exploration. ● Plan and implement Individual Learning Experiences		
Gather Feedback and Reflect: ● Establish mechanisms for regularly gathering feedback from students about their experiences with voice and choice in the classroom. ● Reflect on successes and challenges in implementing student voice and choice initiatives, and make adjustments based on feedback from students and staff.		
Celebrate Student Voice and Choice: ● Recognize and celebrate examples of student leadership, innovation, and advocacy within the school community. ● Showcase student projects, initiatives, and accomplishments to highlight the impact of student voice and choice on learning outcomes.		

Integrating Social-Emotional Learning into the Curriculum		
SEL Framework: ● Develop a comprehensive framework for integrating SEL competencies into the curriculum. ● Design lessons and activities that explicitly teach and reinforce SEL skills in various subject areas.		
Professional Development: ● Work with Drew Rosenshine to implement professional development opportunities from the Brooklyn Center for teachers to deepen their understanding of SEL and learn strategies for integration.		
Monitor and Adjust: ● Assess the impact of SEL integration on student outcomes, including academic achievement and social-emotional development, through surveys, observations, and data analysis.		

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Formation of an ILT comprised of diverse stakeholders who actively participate in shaping school policies, practices, and initiatives.	Formation of an ILT
2. Students will take ownership of their learning and contribute to the school community.	On the HALS Survey Students Commitment to Learning will increase from Warning to Watch to Growth throughout the duration of the three year time period.
3. Increased accountability and collaboration in addressing student needs resulting in fostering a supportive learning environment conducive to student success.	Attendance rate was 71% at end of 23/24 SY. We will see a 2% increase per year over a period of 3 years resulting in 77% by end of a 3 year period.
4. Teachers will enhance their instructional practices, pedagogical skills, and capacity for leadership.	Formal and informal observations as well as participation in running PD and ILT.

4.4 Goal 4- **Student-Specific Supports and Instruction to All Students:**
By the end of the three-year period, we will have established a culture of data-informed decision-making, personalized instructional interventions, and enriched learning opportunities. Through ongoing assessment and analysis, administrators and teachers will identify students' specific academic needs, provide targeted interventions, enrichment, and supports to ensure all students succeed.

Performance Objectives:

Year 1:
Implementing Data-Informed Instructional Practices:
Establish a culture of data-informed decision-making by implementing training sessions for teachers and administration and developing protocols for data collection and analysis.

Personalizing Tiered Instructional Interventions:
Develop a systematic approach to personalized tiered interventions and supports for students, emphasizing the identification of unique academic needs through ongoing assessment and teacher input. Roll out the personalized tiered intervention framework across all grade levels and subject areas, ensuring consistency in approach and implementation.

Promoting Enrichment Opportunities:
Establish an Enrichment Identification System to effectively identify students who would benefit from enrichment opportunities beyond the standard curriculum while creating a framework for providing enrichment, extension, and deeper exploration of content areas based on the identified student needs and interests.

Year 2:
Implementing Data-Informed Instructional Practices:
Enhance data analysis skills and intervention practices through professional development opportunities which will be provided to teachers to deepen their understanding of data analysis techniques and interpretation. Regular data review meetings will be instituted to allow administrators and teachers to collaboratively analyze assessment data, identify student needs, and plan targeted interventions and supports.

Personalizing Tiered Instructional Interventions:
Implement and refine intervention strategies as evidenced through ongoing assessment and data analysis, making adjustments as needed to optimize student outcomes.

Promoting Enrichment Opportunities:
Expand enrichment offerings by developing a wider range of activities and programs tailored to meet the diverse learning needs of all students. This expansion will involve collaborating with community partners and external organizations to provide additional resources and experiences that complement the school curriculum

Year 3:
Implementing Data-Informed Instructional Practices:

We will sustain and expand data-informed practices by fostering a culture of continuous improvement and broadening the scope of data analysis to include other student data beyond academic assessments.

Personalizing Tiered Instructional Interventions:
Expand the scope of personalized interventions to address a wider range of student needs beyond academic areas, incorporating social-emotional and behavioral support as necessary.

Promoting Enrichment Opportunities:
The effectiveness of the program in meeting the diverse learning needs of students and enhancing their academic growth and achievement will be evaluated. Feedback from students, parents, and staff members, as well as assessment data, will be used to identify areas for improvement and make necessary adjustments to the program.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Implementing Data-Informed Instructional Practices		
Professional Development: ● Work with Central Curriculum Office to identify PD resources ● Schedule and conduct PD sessions for teachers on the importance of data-informed decision-making in instruction and on various assessment techniques and data analysis tools.		
Monitor and Adjust: ● Establish regular data review meetings where teachers analyze assessment data to identify student needs ● Implement a system for tracking student progress and monitoring the effectiveness of interventions		
Instructional Planning: ● Develop protocols for using assessment data to inform instructional planning and differentiation ● Provide support for teachers regarding differentiation		
Personalizing Instructional Interventions		
Planning and Assessment: ● Develop a tiered intervention model that provides targeted support for students based on assessment data. ● Create individualized learning plans for students identified as needing additional support.		
Professional Development:		

● Provide professional development for teachers on differentiated instruction and intervention strategies.		
Monitor and Adjust: ● Monitor the effectiveness of interventions through ongoing assessment and adjust as needed.		
Promoting Enrichment Opportunities		
Identify Areas of Interest and Availability ● Survey students to determine areas of high interest ● Survey community partners to determine outside resources ● Survey staff members to determine in-house resources		
Create Systems ● Create a process for identifying students who would benefit from enrichment based on assessment data. ● Determine how and when enrichment opportunities will be made available		
Planning and Implementation ● Develop enrichment plans tailored to individual student interests and strengths. ● Work with community partners to provide outside enrichment opportunities. ● Provide resources and support for teachers to implement enrichment activities in their classrooms.		
Monitor and Adjust ● Evaluate the impact of enrichment opportunities on student engagement and achievement and adjust accordingly.		

Intended Outcomes & Monitoring System	Key Performance Indicators

1.Administrators and teachers consistently use assessment data to inform instructional practices and decision-making, leading to improved student learning outcomes.	*Math MCAS*: **Year 1 (2024):** ● **Not Meeting**: Reduce to 55% (a 7% decrease) ● **Partially Meeting**: Increase to 35% (a 4% increase) ● **Meeting**: Increase to 10% (a 2% increase) **Year 2 (2025):** ● **Not Meeting**: Reduce to 48% (a 7% decrease) ● **Partially Meeting**: Increase to 38% (a 3% increase) ● **Meeting**: Increase to 14% (a 4% increase) **Year 3 (2026):** ● **Not Meeting**: Reduce to 40% (an 8% decrease) ● **Partially Meeting**: Increase to 40% (a 2% increase) ● **Meeting**: Increase to 20% (a 6% increase) *ELA MCAS:* **Year 1 (2024):** ● **Not Meeting**: Reduce to 60% (a 9% decrease) ● **Partially Meeting**: Increase to 30% (a 7% increase) ● **Meeting**: Increase to 10% (a 2% increase) **Year 2 (2025):** ● **Not Meeting**: Reduce to 52% (an 8% decrease) ● **Partially Meeting**: Increase to 35% (a 5%

increase)

- **Meeting**: Increase to 13% (a 3% increase)

Year 3 (2026):

- **Not Meeting**: Reduce to 45% (a 7% decrease)
- **Partially Meeting**: Increase to 40% (a 5% increase)
- **Meeting**: Increase to 15% (a 2% increase)

Science MCAS:

Year 1 (2024):

- **Not Meeting**: Reduce to 85% (a 7% decrease)
- **Partially Meeting**: Increase to 10% (new category re-introduced)
- **Meeting**: Increase to 15% (a 7% increase)

Year 2 (2025):

- **Not Meeting**: Reduce to 78% (a 7% decrease)
- **Partially Meeting**: Increase to 15% (a 5% increase)
- **Meeting**: Increase to 20% (a 5% increase)

Year 3 (2026):

- **Not Meeting**: Reduce to 70% (an 8% decrease)
- **Partially Meeting**: Increase to 18% (a 3% increase)
- **Meeting**: Increase to 22% (a 2% increase)

2.Students receive tailored support and enrichment opportunities that address their individual academic needs, leading to increased academic growth and achievement.	*Math MCAS:* **Year 1 (2024):** - **Not Meeting**: Reduce to 55% (a 7% decrease) - **Partially Meeting**: Increase to 35% (a 4% increase) - **Meeting**: Increase to 10% (a 2% increase) **Year 2 (2025):** - **Not Meeting**: Reduce to 48% (a 7% decrease) - **Partially Meeting**: Increase to 38% (a 3% increase) - **Meeting**: Increase to 14% (a 4% increase) **Year 3 (2026):** - **Not Meeting**: Reduce to 40% (an 8% decrease) - **Partially Meeting**: Increase to 40% (a 2% increase) - **Meeting**: Increase to 20% (a 6% increase) *ELA MCAS:* **Year 1 (2024):** - **Not Meeting**: Reduce to 60% (a 9% decrease) - **Partially Meeting**: Increase to 30% (a 7% increase) - **Meeting**: Increase to 10% (a 2% increase) **Year 2 (2025):** - **Not Meeting**: Reduce to 52% (an 8% decrease) - **Partially Meeting**: Increase to 35% (a 5%

	increase)
	● **Meeting**: Increase to 13% (a 3% increase)
	Year 3 (2026):
	● **Not Meeting**: Reduce to 45% (a 7% decrease)
	● **Partially Meeting**: Increase to 40% (a 5% increase)
	● **Meeting**: Increase to 15% (a 2% increase)
	Science MCAS:
	Year 1 (2024):
	● **Not Meeting**: Reduce to 85% (a 7% decrease)
	● **Partially Meeting**: Increase to 10% (new category re-introduced)
	● **Meeting**: Increase to 15% (a 7% increase)
	Year 2 (2025):
	● **Not Meeting**: Reduce to 78% (a 7% decrease)
	● **Partially Meeting**: Increase to 15% (a 5% increase)
	● **Meeting**: Increase to 20% (a 5% increase)
	Year 3 (2026):
	● **Not Meeting**: Reduce to 70% (an 8% decrease)
	● **Partially Meeting**: Increase to 18% (a 3% increase)
	● **Meeting**: Increase to 22% (a 2% increase)
3.Students have access to diverse and engaging learning experiences beyond the standard curriculum, fostering curiosity, creativity, and a love for learning.	90% of students will participate in CS Programming as monitored by CSP data collection.

4.5 Goal 5- **School Climate and Culture:**
Over the next three years, we will continue to prioritize initiatives aimed at fostering a positive school climate and culture that promotes the well-being and success of all students, families, staff, and stakeholders. This goal will be achieved through comprehensive strategies that address safety, inclusivity, relationship-building, and community engagement.

Performance Objectives:

Year 1:
Strengthen Family and Community Partnerships:
Implement proactive engagement strategies to solidify partnerships with families, community organizations, and local stakeholders. Provide opportunities for families to actively participate in school events, decision-making processes, and volunteer opportunities, fostering collaboration and a sense of community within the school.

Continuously Refine PBIS Model:
Conduct a comprehensive evaluation of the current PBIS Model implementation to identify strengths and areas for improvement and use the data to develop and implement a refinement plan to strengthen the PBIS Model, reinforcing positive behavior and addressing behavioral challenges effectively.

Strengthen Transitional Support Services:
Develop and implement new transitional support initiatives to ensure all students are well-prepared for success beyond high school and equipped with the necessary skills for their future endeavors.

Year 2:
Strengthen Family and Community Partnerships:
Strengthen partnerships with community organizations and local stakeholders through collaborative initiatives and outreach efforts, engaging them in meaningful ways to support the school's mission and goals. Develop targeted programs and activities to further increase family involvement in school initiatives, ensuring their voices are heard and valued in the decision-making processes that impact the school community.

Continuously Refine PBIS Model:
Continuously monitor the effectiveness of the refined PBIS strategies in reinforcing positive behavior and creating an inclusive school climate and make adjustments as needed.

Strengthen Transitional Support Services:
Forge partnerships with colleges, employers, and community organizations to enhance the breadth and depth of transitional support services available to students.

Year 3:
Strengthen Family and Community Partnerships:
Sustain and deepen existing partnerships with families, community organizations, and local stakeholders through ongoing collaboration and engagement. Provide opportunities for families to take on leadership roles

within the school community, empowering them to contribute to initiatives that promote the success of all students.

Continuously Refine PBIS Model:
Increase involvement of students, families, and community members in the PBIS Model implementation, fostering a shared commitment to positive behavior support. Foster a culture of continuous improvement by encouraging ongoing reflection, learning, and adaptation within the PBIS framework, striving for excellence in supporting the well-being of all students.

Strengthen Transitional Support Services:
Embed transitional support services into the school's culture and practices including within the curriculum to ensure long-term sustainability and ongoing support for student success beyond high school.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Strengthen Family and Community Partnerships		
Information Gathering and Planning ● Assess current practices and identify areas of strengths and challenges ● Survey families, community organizations, and local stakeholders to understand their interests, needs, and preferences for engagement. ● Identify local community organizations, businesses, and stakeholders that align with the school's mission and goals. ● Based on the needs assessment, create a comprehensive engagement plan outlining strategies to strengthen partnerships and increase involvement.		
Implement Proactive Engagement Strategies ● Organize regular family engagement events, such as open houses, parent workshops, and community fairs, to provide opportunities for families to connect with the school community. ● Create additional opportunities for families to participate in decision-making processes ● Develop a variety of volunteer opportunities for families to contribute their time and skills to support school activities and events. ● Provide opportunities for families to take on leadership roles within the school community, such as serving on advisory boards or organizing community events. ● Develop targeted programs and activities based on the needs and interests identified by families, such as parent education workshops, family literacy programs, and cultural celebrations.		
Strengthen partnerships ● Foster ongoing collaboration and engagement with partners		

through regular meetings, events, and joint projects. ● Collaborate with community organizations on joint projects and initiatives that benefit the school and local community. ● Reach out to potential partners through meetings, presentations, and networking events to discuss opportunities for collaboration.		
Monitor and Adjust ● Evaluate the impact of partnerships on student success and community engagement through surveys, focus groups, and data analysis. ● Assess the effectiveness of partnerships through regular feedback sessions and evaluation meetings with partners.		
Continuously Refine PBIS Model		
Comprehensive Evaluation ● Assess the current implementation of the PBIS Model through surveys, observations, and data analysis to identify strengths and areas for improvement. ● Gather feedback from stakeholders, including students, families, teachers, and administrators, to gain insights into their experiences with the PBIS strategies.		
Develop Refinement Plan: ● Based on the evaluation findings, develop a refinement plan outlining specific actions and strategies to strengthen the PBIS Model. ● Collaborate with stakeholders to establish clear objectives and timelines for implementing the refinement plan.		
Implement Refinement Plan: ● Roll out the refined PBIS strategies and interventions across the school community, ensuring consistency and fidelity in implementation. ● Provide training and support for staff members on the updated PBIS practices and procedures.		
Increase Stakeholder Involvement: ● Promote greater involvement of students, families, and community members in the PBIS Model implementation through outreach efforts, informational sessions, and involvement opportunities. ● Solicit input and feedback from stakeholders on their experiences with the PBIS strategies and their suggestions for improvement.		

Monitor and Adjust: ● Use data-driven decision-making processes to make adjustments and adaptations to the PBIS strategies as needed. ● Regularly review and refine the implementation plan based on feedback from stakeholders and emerging best practices in positive behavior support.		
Strengthen Transitional Support Services		
Develop New Transitional Support Initiatives: ● Conduct a needs assessment to identify gaps and areas for improvement in current transitional support services. ● Collaborate with stakeholders including students, families, teachers, and community members to brainstorm and develop new initiatives to enhance transitional support for all students.		
Forge Transitional Support Partnerships ● Determine if any current partnerships have transitional support services within their scope ● Formalize transitional support services being offered by partners ● Reach out to additional colleges, employers, and community organizations to establish partnerships aimed at enhancing transitional support services for students.		
Implement New Initiatives: ● Roll out the new transitional support initiatives across the school community, ensuring clear communication and buy-in from stakeholders. ● Provide training and resources to staff members to facilitate the implementation of new transitional support programs and activities.		
Monitor and Adjust ● Develop strategies to ensure the long-term sustainability of transitional support initiatives, including securing funding, allocating resources, and establishing structures for ongoing support and evaluation.		

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Implementation of measures that enhance physical and emotional safety, promote inclusivity, and prevent bullying and discrimination, fostering a sense of belonging for all members of the school community.	Student Conduct referrals for harassment, bullying and discrimination will decrease by 2% per year.

2.Cultivation of positive relationships among students, families, staff, and stakeholders, characterized by trust, respect, and collaboration, leading to a more cohesive and supportive school community.	Family-School Relationships on the HALS survey will grow one indicator until it reaches approval. Attendance Data- 71% at end of 23/24 SY- 2% increase per year over a period of 3 years resulting in 77% by end of a 3 year period.
3.Increased involvement and collaboration with families, local organizations, and stakeholders, resulting in a more connected and engaged school community with shared ownership of student success.	Family-School Relationships on the HALS survey will grow one indicator until it reaches approval. Attendance Data- 71% at end of 23/24 SY- 2% increase per year over a period of 3 years resulting in 77% by end of a 3 year period.
4.	

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

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

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

5.2 2024-2025 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

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

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=01600515&orgtypecode=6

2	**Schoolwide reform strategies** https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600515&orgtypecode=6

3	**Instruction by highly qualified teachers** https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600515&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/3237

7	**Student Transition Plan** The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start. Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy. The high school also coordinates a transition plan to support students from going from graduation to college or career.

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**
	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.