Laura Lee Therapeutic Day School
Quality Improvement Plan
2024 - 2027

LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
Paula Peters	*Parent Representatives* **Rachel Rigaud**	*Teacher Representatives* **Sarah Foster**

1.3 Mission	1.4 Core Values
The Laura Lee Therapeutic Day School is dedicated to fostering a nurturing and secure environment, rooted in meaningful connections, where students can flourish in their holistic growth. Our mission is to empower students to cultivate essential skills and nurture strong character traits, enabling them to thrive in every aspect of their personal development journey.	▪ All student have the capacity to be successful in a well-structured learning environment with appropriate supports in place to meet their needs ▪ Students are most responsive to an environment that prioritizes consistency in all facets. ▪ The establishment of Social Norms as a baseline for general expectations throughout the school community is a primary component to the success of our students and staff of the Laura Lee Therapeutic Day School ▪ Skills and Norms need to be taught to our students to produce the highest level of positive outcomes for everyone. ▪ A Strengths Based approach supported by a Collaborative and Proactive Solutions Model provides a therapeutic methodology for working through daily challenges as they arise for all members of our learning community. ▪ The goal for all Laura Lee students is to develop the skills and strategies necessary to progress towards a less restrictive learning environment. ▪ Data leads our instructional practices and social/emotional development.

1.5 Vision
Our vision is to equip students with the

necessary self-regulation skills and strategies, fostering prosocial behaviors that extend beyond the classroom, ultimately facilitating their transition to less restrictive settings.

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

2.1 School Strengths and Notable Achievements 2024-2025

- **Completed our third year of monthly training trainings with Brookline Center for Mental Health**
- **Formed a partnership with Brookline Center for Mental Health in regards to student case collaboration and consultation**
- **Transitioning from a trauma informed school to a trauma responsive school**
- **Incorporated the Beehive Bisto where students learn life skills (planning a meal, grocery shopping, making the meal, and serving)**
- **Implemented a new SEL curriculum, Trails To Wellness**
- **60% of students scored a SGP of 50 or above on ELA MCAS test scores**
- **Implemented tiered reading instruction programs; SPIRE, LETRS, and LANGUAGE LIVE**
- **Staff participated in Math PD that was developed specifically for the Laura Lee with district math specialists**
- **Incorporated individual student data binders**
- **Implemented monthly SDQ (Strengths and Difficulties Questionnaire) monthly ratings for each student**
- **Began school wide monthly data summits to analyze student data**
- **Coaching cycles and mentoring for new teachers**
- **Began Book Clubs in targeted classrooms**
- **Full time Physical Education/Health Teacher - first time students have access to health curriculum**
- **Full time Social Studies Teacher which in turn helps prepare students to take the Civics MCAS test**

2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	6.3	7.5	9.6
Asian	6.3	26.3	7.4
Hispanic	43.8	40.6	25.1
Native American	0.0	0.2	0.2
White	25.0	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	18.8	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	31.3	45.0	26.0
English Language Learner	31.3	28.7	13.1
Low-income	87.5	72.3	42.2
Students With Disabilities	100.0	20.3	20.2
High Needs	100.0	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 03 - ENGLISH LANGUAGE ARTS		44		7		37		40		16	1			N/A	N/A	
GRADE 03 - MATHEMATICS		41		8		33		39		20	1			N/A	N/A	
GRADE 06 - ENGLISH LANGUAGE ARTS		42		8		34		34		24	5			N/A	5	
GRADE 06 - MATHEMATICS		41		7		34		42		17	5			N/A	5	
GRADE 07 - ENGLISH LANGUAGE ARTS		40		8		33		40		19	4			N/A	4	
GRADE 07 - MATHEMATICS		38		8		31		40		22	4			N/A	4	
GRADE 08 - ENGLISH LANGUAGE ARTS		44		10		34		34		22	3			N/A	2	
GRADE 08 - MATHEMATICS		38		7		30		42		20	3			N/A	2	
GRADE 08 - SCIENCE AND TECH/ENG		41		6		35		40		19	2			N/A	N/A	
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	0	42	0	7	0	35	38	39	62	19	13	95	468	N/A	11	2
GRADES 03 - 08 - MATHEMATICS	0	41	0	7	0	33	23	41	77	18	13	100	462	N/A	11	2
GRADES 05 & 08 - SCIENCE AND TECH/ENG		41		7		34		40		19	2			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 work during the 2023-2024 school year included forming a partnership with Brookline Center for Mental Health. This partnership led to case collaboration and consultation. As a school community, we also continued to focus on mental health structures. These structures included monthly trauma training, the implementation of the SEL curriculum, Trails To Wellness, monthly completion of student Strengths and Difficulties Questionnaire, and introducing discussion in regards to a trauma informed point and level system. The staff have taken steps to transition from a trauma informed school to a trauma responsive school by implementing strategies and techniques that were presented in monthly trauma training. Staff also created individual student data binders and updated binders on a monthly basis. The data points included in the binders; iReady data, F & P data, math modules, writing samples, IEP goals and objectives, SDQ data, and point and level data. We have hired a full time physical education/health teacher as well as a social studies teacher. Both staff members support instruction in all areas of the curriculum when they are not teaching their core subject. Our current efforts in targeting school improvement include coaching cycles with the instructional specialist and monthly data summit meetings. These data summit meetings include all staff that examine and analyze individual student data. The monthly data summits gave all staff a scheduled time to have meaningful discussion in regards to student data and next steps. A consistent protocol was used while analyzing student data. This protocol included; What do you see, what do you think, what do you wonder. Staff are asked for feedback as to what professional development they would like included into their monthly PD training. Two math training sessions were included in this year's training rotation. Feedback from all stakeholders is an important leverage 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?**

Data points that we use to measure student progress include iReady data, student IEP goals and objectives, Fountas and Pinnell Reading Benchmark, and MCAS. After comparing our initial and mid-year iReady assessments, beginning of the year results for *Reading* 5% of our students scored on or above grade level, 11% scored on tier 2 (one year below grade level, and 84% of our students scored at risk (two or more grade levels below. Mid year assessment; 11% of students scored on or above grade level, 17% of students scored on tier 2, and 72% scored at risk. Comparing the beginning of year and mid year assessment; the same percentage of students scored at or above grade level (11%), there was a 12% decrease in students on tier 3 (at risk), and a 12% increase in students scoring on tier 2. Vocabulary and comprehension continue to be our areas of need.

iReady *Math* data is as follows; beginning of the year assessment; 0% of students scored on or above grade level, 15% of students scored on tier 2, and 85% of students scored in the at risk domain. Mid year assessment results; 29% of students scored on or above

grade level, 7% scored on tier 2, and 64% scored at risk. This results in a 29% increase on tier 1, an 8% decrease of students scoring on tier 2, and a 21% decrease of students scoring in the at risk domain. Area of need is geometry.

The rate of improvement in **Math** iReady Assessment is greater when compared to the **Reading** Assessment. This school year, all staff were provided specific math professional development. We also made sure that all staff were equipped with all curriculum materials so as to implement the math curriculum. In comparing MCAS data, 60% of our students' SGP was 50 or above for **ELA**. Our average ELA SGP was 59.0 and was an 18.1 increase from the previous year. Our average SGP in math was 39.7, and a 1% increase compared to the previous year. **Math** MCAS data points are weaker in comparison to **ELA** MCAS data points. 27% of our students' SGP was 50 or above for Math.

ACCESS data is another data point that has been examined. 2023 testing results reveal 67% of students increased their level, 33% of students decreased their level. The previous year (2022), 100% of students dropped in level.

Math continues to be an area of need for the Laura Lee students. However, progress on **Math** iReady assessment was better compared to the **Reading** Assessment A variable that may be holding up momentum is our attendance rate. Our chronic student absenteeism rate is 35%. Our daily attendance rate is 86.9%. Another variable that may be impacting progress is students' gaps in learning.

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

Students are making the greatest academic gains in ELA. We have strong intervention reading groups established. Specific staff have been trained and are implementing tiered reading interventions including; SPIRE, Language Live,and LETRS. Strengths of the Laura Lee students include phonics and high frequency words. These gains may be attributed to the implemented tiered reading interventions. Least academic gains include vocabulary and comprehension. According to math data, 64% of students are struggling with numbers and operations, and 71% of students are struggling with concepts in geometry. We have implemented targeted instruction in ELA, and our need is to also include targeted intervention in math.

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

Monthly consultation and training with Brookline Center for Mental Health **Continue to develop staff skill set in the area of trauma** **Transition from a trauma informed school to a trauma responsive school** **Strengthen and build staff collaboration by forming an adjustment cohort including teachers and paraprofessionals across middle school adjustment programs** **Monthly book club focused on implicit bias and racial disparities** **Build momentum with the SEL curriculum, Trails To Wellness, by incorporating mindfulness and CBT approaches and begin to transition to brain based work.**	**Build teacher capacity by implementing coaching cycles with the Instructional Specialist and begin to utilize a co-teaching model.** **Implement math intervention groups that target student's gaps in learning** **Target weekly school wide vocabulary words** **All staff participate in professional development focused on math** **Staff will implement trauma invested practices for fostering resilient learners.**	**All staff will participate in monthly data summits including various data points; iReady data, F & P, SDQ, Point and Level System,** **Complete monthly Strengths and Difficulties Rating Scales including teachers, social worker, and paraprofessionals and analyze data** **Build teacher capacity in the area of the new MA IEP.** **IEP data collection routines and systems including individual student data binders**	**Identify and implement ways to support families and students in improving attendance and reducing chronic absenteeism.** **Build upon opportunities to implement life skills preparation opportunities for all Laura Lee students.** **Collaborate with UMASS Lowell and Boston University to assist with professional development opportunities for staff.**

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Staff will increase their knowledge of the brain's development and the impact of implicit bias and racial disparities and discipline gaps in schools.

Performance Objectives:

Year 1: All Laura Lee staff will participate in a monthly book club. This book club will read the book, Connections Over Compliance, Rewiring Our Perceptions of Discipline.

Year 2: All Laura Lee staff will participate in a monthly book club. This book club will read the book, Body and Brain Brilliance.

Year 3: Staff will implement a neuro-educational manual for social and emotional development which will address the science and language of our nervous systems so that educators and students learn together.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Plan reading schedule and guided discussion and develop structured meeting dates	8/26/24	Coordinator
2. Read assigned chapters and participate in guided discussions about readings.	6/30/25 6/30/26	All Staff
3. Create outline of relational touch point practices	6/30/25	All Staff
4. Create outlined Laura Lee MTSS	6/30/27	All Staff
5. Implement strategies that are incorporate neuro based work so that students and staff have a better understanding of their emotional triggers and nervous systems	6/30/27	All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Reading schedule and guiding questions: - Attendance records for scheduled meetings and discussions. - Documentation of staff participation in reading assignments and discussions. - Pre and post-surveys to assess staff knowledge and perceptions.	Staff Knowledge Improvement: Percentage increase in staff members demonstrating understanding of brain development and implicit bias. Number of staff members actively engaging in discussions and implementing learned

	strategies in their practice.
2. Relational Touchpoint Practices and Laura Lee MTSS: • Progress reports on the development and implementation of outlined practices and MTSS. • Feedback from staff regarding the effectiveness and practicality of proposed strategies. • Observations and feedback during staff meetings and professional development sessions.	Effectiveness of Relational Touchpoint Practices and MTSS: Reduction in disciplinary incidents and disparities among students. Improvement in student-staff relationships and overall school climate. Staff feedback ratings on the usefulness and impact of outlined practices and MTSS.
3. Implementation of Neuro-Based Strategies: • Documentation of strategies implemented in classrooms and staff interactions. • Surveys and feedback from staff and students on the impact of neuro-based approaches. • Analysis of disciplinary data to monitor changes in behavior and discipline gaps over time.	Impact of Neuro-Based Strategies: Reduction in student emotional triggers and behavior incidents that require administration support, and an increase in student's self-awareness and ability to regulate emotions. Administration Tracking form; Current baseline is 150 documented incidents per year; Reduction of 5% per year annually.

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: Given PD opportunities for Laura Lee staff and LPS Adjustment Staff, there will be a development of an Adjustment Cohort, and collaboration across staff and schools.

<u>**Performance Objectives:**</u>

Year 1: Allow adjustment staff to visit other schools and programs. Guiding questions will be used during site visits and a follow-up debrief session will take place.

Year 2: All adjustment staff will participate in professional development that targets student engagement and social/emotional needs of students.

Year 3: Build adjustment staff capacity by providing PD that addresses and is focused on our educators own well being.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1.Develop school site visit schedule and structured visit protocol, share with adjustment principals	8/26/24	Coordinator
2.Meet with stakeholders to develop PD opportunities	10/31/24	Admin Team
3.Implement school site visits	10/31/24	Admin Team
4.Utilize early release days for PD/collaboration/adjustment support	6/30/27	All Staff
5.Create a needs assessment that is targeted for adjustment staff and analyze data from assessment	6/30/27	Admin

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Formation of an effective Adjustment Cohort composed of Laura Lee staff and LPS Adjustment Staff. ● Regular meetings with stakeholders to assess progress and address any challenges.	Percentage of adjustment staff participating in the Adjustment Cohort.
2. Increased collaboration and communication among staff and schools. ● Feedback sessions after each school site visit to outline systems of support	Completion of structured visit protocols and adherence to the school site visit schedule. Number of collaborative initiatives or projects involving staff from different schools.
3. Enhanced professional development opportunities tailored to the needs of adjustment staff. ● Data analysis of the needs assessment to inform ongoing professional development efforts.	Attendance rates and feedback scores for professional development opportunities. Number of early release days utilized for PD, collaboration,

	and adjustment support.
4. Improved support and adjustment strategies for students. • Surveys or interviews to gauge staff satisfaction and perception of collaboration and support. HALS Survey - Professional Community Indicator	Improvement in student outcomes related to adjustment and support services. Utilization of needs assessment data to inform decision-making and planning. HALS Professional Community Indicator - Current Score is 4.06, goal is to increase annually by .15.

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: Staff will participate in coaching cycles with the Instructional Specialist. A co-teaching model and best practices will be emphasized.

<u>Performance Objectives:</u>

Year 1: Implement 2 district ELA curriculum units with Instructional Specialist, and provide targeted math PD

Year 2: Implement targeted math intervention groups including TouchMath and iReady as resources.

Year 3: Educators will self-reflect on their teaching practices by participating in meaningful conversations with colleagues, examining data, and making adjustments to lessons as needed.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Collaborate with UMASS Lowell to provide training in TouchMath	**10/1/24**	**Coordinator**
2. Schedule and implement PD targeted for math	**10/31/24**	**Coordinator, Stakeholders, Central Office**

3. Create instructional math intervention groups and build into schedule	9/1/25	Admin
4. Individual coaching sessions	6/30/25	Admin, IS
5. Formation of PLC groups with scheduled time to meet	6/30/27	All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Improved instructional practices in mathematics and increased student engagement and achievement in math. • Regular classroom observations to assess the integration of TouchMath and best practices	Improvement in MCAS SGP Current MCAS SGP; ELA;- 59.0, Math; 39.7 Target is annual improvement by 5%. Improvement in iReady Scores; Reading Baseline; 72% scored at risk, Math Baseline; 64% scored at risk. Target is annual reduction by 5%.
2. Effective implementation of coaching cycles • Scheduled meetings with the Instructional Specialist to review progress on coaching cycles and implementation of best practices. • Detailed notes of individual coaching sessions to track growth and identify areas for further development	Percentage of staff participating in coaching cycles Number of individual coaching sessions conducted
3. Establishment of Professional Learning Communities (PLCs) • High leverage practices • Best practices • TouchMath • Vocabulary and Comprehension	Surveys conducted among staff to gather feedback on the effectiveness of training sessions, coaching cycles, and PLC meetings. Regular meetings and documented collaboration on math instruction.

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: All staff will participate in monthly data summits in which individual student data will be examined, analyzed, and next steps will be discussed.   Utilizing the Laura Lee Multi-Tiered System of Support (MTSS) staff will participate in critical analysis of data which will result in targeted intervention planning.

<u>**Performance Objectives:**</u>

Year 1: Build teacher capacity in the implementation of the new Massachusetts Individual Education Plan

Year 2: All staff participate in monthly data summit meetings, strengthen their understanding of data, and utilize the data protocol.

Year 3: Teachers will independently gather, analyze, and report out on student data.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide opportunities for staff development in the implementation of the new IEP	12/1/24	Coordinator
2. Schedule monthly data summit meetings and distribute to all staff	9/1/24 9/1/25	Coordinator
3. Train staff in data meeting protocol	10/1/24	Coordinator Instructional Specialist
4. Ongoing analysis of student work and data	6/30/27	All Staff
5. Weekly consultation with all classroom staff	6/30/27	All Staff
6. Implement and schedule bi-monthly SPED Admin meetings including a full team (ETC, School Psychologist, BCBA, SW, Coordinator, and teachers as needed)	6/30/25	SPED Admin Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Enhanced understanding and implementation of Individualized Education Program (IEP) goals and strategies among staff.	Completion of Staff Development in IEP Implementation
2. Targeted support and interventions for students based on data analysis.	Data analysis conducted monthly, with documented evidence of actionable next steps.
3. Strengthened support for students with special needs through regular consultation and coordination.	Bi-monthly SPED Admin meetings held as scheduled, with documented evidence of collaboration and coordination among team members. Weekly consultations

	conducted with all classroom staff, with documented evidence of collaboration and support.

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: Staff will identify and implement various ways to support families and students in improving attendance and reducing chronic absenteeism.

Performance Objectives:

Year 1: Staff will incorporate bi-weekly positive phone calls home which will lead to fostering a positive relationship with parents and guardians.

Year 2: Staff will plan, organize and implement monthly Fun Friday activities that will strengthen relationships and promote a positive school culture.

Year 3: Staff will plan, organize, and implement a school wide parent event that will showcase students' strengths and successes.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1.Teachers outline their structured phone call/email schedule including weeks targeted, and mode of communication.	10/1/24	Teachers
2. Creation of Fun Friday activity schedule	9/15/25	Admin`
3.Plan student showcase	10/1/26	All Staff
4.Outreach for Parent Conferences with a focus on students' strengths	Ongoing	Teachers Admin
5.Spirit Day/Week opportunities for students	Ongoing	All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increased parent and family engagement in addressing attendance issues. • Teachers maintain records of their structured phone call/email schedule, including dates, recipients, and outcomes	Reduction in Chronic Absenteeism Current baseline data of chronic

	absenteeism is 45.8%, target for improvement is 10% reduction annually.
2. Observation of Fun Friday activities, student showcases, parent conferences, and Spirit Day/Week opportunities, with documentation of participation rates and observed outcomes	Attendance at Student Showcases Participation in Fun Friday Activities
3. Strengthened relationships between school staff, students, and families. ● Surveys conducted among parents, students, and staff to gather feedback on the effectiveness and satisfaction with implemented activities and interventions.	Feedback from surveys HALS Dashboard data Current Baseline for Student Emotional Safety is in the Watch category at 3.63. An annual increase in this score by 0.5% annually.

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

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

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

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

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

Section 6: Title 1 Schoolwide Requirements

1	**A comprehensive needs assessment of the entire school**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600085&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600085&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600085&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/3233

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.