



Abraham Lincoln Elementary School
 Quality Improvement Plan
 2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Principal - Kathleen Huntley Assistant Principal - Kerien Driscoll</p>	<p style="text-align: center;"><i>Parent Representatives</i></p> <p>*Beth Gaspar Sovanary Monica Meng</p> <p style="text-align: center;"><i>Community Member</i></p> <p>Elise McQueen</p>	<p style="text-align: center;"><i>Teacher Representatives</i></p> <p>Sophia Chin-Chap Maria Ediva De Araujo</p>
1.3 Mission	1.4 Core Values	
<p>The Abraham Lincoln Elementary School believes in providing an engaging, safe, and inclusive environment where every student can thrive academically, socially, and emotionally.</p>	<p>Our district's Core Values:</p> <ul style="list-style-type: none"> ● A high quality education is a fundamental civil right of every child we serve. ● Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom. ● Parents are our partners. They are our students' first teachers in the home. ● Improving learning requires hard and steady work over time. ● Every adult in our community is accountable for the success of our students. ● We are committed to eliminating achievement and opportunity gaps among all students. ● We are committed to using available funding and resources to meet the needs of all of our students. ● We are committed to engaging all students and families with courtesy, dignity, respect and cultural understanding. 	
1.5 Vision		

Students will think critically and innovate within a safe, equitable, and responsive learning environment that develops the skills necessary for civic engagement and lifelong learning.

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

2.1 School Strengths and Notable Achievements 2024-2025

During this past school year, the Abraham Lincoln Elementary school transitioned to a new leadership team, with the new assistant principal hired in July and the principal hired in mid-August. Although change takes time, there have been some immediate positive impacts that are notable. According to our HALS data, this is the first year since 2021 that we have improved teacher perceptions of effective practices and school leadership, as seen below.

MEASURE 1A-II

Effective Practices



All Teachers

MEASURE 1B-I

School Leadership



All Teachers

We have also seen significant improvement in support for teaching development and growth and emphasis on problem solving, which we hope to move to the approval category in subsequent years. Being an active and creative problem solver is a tenet of the Lincoln C.A.R.E.S. Pledge.

MEASURE 1B-II

Support For Teaching Development & Growth



MEASURE 4C-I

Problem Solving Emphasis



2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	5.1	7.5	9.6
Asian	39.9	26.3	7.4
Hispanic	37.8	40.6	25.1
Native American	0.2	0.2	0.2
White	11.9	21.1	53.0
Native Hawaiian, Pacific Islander	0.2	0.1	0.1
Multi-Race, Non-Hispanic	4.9	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	44.6	45.0	26.0
English Language Learner	37.0	28.7	13.1
Low-income	78.9	72.3	42.2
Students With Disabilities	16.8	20.3	20.2
High Needs	90.8	83.5	55.8

Accountability Information

Overall classification: Not requiring assistance or intervention

Reason for classification: Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
76% - Meeting or exceeding targets	43

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	25	44	1	7	24	37	41	40	34	16	80	98	482	N/A	N/A	13
GRADE 03 - MATHEMATICS	30	41	1	8	28	33	43	39	27	20	81	100	486	N/A	N/A	26
GRADE 04 - ENGLISH LANGUAGE ARTS	27	40	1	5	26	34	55	43	18	17	91	100	487	62	83	26
GRADE 04 - MATHEMATICS	29	45	3	8	25	37	53	37	19	18	91	100	489	65	84	29
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	26	42	1	7	25	35	49	39	25	19	171	99	485	62	83	22
GRADES 03 - 08 - MATHEMATICS	29	41	2	7	27	33	48	41	23	18	172	100	488	65	84	30

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?

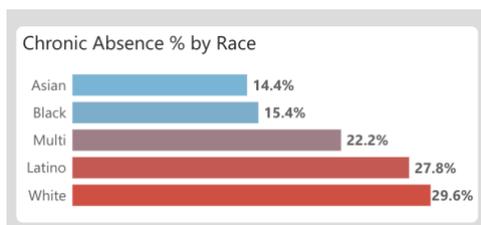
Currently, we have identified the following target areas for school improvement.

- Attendance
 - To improve attendance for all students, especially those chronically absent. We have incorporated attendance incentives into our PBIS structure. (Lincolnpoly, ticket incentives, individual, class, and grade level recognition)
- Student Engagement
 - To gear staff meetings and professional development centered around the different types of student engagement (emotional, cognitive, behavioral)

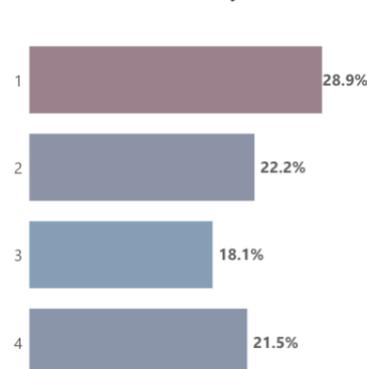
- To use teacher self-assessments measuring strengths and growth areas in student engagement to create professional practice and student learning goals
- Increasing content knowledge and knowledge of mathematics standards, allowing teachers to be able to meet the needs of their students within a lesson more flexibly when they are not understanding a concept
- Increasing buy-in and pedagogical knowledge of teachers for foundational writing skills and writing across the curriculum through a book study of *The Writing Revolution*
- Family Engagement
 - To increase family engagement by offering virtual opportunities to attend meetings
 - To increase communications with families by using
- Targeted Tier II Interventions in ELA and Math
 - To include math in Tier II intervention planning
 - To utilize tutors flexibly to fit the needs of more students across content areas
 - To train tutors and paraprofessionals in cross-curricular Tier II intervention programs
 - To train tutors and paraprofessionals to collect consistent data that is shared with classroom teachers
- English Language Learners
 - To target groupings for Newcomers to develop oral language
 - To increase supports to Kindergarten EL students
- Data Analysis
 - To train staff to analyze data and build appropriate, flexible groupings for targeted instruction in ELA

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?

- Attendance



○ Chronic Absence Rate by Grade Level



○

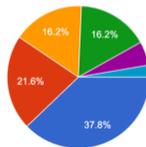
- This is the first year the Abraham Lincoln has implemented a PBIS based attendance initiative, and employed a full attendance team. While small improvements have been made, we have many areas for improvement with attendance, including focusing on our highest subgroups with chronic attendance. For example, our school demographics indicate we have a similar percentage of Asian (39.9%) students and Hispanic (37.8%) students; however, our Hispanic students have nearly twice the rate of chronic absenteeism. This will be addressed through continued efforts and improvements of our attendance team, as well as through growing out culturally sustaining practices.

- Student Engagement

- Teacher self-assessment

Fall 2023

1. If someone were to observe my classroom, they would most likely see:
37 responses



- Students reproduce something that has been directly modeled and/or completed
- Students discuss, explain, compare and contrast, make predictions, and/or infer
- Students apply their knowledge to a new situation, problem, or project
- Students explore, discover, ask questions, and test their thinking to develop
- Students use reasoning and evidence to support
- Students generalize their knowledge based on

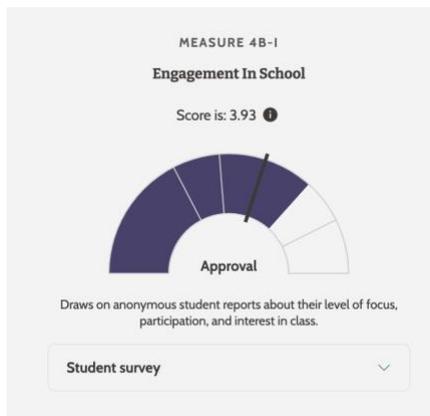
1. If someone were to observe my classroom, they would most likely see:
40 responses



- Students reproduce something that has been directly modeled and/or completed
- Students discuss, explain, compare and contrast, make predictions, and/or infer
- Students apply their knowledge to a new situation, problem, or project
- Students explore, discover, ask questions, and test their thinking to develop
- Students use reasoning and evidence to support
- Students generalize their knowledge based on

Spring 2024

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- Based on a staff self-assessment and our HALS data, it is clear that we have shown growth in our student engagement. We have dedicated time this year to increase knowledge and capacity regarding the different levels of student engagement, and the data indicates that these practices and knowledge building should continue into the next years.

- Family Engagement

WHAT DOES COMMUNICATION LOOK LIKE AT YOUR SCHOOL? ⓘ

20,108 messages were delivered on Remind last month. **225,832 messages** were delivered in the last year. This includes **11,969 announcements** and **8,139 conversations and reactions**.

Daily Weekly Monthly



● Conversations ● Announcements

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MEASURE 3C-1

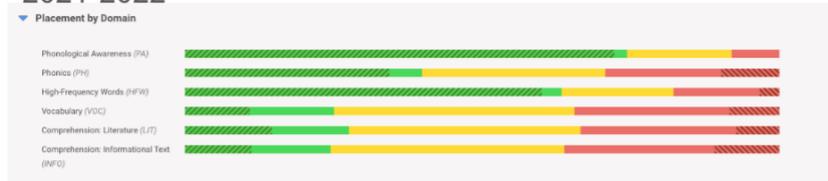
Family-School Relationships



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- We have improved our two-way communication with families by purchasing an all-school Remind account. This has been essential to quick, efficient, easily translated communication with our families. We have also begun to invite more families into our TAT meetings, and all staff members have been expected to and have been involved in making calls to families, when needed. While this is still an area of growth for us, we have made many impactful improvements this year. We would like to see families more involved in the TAT process moving forward, and aim to have 100% of our families connected on Remind.

- Targeted Tier II Interventions in ELA and Math

2021-2022



2022-2023



2023-2024



○



- ■ Reading (first image) & Math (second image): Our overall i-ready data year to year has not shown significant growth over the past three years. We aim to review and revise our intervention practices by building teacher knowledge to improve differentiation in Tier I instruction, and to restructure our paraprofessional model to build their capacity and to support our students in need of strong, targeted Tier II instruction. We have also purchased math intervention programs to implement in the subsequent years, as there have been no intervention programs in the past.

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

Our **greatest academic gains in ELA** are in phonological awareness, phonics, and high frequency words, as seen by iReady and Dibels data. This is due to our Tier II instructional model in literacy, which focuses on phonemic awareness and applying those skills to texts. Our Tier I instruction in grades K-3 also includes phonological awareness and dedicated time for phonics instruction. In addition, data assessment tools are available; the literacy specialist and math resource teacher have offered training in data analysis and appropriate groupings for instruction; special education students have been successful with newly purchased S.P.I.R.E. Curriculum.

Overall, we have significant **academic gains in math**. Our students at risk for Tier II and Tier III instruction has dropped significantly, and our students ready for Tier I instruction has nearly tripled, as seen by our iReady data from the beginning to middle of the year. Specifically, our students have shown more growth in the domains of Numbers and Operations and Operations and Algebraic Thinking. This is due to employing a full time math coach and implementing Tier II instruction in mathematics focused on fluency and number sense. Our math coach has also implemented the use of number screeners on targeted students to determine gaps in their number sense to provide suggestions to teachers to close the number knowledge gap.

Our area of **least academic gain in ELA** is in comprehension and vocabulary, as seen by our iReady data. This is due to a lack of content area instruction in the classroom to build background knowledge and vocabulary. This is also caused by the employment of set, inflexible learning models, rather than flexible learning models. Additionally,

we do not have enough data collected to demonstrate academic gains in writing, as students have too few opportunities invested in daily writing. This is an area of growth for us for the years to come.

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			
<p>Leadership, Shared Responsibility, and Professional Collaboration</p> <p>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.</p>	<p>Intentional Practices for Improving Instruction – Engaged Learning</p> <p>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.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>Student-Specific Supports and Instruction to All Students</p> <p>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.</p>	<p>School Climate and Culture</p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
3.2 School Strategic Goals and Initiatives			
<p>Leadership, Shared Responsibility, and Professional Collaboration</p> <p>We will use available collaboration time (common planning, early release, vertical teams) to develop instructional tools/scaffolds (anchor charts, resource materials, exemplar work) that will be co-constructed with students to maximize access to knowledge.</p>	<p>Intentional Practices for Improving Instruction – Engaged Learning</p> <p>We will provide accessible, engaging, cross-curricular learning experiences that develop foundational and critical thinking skills for all students.</p>	<p>Student-Specific Supports and Instruction to All Students</p> <p>We will provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading, writing, and math to close academic and opportunity gaps.</p>	<p>School Climate and Culture</p> <p>The home-school-community partnership will be further developed by implementing culturally sustaining practices that build on the strengths of all community members through shared experiences and enhanced two-way communication.</p>

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP:

Improve staff's perceptions of the efforts and abilities of their students, by promoting diversity, inclusivity, accessibility, and student engagement.

Performance Objectives:

Year 1: Assess current practices and create common definitions and understandings of culturally sustaining practices.

Year 2: Implement language-rich learning environments, materials, and employ culturally sustaining practices to increase student engagement.

Year 3: Collect feedback from students and educators on the impact of culturally sustaining practices on school climate.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Review and analyze HALS growth from prior school years specifically comparing measure 4A-I & 4B-I, as well as measure 2A-II.	SY 24-25 SY 25-26 SY 26-27	School Admin Staff School Site Council
2. Familiarize staff with and utilize Culturally Responsive Look-Fors in feedback to educators. Develop a tool to generate school-wide trends from observations.	SY 24/25 SY 25/26 SY 26/27	School Admin
3. Provide staff with and utilize the text, <i>Textured Teaching</i> , to have an understood, working, common definition of culturally sustaining practices that is used with all staff.	SY 24/25 SY 25/26	School Admin & Literacy Specialist
4. Participate in training sessions and workshops for educators on effective strategies for supporting diverse students and promoting language-rich learning environments.	SY 25/26 SY 26/27	School/ CLSP District Team
5. Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations on multicultural representation.	SY 24/25 SY 25/26 SY 26/27	School/ CLSP District Team
Intended Outcomes & Monitoring System	Key Performance Indicators	

<p>1. Ensure participation in the HALS survey for students and teachers.</p> <ul style="list-style-type: none"> ● By the spring of the 2026-2027 school year we will increase HALS data on indicators 4A-I and 2A-II: <ul style="list-style-type: none"> ○ 4A-I Overall Student Performance <ul style="list-style-type: none"> ■ Current: 2.16 (warning category) ■ Goal: 3.25 (growth category) ○ 2A-II Student Emotional Safety <ul style="list-style-type: none"> ■ Current: 3.51 (growth category) ■ Goal: 3.8 (approval category) ● By the spring of the 2026-2027 school year, we will decrease the gap between Indicators 4A-I and 4B-I: <ul style="list-style-type: none"> ○ 4A-I current: 2.16 (warning) ○ 4B-I (student engagement) current: 3.93 (approval) ● HALS Participation <ul style="list-style-type: none"> ○ Staff: <ul style="list-style-type: none"> ■ Winter 2023-2024: 85% ■ Winter 2026-2027: 100% ○ Students: <ul style="list-style-type: none"> ■ Winter 2023-2024: 89% ■ Winter 2026-2027: 100% 	<p>HALS Data (Indicators 4A-I, 4B-I, 2A-II) HALS Participation</p>
<p>2. Create a tool based on Culturally Responsive Look-fors to generate trends from observational data.</p>	<p>TeachPoint Rubric based on Culturally Responsive Look-Fors</p>
<p>3. Professional Development: Provide training and professional development opportunities for educators to define, identify, and deepen understanding of culturally sustaining practices.</p>	<p>Participation rate Pre- and post-survey</p>
<p>4. Professional Development: Provide training and professional development opportunities for educators to increase their awareness and understanding of cultural and linguistic diversity and its importance in curriculum development.</p>	<p>Participation rate Pre- and post-survey</p>

Section 4: Action Plans and Targeted Initiatives

<p>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: We will use available collaboration time (common planning, early release, vertical teams) to develop instructional tools/scaffolds (anchor charts, resource materials, exemplar work) that will be co-constructed with students to maximize access to knowledge.</p>
<p><u>Performance Objectives:</u></p>

Year 1: School Admin develops and implements systems and structures for shared leadership.

Year 2: Literacy specialist, math resource teacher, and science lead teacher, in collaboration with school admin, implement systems and structures for shared leadership.

Year 3: Classroom teachers, in collaboration with literacy specialist/math resource teacher/science lead teacher, implement systems and structures for shared leadership.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Develop and regularly hold vertical content area working groups led by math resource teacher, literacy specialist, and science lead teacher. Provide opportunities for participating staff to lead CPTs for their horizontal teams based on vertical team work.	SY 24/25 SY 25/26 SY 26/27	School Admin Literacy Specialist Math Resource Teacher Science Lead Teacher
2. Implement regular opportunities for teachers to observe their colleagues.	SY 24/25 SY 25/26 SY 26/27	School Admin Classroom Teachers
3. Grade level teams will consistently and collaboratively analyze student work, and share student work for the purpose of teacher learning and student exemplars.	SY 24/25 SY 25/26 SY 26/27	School Admin Literacy Specialist Math Resource Teacher Science Lead Teacher Classroom Teachers
4.		
5.		
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Staff will increase their content and pedagogical knowledge in a content area across grade levels and share this content knowledge with their horizontal team.	Participation rate Meeting notes Developed Materials	
2. Staff will identify their own strengths, as well as their colleagues strengths, and	Rounds Reflection Sheets	

utilize each other as resources to improve their practice.	Pre and post survey
3. Staff will have a shared understanding of expectations of students' work.	Organized Bank of Student Work for Each Skill/Standard
4.	

Section 4: Action Plans and Targeted Initiatives

<p>4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: We will provide accessible, engaging, cross-curricular learning experiences that develop foundational and critical thinking skills for all students.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Assess current practices and create common definitions and understandings of culturally sustaining practices.</p> <p>Year 2: Implement language-rich learning environments, materials, and employ culturally sustaining practices to increase student engagement.</p> <p>Year 3: Collect feedback from students and educators on the impact of culturally sustaining practices on school climate.</p>		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide staff with and utilize the text, <i>The Writing Revolution</i> , to develop content knowledge of how to build students’ foundational writing skills, using content to drive the learning, and create cross-curricular learning experiences.	SY 24/25 SY 25/26	School Admin Literacy Specialist
2. Implement a new school wide schedule that prioritizes time on science and social studies.	SY 24/25	School Admin
3. Provide staff with and utilize the text, <i>Textured Teaching</i> , to have an understood, working, common definition of culturally sustaining practices	SY 24/25 SY 25/26	School Admin & Literacy Specialist

that is used with all staff.		
4. Participate in training sessions and workshops for educators on effective strategies for supporting diverse students and promoting language-rich learning environments.	SY 25/26 SY 26/27	School/ CLSP District Team
5. Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations on multicultural representation.	SY 24/25 SY 25/26 SY 26/27	School/ CLSP District Team
Intended Outcomes & Monitoring System	Key Performance Indicators	
<p>1. Improve student academic performance and growth. Specifically:</p> <ul style="list-style-type: none"> ● iReady Comprehension Overall: <ul style="list-style-type: none"> ○ MOY 2023-2024: <ul style="list-style-type: none"> ■ 29% or 102 students are on or above grade level ■ 71% or 250 students are one or more grade levels below ○ MOY Annual Goal: <ul style="list-style-type: none"> ■ 12 students or 3% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 5% of the students who are currently one or more grade levels below. ○ MOY Cumulative Goal: <ul style="list-style-type: none"> ■ Current Grade 1 Students: <ul style="list-style-type: none"> ● 17% or 14 students are on or above grade level ● 83% or 72 students are below grade level ■ By MOY 2026-2027, current Grade 1 students in Grade 4: <ul style="list-style-type: none"> ● 12 students or 14% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 17% of the students who are currently one or more grade levels below. ● iReady Vocabulary Overall: <ul style="list-style-type: none"> ○ MOY 2023-2024: <ul style="list-style-type: none"> ■ 31% or 109 students are on or above grade level ■ 69% or 243 students are one or more grade levels below ○ MOY Annual Goal: <ul style="list-style-type: none"> ■ 12 students or 3% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 5% of the students who are currently one or more grade levels below. ○ MOY Cumulative Goal: <ul style="list-style-type: none"> ■ Current Grade 1 Students: <ul style="list-style-type: none"> ● 21% or 18 students are on or above grade level ● 79% or 68 students are one or more grade levels below 	<p>The Writing Revolution Rubrics iReady Comprehension & Vocabulary iReady Numbers and Operations</p>	

3. Professional Development: Provide training and professional development opportunities for educators to define, identify, and deepen understanding of culturally sustaining practices.	Participation rate Pre- and post-survey
4. Professional Development: Provide training and professional development opportunities for educators to increase their awareness and understanding of cultural and linguistic diversity and its importance in curriculum development.	Participation rate Pre- and post-survey

Section 4: Action Plans and Targeted Initiatives

<p>4.4 Goal 4- Student-Specific Supports and Instruction to All Students: We will refine and provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading, writing, math, and English Language Development to close academic and opportunity gaps.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Develop and implement new expectations for multi-tiered systems of support.</p> <p>Year 2: Analyze data and improve multi-tiered systems of support.</p> <p>Year 3: Collect feedback from educators on the impact of multi-tiered systems of support on student achievement.</p>		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Restructure staffing to provide more access to Tier II small group instruction.	SY 24/25	School Admin Paraprofessionals Library Teacher Tutors
2. Restructure schedule to provide more flexibility in groupings to better meet student needs.	SY 24/25	School Admin
3. Implement thoughtful classroom placements.	SY 24/25 SY 25/26	School Admin

	SY 26/27	
4. Create opportunities for more intensive, Tier II instruction for multilingual learners new to the country.	SY 24/25 SY 25/26 SY 26/27	School Admin ELL Team
5.		

Intended Outcomes & Monitoring System	Key Performance Indicators
<p>1. Improve student academic performance and growth.</p> <ul style="list-style-type: none"> ● iReady Comprehension Overall: <ul style="list-style-type: none"> ○ MOY 2023-2024: <ul style="list-style-type: none"> ■ 29% or 102 students are on or above grade level ■ 71% or 250 students are one or more grade levels below ○ MOY Annual Goal: <ul style="list-style-type: none"> ■ 12 students or 3% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 5% of the students who are currently one or more grade levels below. ○ MOY Cumulative Goal: <ul style="list-style-type: none"> ■ Current Grade 1 Students: <ul style="list-style-type: none"> ● 17% or 14 students are on or above grade level ● 83% or 72 students are below grade level ■ By MOY 2026-2027, current Grade 1 students in Grade 4: <ul style="list-style-type: none"> ● 12 students or 14% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 17% of the students who are currently one or more grade levels below. ● iReady Vocabulary Overall: <ul style="list-style-type: none"> ○ MOY 2023-2024: <ul style="list-style-type: none"> ■ 31% or 109 students are on or above grade level ■ 69% or 243 students are one or more grade levels below ○ MOY Annual Goal: <ul style="list-style-type: none"> ■ 12 students or 3% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 5% of the students who are currently one or more grade levels below. ○ MOY Cumulative Goal: <ul style="list-style-type: none"> ■ Current Grade 1 Students: <ul style="list-style-type: none"> ● 21% or 18 students are on or above grade level ● 79% or 68 students are one or more grade levels below ■ By MOY 2026-2027, current Grade 1 students in Grade 4: 	<p>iReady Comprehension & Vocabulary iReady Numbers and Operations</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ● 10 students or 12% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 15% of the students who are currently one or more grade levels below. ● iReady Numbers and Operations Overall: <ul style="list-style-type: none"> ○ MOY 2023-2024: <ul style="list-style-type: none"> ■ 33% or 143 students are on or above grade level ■ 67% or 290 students are one or more grade levels below ○ MOY Annual Goal: <ul style="list-style-type: none"> ■ 15 students or 3% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 5% of the students who are currently one or more grade levels below. ○ MOY Cumulative Goal: <ul style="list-style-type: none"> ■ Current Grade 1 Students: <ul style="list-style-type: none"> ● 26% or 22 students are on or above grade level ● 74% or 63 students are one of more grade levels below ■ By MOY 2026-2027, current Grade 1 students in Grade 4: <ul style="list-style-type: none"> ● 10 students or 12% will advance at least one tier (e.g. from one grade level below to on grade level or from three grade levels below to two grade levels below). This is approximately 15% of the students who are currently one or more grade levels below. 	
<p>2. Improve staff perception of student abilities.</p> <ul style="list-style-type: none"> ● By the spring of the 2026-2027 school year we will increase HALS data on indicators 4A-I and 2A-II: <ul style="list-style-type: none"> ○ 4A-I Overall Student Performance <ul style="list-style-type: none"> ■ Current: 2.16 (warning category) ■ Goal: 3.25 (growth category) ○ 2A-II Student Emotional Safety <ul style="list-style-type: none"> ■ Current: 3.51 (growth category) ■ Goal: 3.8 (approval category) ● By the spring of the 2026-2027 school year, we will decrease the gap between Indicators 4A-I and 4B-I: <ul style="list-style-type: none"> ○ 4A-I current: 2.16 (warning) ○ 4B-I (student engagement) current: 3.93 (approval) ● HALS Participation <ul style="list-style-type: none"> ○ Staff: <ul style="list-style-type: none"> ■ Winter 2023-2024: 85% ■ Winter 2026-2027: 100% ○ Students: <ul style="list-style-type: none"> ■ Winter 2023-2024: 89% ■ Winter 2026-2027: 100% 	<p>HALS Data (Indicators 4A-I, 4B-I, 2A-II) HALS Participation</p>
<p>3. Decrease the number of students in TAT by providing high quality interventions.</p>	<p>TAT data</p>

<ul style="list-style-type: none">● Current students in TAT 2023-2024:<ul style="list-style-type: none">○ 23% of students in TAT have been in TAT for at least 1 full calendar year<ul style="list-style-type: none">■ Goal: reduce by 2% each year	
4.	

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

The home-school-community partnership will be further developed by implementing culturally sustaining practices that build on the strengths of all community members through shared experiences and enhanced two-way communication.

Performance Objectives:

Year 1: Review current practices of two-way communication, family survey administration, and opportunities for family engagement in student academics to identify culturally sustaining, actionable areas for improvement.

Year 2: Implement culturally sustaining ideas for improvement regarding two-way communication, family survey administration, and opportunities for family engagement in student academics.

Year 3: Collect feedback from educators and families on the impact of culturally sustaining practices on school climate.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Utilize an all-school Remind account and connect all families for easily translated two-way communication. Collect and review family and staff feedback of Remind and explore other platforms that meet any unmet needs	SY 24-25 SY 25-26 SY 26-27	School Admin Staff Families
2. Review and analyze HALS growth from prior school years specifically comparing measure 4A-I & 4B-I, as well as measure 2A-II. <ul style="list-style-type: none"> ● By the spring of the 2026-2027 school year we will increase HALS data on indicators 4A-I and 2A-II: <ul style="list-style-type: none"> ○ 4A-I Overall Student Performance <ul style="list-style-type: none"> ■ Current: 2.16 (warning category) ■ Goal: 3.25 (growth category) ○ 2A-II Student Emotional Safety <ul style="list-style-type: none"> ■ Current: 3.51 (growth category) ■ Goal: 3.8 (approval category) ● By the spring of the 2026-2027 school year, we will decrease the gap between Indicators 4A-I and 4B-I: <ul style="list-style-type: none"> ○ 4A-I current: 2.16 (warning) ○ 4B-I (student engagement) current: 3.93 (approval) 	SY 24-25 SY 25-26 SY 26-27	School Admin Staff Families
3. Review and analyze family surveys and improve accessibility.	SY 24-25 SY 25-26 SY 26-27	School Admin Staff Families

4. Include families as a valued member of the TAT process.	SY 24-25 SY 25-26 SY 26-27	TAT Data
5. Identify grade level specific celebrations of academic work to showcase to families.	SY 24-25 SY 25-26 SY 26-27	School Admin Staff
Intended Outcomes & Monitoring System	Key Performance Indicators	
<p>1. Monitor and improve the rate of responses of messages using the Remind (or alternative) communication platform.</p> <ul style="list-style-type: none"> ● May 2024 Remind data: <ul style="list-style-type: none"> ○ Over the course of the 2023-2024 school year, most communication with families was one-way at about a 70/30 split between announcements (70%) and conversations (30%). We aim to increase that percentage by the 2026-2027 school year to 50/50. 	Remind Data/ Communication Logs Survey	
<p>2. Ensure participation in the HALS survey for students and teachers. Encourage participation in family survey.</p> <ul style="list-style-type: none"> ● By the spring of the 2026-2027 school year we will increase HALS data on indicators 4A-I and 2A-II: <ul style="list-style-type: none"> ○ 4A-I Overall Student Performance <ul style="list-style-type: none"> ■ Current: 2.16 (warning category) ■ Goal: 3.25 (growth category) ○ 2A-II Student Emotional Safety <ul style="list-style-type: none"> ■ Current: 3.51 (growth category) ■ Goal: 3.8 (approval category) ● By the spring of the 2026-2027 school year, we will decrease the gap between Indicators 4A-I and 4B-I: <ul style="list-style-type: none"> ○ 4A-I current: 2.16 (warning) ○ 4B-I (student engagement) current: 3.93 (approval) ● HALS Participation <ul style="list-style-type: none"> ○ Staff: <ul style="list-style-type: none"> ■ Winter 2023-2024: 85% ■ Winter 2026-2027: 100% ○ Students: <ul style="list-style-type: none"> ■ Winter 2023-2024: 89% ■ Winter 2026-2027: 100% ● Family Survey <ul style="list-style-type: none"> ○ Winter 2023-2024: 9 responses, ~2% ○ Winter 2026-2027: 40% response rate 	HALS Data (Indicators 4A-I, 4B-I, 2A-II) HALS Participation Family Survey	
3. Professional Development: Provide training and professional development opportunities for educators to define, identify, and deepen understanding of culturally sustaining practices.	Participation rate Pre- and post-survey	
4. Increase family involvement and knowledge of student academic learning and	Participation in events	

growth.	Family Survey

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

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

Section 6: Title 1 Schoolwide Requirements

1	A comprehensive needs assessment of the entire school
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600020&orgtypecode=6
2	Schoolwide reform strategies
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600020&orgtypecode=6
3	Instruction by highly qualified teachers
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600020&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/3206
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.