Moody Elementary 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

1.1 School Leadership

Roberta Keefe, Principal

1.2 School Site Council Members

Parent Representatives	*Teacher Representatives*
Marcela Alves	Courtney Ago
Genivaldo Alves Gomes	Beth Cote
Jill Green	Valerie Cowart
Brooke Long	Lisa Golner
Brenda Majkei	Jennifer Kinsella
Josh McCabe *	Ellen Netishen
Mary McCabe	Patricia Pappathan
Elizabeth Wando	Heidi Upton

1.3 Mission

To ensure that our students will become successful, life-long learners, the Moody Elementary School Community commits to:
- Providing a safe, secure, nurturing, and culturally responsive environment
- Broadening students' opportunities to explore the world through technology and the use of 21st Century skills
- Building social and academic language
- Implementing tiered instruction and innovative curriculum that is engaging and allows for students to apply, analyze, synthesize, and evaluate their learning
- Involving families in their children's learning

1.5 Vision

1.4 Core Values

Core Beliefs
- A high-quality education is a fundamental civil right of every child.
- Teaching and learning are at the core of our work both academically and socially. All members of our school community contribute to students' success in the classroom.
- Families are our partners. They are our students' first teachers in the home.
- There is no quick solution to improving our schools. Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

Fundamental Commitments
- Eliminate the racial, ethnic, and linguistic achievement and opportunity gaps among all students
- Engage all families with courtesy, dignity, respect, and cultural understanding

School Motto: I Can, I Will, I Must

The Moody Elementary School can, will, and must provide and support students with the academic, linguistic, and social-emotional skills necessary to be successful, life-long learners who are respectful and responsible members of the community.

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

2.1 School Strengths and Notable Achievements 2024-2025

- Chronic Absenteeism has decreased
- District and School Based ELPAC established
- Adult Education Classes offered through Abisi Adult Education as well as the Family Institute
- According to the AIR Report and HALS Survey, our students feel safe and supported.
- ACCESS Data from 2022-2023 shows 57% of ELs made progress, an improvement from 2022, and aligned with the statewide average
- Preliminary data from the 2023-2024 ACCESS test indicates that 49% of MLs in Grades K-4 scored 3.0 or higher overall which was an 8% increase in the number of students scoring 3.0 or higher overall from the previous school year (41% in 2022-2023)

2.2 School Data Profile 2024-2025

Enrollment Data

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	7.3	7.5	9.6
Asian	8.5	26.3	7.4
Hispanic	52.4	40.6	25.1
Native American	0.4	0.2	0.2
White	28.2	21.1	53.0
Native Hawaiian, Pacific Islander	0.8	0.1	0.1
Multi-Race, Non-Hispanic	2.4	4.1	4.5

Selected Populations (2023-24)

Title	% of School	% of District	% of State
First Language not English	62.1	45.0	26.0
English Language Learner	52.8	28.7	13.1
Low-income	83.5	72.3	42.2
Students With Disabilities	16.5	20.3	20.2
High Needs	93.5	83.5	55.8

Accountability Information

Overall classification	Requiring assistance or intervention

Reason for classification
In need of focused/targeted support
Among the lowest performing 10% of schools
Low student group performance: High needs

Progress toward improvement targets	Accountability percentile
21% - Limited or no progress toward targets	6

■ Exceeding Expectations %   ■ Meeting Expectations %   ■ Partially Meeting Expectations %   ■ Not Meeting Expectations %

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	8	44	0	7	8	37	38	40	54	16	39	100	471	N/A	N/A	1
GRADE 03 - MATHEMATICS	10	41	0	8	10	33	36	39	54	20	39	100	473	N/A	N/A	6
GRADE 04 - ENGLISH LANGUAGE ARTS	10	40	0	5	10	34	49	43	41	17	41	98	474	42	35	3
GRADE 04 - MATHEMATICS	5	45	0	8	5	37	51	37	44	18	41	98	475	43	35	6
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	9	42	0	7	9	35	44	39	48	19	80	99	473	42	35	4
GRADES 03 - 08 - MATHEMATICS	8	41	0	7	8	33	44	41	49	18	80	99	474	43	35	6

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?**

- Ongoing meetings with the Instructional Leadership Team and School Site Council to address school goals

- Ongoing analysis of data and planning next steps based on student needs
- Ongoing school-based Learning Walks and district Instructional Rounds to inform and enhance our instruction
  a. In reviewing our past instructional rounds conducted by the district, we discussed including an additional step that we learned when doing an observation at a neighboring school. To truly grow and learn as educators, we recognized that it would be more beneficial to debrief with the classroom teacher after the observation.
  b. We discussed that this collaborative effort would be welcomed and that constructive feedback would help teachers grow as educators. A give-and-take of questions and answers would be more productive either affirming the procedures and protocols or offering suggestions for revisions. Adding these components promotes collaboration and ensures that feedback is informed by a deeper understanding of the context and goals of each lesson. This approach fosters a culture of continuous improvement among educators, which is key to professional growth.
  c. Additionally, it would be helpful if visitors had an overview of the classroom population and the learning objectives (brief overview of the lesson plan) so observers would know the purpose of the lesson to better inform their observation.
- Establishing a TCI team that will provide training and support of the implementation and consistent use of TCIs.
- Collaborating with grade level and vertical teams during CPTs, TATs, Early Release Day, and Lead Teacher meetings
- Identifying and supporting social-emotional needs using DESSA SEL assessment tool, Character Traits, Growth Mindset curriculums with adherence to the School Wide Behavior Matrix to maintain a safe, caring, and highly engaged environment for learning.
- Increasing family involvement using Class Dojo, family events, after-school family activities, virtual and in-person meetings, breakfast chats, and district, and school-based ELPAC.
- Monitoring attendance: Daily calls, weekly school-based attendance meetings, weekly home visits, bi-weekly attendance meetings with the central office attendance monitors, school-wide attendance incentives, AIM meetings, and court referrals as needed
- Increasing academic and social discourse, and vocabulary to enhance students' reading comprehension and written discourse (strategies may include: turn and talk, book clubs, open-ended questioning, wait-time, think-pair-share, visual aids, realia, and modeling)
- Providing professional development for all staff on providing effective Tier 1 instruction and how to differentiate grade level content to meet students' needs
- Providing professional development for all staff on analyzing data and determining Tier 2 interventions
- Implementing a schedule that provides designated time for targeted ELA Tier 2 interventions, Math Tier 2 interventions, and ESL instruction that ensures all multilingual learners receive recommended services based on their English proficiency levels and needs
- Providing devices for teachers and students to use and access online programs and platforms
- Maintaining a Moody Google Drive folder that provides resources
- Continuing to provide before and after school programs for students (pending funding)
- Continuing to implement Heggerty and Letterland to build phonemic awareness and enhance phonological knowledge
- Participating in scheduled literacy and math data meetings to plan next steps
- Providing SEL during classroom and small group instruction as needed
- Providing Tier 2 SEL Intervention for identified students
- Collaborating with the district to identify appropriate ELA curriculum that Meets Expectations on EdReports and Curriculum Ratings by Teachers (CURATE) and to determine what options there are to secure and utilize approved curriculum that better meets the needs of our students
- Developing a plan with the district on how to address the needs of students with challenging behaviors and difficulty with self-regulating

How we are leveraging these efforts:
- School improvement efforts are leveraged through ongoing collaboration among colleagues to appropriately analyze and interpret data to make informed decisions that positively affect student outcomes.

2. **What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?**

   The 2023-2024 student learning goal challenged educators to have 80% of students making 50% of their Annual Stretch Growth on the Reading i-Ready Diagnostic Assessment by February 2024. This mid-year goal helped teachers monitor if 80% of their

students were on track to meet or exceed their Annual Stretch Growth on the Reading i-Ready Diagnostic Assessment by June 2024. According to an i-Ready consultant, as of February 2024, approximately 45% of students in grades K-4 are on track to meet 50% progress towards Annual Stretch Growth by June on the i-Ready Reading Diagnostic Assessment, and 14% have already achieved 100% progress towards Annual Stretch Growth. In addition, the i-Ready Reading data also shows that as a whole school, the strongest academic areas are phonological awareness (77% of students are on or above grade level) and high frequency words (69% of students are on grade level or above). However, the data also shows that phonics (55% of students are below grade level), vocabulary (69% of students are below grade level), and comprehension (72% of students are below grade level) are still areas of concern.

The 2023-2024 professional practice goal tasked educators with increasing student engagement by delivering instruction tailored to individual learning needs, implementing effective teaching techniques, and consistently adhering to the pacing guides established by Lowell Public Schools.

Based on the instructional rounds completed during the 2023-2034 school year, our focus for improvement for next year is to provide all students with Tier 1 instruction and implement Tier 2 instruction for students who need interventions to close the academic gaps and increase student engagement. The quantitative and qualitative data show that we are not "sustaining" in certain areas on the DESE Learning Walkthrough Rubric. Our student engagement goal will focus on using the DESE walkthrough indicators (#9+#11) to determine strengths and areas for improvement with lessons. The walkthroughs will target student engagement of all students, especially English learners. Making the curriculum accessible is essential to improving learning and data.

The other goal we will focus on is continuing to improve communication between schools and families. Improved family and community engagement (FACE) is essential to creating educational partnerships.

School-Wide Literacy Achievement:

According to the February 2024 i-Ready Winter data in Open Architects, 33% of our students are reading on or above grade level, and 77% of our English learners are reading below grade level.

- Continue with Letterland and Heggerty to be used with fidelity in grades K-2 and as an intervention program in grades 3-4.
- Implement an adjusted schedule that allows for Tier 2 interventions to help students close academic gaps.
- Implementing the UFLI intervention curriculum and materials.
- Conduct scheduled literacy data meetings and PLCs to analyze and track data, identify students' needs, develop interventions, and provide professional development to support staff.

School-Wide Math Achievement:

According to the February 2024 i-Ready Math data, 22% of our students in Grades K-4 are on grade level in mathematics, so we must continue teaching the grade level standards, but we must also review many mathematical concepts from previous grades, close gaps in the student's mathematical knowledge and skills, and ensure continued progress for our students who are on or above grade level in Kindergarten through Grade 4.

- Continue to implement Eureka Squared which is more suited for our English learners allowing them to demonstrate their mathematical knowledge.
- Implement an adjusted schedule that allows for Tier 2 interventions to help students close academic gaps.
- Conduct scheduled math data meetings and PLCs to analyze and track data, identify students' needs, develop interventions, and provide professional development to support staff.

Increasing Family Engagement and Social-Emotional Support and Continuing to Reduce Chronic Absenteeism:

We have recognized that a large number of our students are experiencing trauma related to immigration as well as economic hardship when living in our community. Many of our students are living at home with multiple families which leads to several difficulties including food insecurities, access to beds to sleep, and access to basic needs to be successful in school. With this consideration, we have been committed to improving our attendance for all students. We have assigned an attendance team that has expanded since the previous years to increase outreach, home visits, and parent meetings. The attendance team has discussed and reworked implementing a positive reward system that will benefit all students to increase daily attendance. We have implemented monthly family circle meetings held before school and bring together many of our families to discuss academic resources, attendance improvement plans, and social-emotional resources. We have also held multiple family events that offer resources that parents can access to improve home/school life. Additionally, we have added Adult English Conversational classes for families, free of charge, to engage with our school staff, understand school norms and policies, and increase engagement from families to ensure improvement in attendance and at-home learning.

With 93.5 % of our families considered as high needs, and 83.5% as low income, we would like to provide opportunities to support family engagement by establishing trust and connections with families to improve the learning, development, and health of our students. We also have a high-needs population with varied levels of social/emotional needs. We will continue to provide support to students, families, and staff to reduce the negative impact that situations have had on the well-being and mental health of our population.

With the current efforts through the attendance team within the school year 2023-2024 chronic absenteeism decreased significantly. In the first quarter chronic absenteeism decreased by 10.6%, in the second quarter chronic absenteeism decreased by 14.3%.

The attendance team will continue to work on improving student attendance and reducing chronic absenteeism by working on home visits, SBATM's, referrals to AIM, and following the district attendance protocols in order to increase our attendance rates. The attendance team will also look at implementing an attendance buyback program in order to decrease chronic absenteeism.

English Language Support:

Each year, we welcome more and more newcomer students who speak little to no English, many of whom have interrupted learning and experienced significant trauma through the immigration process. Many of our newcomer students have limited language skills in their native language as evidenced by informal assessments and observations given in their native language. As of April 2024, 56% of our student population was identified as multilingual learners. According to the preliminary 2023-2024 ACCESS data, 51% of our multilingual learners in Grades K-4 scored 2.9 or lower overall.

- Certified ESL teachers will provide direct ESL instruction to enhance our multilingual learners' language and literacy skills and will ensure that all MLs receive recommended services based on their proficiency levels and needs

- Professional development is needed for all staff on how to differentiate grade-level subject matter in English in comprehensible ways to engage students academically while promoting English language development.

- Multilingual learners will receive Tier 2 reading interventions when appropriate.

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

   According to February 2024 i-Ready data, we are making the greatest academic gains in the areas of phonics, high-frequency words, and phonemic awareness. It is possible that the implementation of Heggerty, Letterland, and high-frequency word interventions led to these gains. However, according to i-Ready, we are not making the desired progress in the areas of comprehension of literature and informational text and vocabulary. Although our students are making gains in their foundational reading skills, they need more time to develop their higher-level thinking skills. With our high population of English learners, students also need more exposure to both social and academic vocabulary to increase their comprehension.

   In the realm of mathematics, students exhibited remarkable academic advancements primarily in algebra and algebraic thinking, as well as in numbers and operations. However, our progress in geometry and measurement, along with data analysis, has fallen short of our expectations. Introducing students to more mathematical terminology through programs like Eureka Math Squared, coupled with the utilization of online resources, has the potential to facilitate improvements across all mathematical domains.

As of April 2024, 56% of our student population was identified as multilingual learners. According to the preliminary 2023-2024 ACCESS data, 51% of our multilingual learners in Grades K-4 scored 2.9 or lower overall. This was an improvement from the 2022-2023 ACCESS data when 59% scored 2.9 or lower. Out of the 4 language domains, listening is the strongest domain for our multilingual learners schoolwide with 66% scoring 3.0 or higher. Students are making gains because they get to practice and enhance their active listening skills during all activities in all areas of the curriculum throughout the day. Furthermore, 50% of K-4 MLs scored 2.9 or lower in speaking on the 2023-2024 ACCESS Test (which was an improvement from the previous year with 69%). In reading, 53% of K-4 MLs scored 2.9 or lower in reading (which was an improvement from last year with 60%). 54% of K-4 MLs scored 2.9 or lower in writing (which was an improvement from last year with 65%). While there is some improvement from last year, students may be making the least academic gains in these domains because the ELA curriculum does not effectively address the needs of our multilingual learners. Also, we have many MLs who do not have strong literacy skills in their native language, which impedes learning English. Furthermore, in previous years, many MLs were not receiving the daily ESL instructional time recommended to learn English. Students' families have also expressed their concerns about being unable to help and support their child's learning and English language development.

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

Our school aims to increase our collaborative leadership framework where administrators and teachers work together as a team.	Our school aims to strengthen outcomes in literacy and mathematics for all students by increasing the percentage of students on grade level by 30% on the iReady Assessment at the conclusion of the three-year goal. We will achieve this by establishing a focused and supportive instructional approach with clear expectations for effective teaching practices tailored to meet the unique needs of each student. Through constructive feedback, personalized support, and professional development opportunities, our administrators will work closely with teachers to ensure engaging, challenging, and meaningful learning experiences that address academic, social, and emotional growth for every student.	Our school will provide a framework of a Multi-Tiered System of Support (MTSS) to help educators use data to identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.	Our school will continue to maintain a safe, inclusive, and supportive school environment that fosters student well-being, family engagement, and equitable resource allocation, promoting a culture of belonging and maximizing student success.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Increase Family and Community Engagement through asset-based views of families' cultures.

Performance Objectives:

Year 1: Establish a Family and Community Engagement Committee (FACE)

Year 2: Implement Family Engagement Workshops

Year 3: Evaluate and Adjust Strategies to measure the effectiveness of the asset-based workshops and identify areas for improvement

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Form a Family and Community Engagement Committee (FACE) - Include representatives from diverse backgrounds, such as parents, community members, school staff, and administrators.	Ongoing/ SY 24/25	School
2. Administer surveys or conduct interviews with a sample of families - Identify strengths, resources, and cultural assets within the school community	SY 24/25	School

3. Create a school-based plan for engaging families and leveraging their cultural assets to support students
  -   Plan Goals
  -   Identify target population(s)
  -   Strategies/ Workshops Themes (attendance, school-based supports, community resources, etc.)
	SY 24/25	School/CLSP District Team

4. Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths.
  -   Family Breakfast Chats
  -   Family Nights
  -   ELPACs
	Ongoing/ SY 24-25
	SY 25/26
	SY/26/27
	-
		School/CLSP District Team

5. Assess the impact of target intervention using surveys or interviews with a sample of families to identify areas of strength and need. Continue to offer workshops for incoming families.	SY 24/25 SY 25/26 SY 26/27	School/CLSP District Team

Intended Outcomes & Monitoring System	Key Performance Indicators

1. Enhanced Collaboration - Regular meetings of the FACE committee to discuss progress, share updates, and address challenges. Sample of Ongoing Implementation - https://docs.google.com/document/d/1KSVlLvj4tHWypPG4II7X04U05AGJQMQJmF0OI_bxLCo/edit	-Monthly or quarterly FACE meetings, -Meeting Attendance Rate -Diversity representation -Action completion -Feedback and reflection
2. Increased Family Involvement - Track metrics related to family involvement, such as attendance at school events, participation in parent-teacher conferences, participation in volunteer activities, SSC, ELPACs, PTO meetings,	-Percentage of families attending events/workshops -Percentage of attendees by language dominance -Percentage of attendees by grade level -Feedback and satisfaction surveys
3. Increased Parental Skills and Knowledge - Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school.	-Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend -Conduct post-workshop surveys by language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels. -Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
4. Strengthened Partnerships - Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support.	-Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics -Monitor data growth on survey results and feedback from families to identify strengths, weaknesses, and opportunities for improvement in communication practices. -Measures of frequency of communication, response rates, and events attendance. -Percentage of interactions between the school and families. (newsletters, emails, phone calls, social media posts, and in-person meetings)

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: We will increase our collaborative leadership framework where administrators and teachers work together as a team.

<u>Performance Objectives:</u>

Year 1: Create a baseline to determine the effectiveness of our instructional leadership team and grade-level collaboration. We will seek feedback from staff members, students, and families three times a year to rate performance and student achievement to make timely adjustments and ensure that everyone plays a part in helping our students succeed.

Year 2: Use the results of staff, student, and family surveys, student data, and meeting minutes from Year 1 and data from Year 2 surveys, to continue to adjust practices and increase the effectiveness of our instructional leadership team and grade-level collaboration. Administrators and teachers will continue to share ownership and responsibility for improving student achievement, ensuring that everyone plays a part in helping our students succeed.

Year 3: Continue to seek feedback and reflect on the results from previous years and adjust practices to increase the effectiveness of our instructional leadership team and grade-level collaboration. Administrators and teachers will continue to share ownership and responsibility for improving student achievement, ensuring that everyone plays a part in helping our students succeed.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Establish the Instructional Leadership, SSC, and Family engagement teams	Sept. 2024	Principal
2. Create a survey for students, families, and staff to be provided 3 times a year to rate ILT performance, provide feedback, etc.	On-going / SY 2024-2025, 2025-2026, 2026-2027	ILT
3. Establish Vertical Instructional Teams for Math and Literacy to increase alignment across grade levels	SY 2024	Literacy Specialist /MRT

4. Conduct scheduled literacy and math data meetings and PLCs to analyze and track data, identify students' needs, develop interventions, and provide professional development to staff	On-going / SY 2024-2025, 2025-2026, 2026-2027	Principal/School /Coaches
5. The ILT will meet at least once a month or as needed to focus on student data and tiered instruction. The ILT will also conduct pre- and post-training assessments to measure the impact of professional development on staff knowledge and skills. ● Gather feedback from participants to assess the effectiveness of the training and identify areas for improvement. ● Utilize data and feedback to inform future professional development initiatives and tailor support to meet the evolving needs of staff and students.	On-going / SY 2024-2025, 2025-2026, 2026-2027	ILT
6. All staff members need ongoing professional development from an expert teacher, coach, or district support specialist on Tier 1, 2, and 3 instruction and how to teach all students effectively	On-going / SY 2024-2025, 2025-2026, 2026-2027	School/ Principal/ District Support Specialists/ Coaches
7. Maintain a school-wide calendar to predetermine data meetings, CPTs, ILT meetings, family events, and professional development	On-going / SY 2024-2025, 2025-2026, 2026-2027	ILT
8. Continue to hold weekly CPT meetings	On-going / SY 2024-2025, 2025-2026, 2026-2027	School / Staff
9. Evaluate and adjust strategies to measure the effectiveness of the ILT and Vertical Instructional Teams	On-going / SY 2024-2025, 2025-2026, 2026-2027	ILT/School

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Enhance collaboration ● Regular ILT Meetings ● Staff, student, and family surveys ● Horizontal and Vertical Grade Collaboration ● Data-Meetings	● Monthly ILT Meetings ● Tri-annual Surveys ● Feedback and Reflection ● Monthly Data Meetings
2. Increase Skills & Knowledge ● Staff will participate in ongoing professional development to increase their skills and knowledge of tiered instruction.	● Conduct PD debriefs; gather information on the relevance and effectiveness of PD
3. . Strengthened Partnerships ● Build and maintain stronger relationships within the school by fostering open communication and implementing a more organized system for school-based staff and family events.	● School-wide calendar ● Class Dojo ● Surveys

● Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support.	

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: The Moody School strengthens outcomes in literacy and mathematics for all students by increasing the percentage of students on grade level by 30% on the i-Ready Assessment at the conclusion of the three-year goal. We will achieve this by establishing a focused and supportive instructional approach with clear expectations for effective teaching practices tailored to meet the unique needs of each student. Through constructive feedback, personalized support, and professional development opportunities, our administrators will work closely with teachers to ensure engaging, challenging, and meaningful learning experiences that address academic, social, and emotional growth for every student.

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

Year 1: From September 2024 to June 2025, we will increase the percentage of students on grade level in grades K-4 in both literacy and math by 10% as measured by i-Ready assessments. Instructional quality will be strengthened by aligned professional learning and coaching cycles and monitored via learning walks.

Year 2: Based on the results of Year 1, we will increase the percentage of students on grade level in grades K-4 in both literacy and math by *TBD*% as measured by i-Ready assessments. Instructional quality will continue to be strengthened by aligned professional learning and coaching cycles and monitored via learning walks.

Year 3: Based on the results of Year 2, we will increase the reading and math proficiency levels of students K-4 by *TBD*% as measured by i-Ready assessments. Instructional quality will continue to be strengthened by aligned professional learning and coaching cycles and monitored via learning walks.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Offer targeted professional development opportunities that address Tiered Instruction for all staff that supports the success of all students, including multilingual learners and	On-going / SY 2024-2025, 2025-2026, 2026-2027	District / Coaches

SWD. PD should also support holding high expectations, creating meaningful and rigorous learning opportunities, and providing language support.		
2. Implement an adjusted schedule that provides Tier 1 instruction in math, reading, writing, science, and social students aligned with district recommendations, as well as dedicated intervention time for Tier 2 and Tier 3 support for math and literacy.	August 2024 Ongoing 2024-2025, 2025-2026, 2026-2027	Principal / School
3. Establish coaching cycles with the Literacy Specialist and Math Resource Teacher.	On-going / SY 2024-2025, 2025-2026, 2026-2027	Principal / Lit. Specialist / MRT
4. Establish and utilize school-based Learning Walks to improve instructional practices, receive constructive feedback, and encourage self-reflection.	On-going/SY 2024-2025, 2025-2026, 2026-2027	School
5. Provide scheduled time to plan with coaches, ESL teachers, SPED Teachers, or district support specialists to make content more accessible and engaging for all students	On-going / SY 2024-2025, 2025-2026, 2026-2027	Principal / School
6. Evaluate and adjust strategies to measure the effectiveness of professional development and learning walks	On-going / SY 2024-2025, 2025-2026, 2026-2027	School / Instructional Specialists
7. Educators will make data-informed decisions to provide differentiated instruction based on students' needs, specifically around literacy and language skills.	On-going / SY 2024-2025, 2025-2026, 2026-2027	School
8. The math resource teacher will continue to support staff during core math instruction, help determine learning groups, and develop and provide interventions and enrichment that focus on the students' needs and continued progress.	On-going / SY 2024-2025, 2025-2026, 2026-2027	MRT
9. The literacy specialist will continue to support staff during core ELA instruction, help determine learning groups, and develop and provide interventions and enrichment that focus on the students' needs and continued progress.	On-going / SY 2024-2025, 2025-2026, 2026-2027	Literacy Specialist
10. Certified ESL teachers will continue to support multilingual learners and provide the recommended ELD and services based on students' English proficiency levels and needs.	On-going / SY 2024-2025, 2025-2026, 2026-2027	ESL Teachers
11. Continue to implement Heggery and Letterland and begin to implement UFLI.	On-going / SY 2024-2025, 2025-2026, 2026-2027	School

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Strengthen Skills & Knowledge - Build a stronger understanding of Tiered instruction for all staff - Coaching Cycles - Make data driven-decisions	- Create an adjusted schedule - Coaching Cycles with Literacy Specialist & MRT - School-based learning-walks - Thoughtful planning with vertical and horizontal teams, as well as, coaches - School-based conferencing notes, TCIs, etc.
2. Offer Workshops - Targeted professional development to create, foster, and enhance instructional practices for tiered instruction. - School-based coaching cycles	- School-based and district professional development - Coaching from district and school-based support staff - School-based surveys to provide feedback - Opportunities to debrief after coaching cycles (meeting minutes)
3. Student Academic Gains - Each year increase the percentage of students on grade level for both Reading and Math - Provide Tier 1 for all students - Provide Tier 2 and 3 instruction when appropriate or as needed based on data and IEPs	- i-Reading Growth Monitoring data and diagnostic assessments - Conferencing notes - TCIs - Data meetings/variety of data collections
4.	

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: The Moody School will provide a framework of Multi-Tiered System of Supports (MTSS) to help educators use data to identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs.

Performance Objectives:

Year 1: We will know that students are receiving the appropriate tiered instruction, interventions, and support if at least 75% of students in Grades K-4 are on track to make at least a typical year's growth according to i-Ready growth monitoring and diagnostic assessments for both Reading and Math. Monthly data meetings will allow staff and interventionists to progress monitor and develop targeted support and plan opportunities for academic growth for all students.

Year 2: We will continue to monitor the effectiveness of our tiered instruction and interventions through monthly data meetings. We will know that students are receiving the appropriate interventions and support needed to meet their needs if at least 80% of students in Grades K-4 are on track to make at least a typical year's growth according to i-Ready growth monitoring and diagnostic assessments.

Year 3: Building upon the previous years' data we will continue to monitor the effectiveness of our tiered instruction and interventions through monthly data meetings. We will know that students are receiving the interventions and support needed to meet their needs if at least 85% of students in Grades K-4 are on track to make at least a typical year's growth according to i-Ready growth monitoring and diagnostic assessments.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Establishing a TCI team to oversee documentation, support staff when creating TCIs, and determine next steps (i.e. lead to TAT)	September 2024	Principal / TCI Team
2. Documenting conferences with students on a school-wide conferencing note spreadsheet for both literacy and math	On-going / SY 2024-2025, 2025-2026, 2026-2027	Teachers / Interventionists
3. Creating TCIs on students when needed and tracking progress	On-going / SY 2024-2025, 2025-2026, 2026-2027	Teachers / Interventionists
4. Scheduling data meetings to track student performance and needs and plan next steps	Ongoing / SY 2024-2025, 2025-2026, 2026-2027	School
5. Schedule and collect monthly i-Ready Reading and Math Growth Monitoring Assessment data and Standards Mastery data	On-going / SY 2024-2025, 2025-2026, 2026-2027	Lit. Specialist / MRT
6. Continuous monitoring of Tier 2 interventions/enrichment for literacy and math	On-going / SY 2024-2025, 2025-2026, 2026-2027	Teachers /Lit. Specialist/MRT/Interventionists
7. Educators will make data-informed decisions to provide differentiated instruction based on students' needs. Data will be used to determine what differentiation, interventions, and scaffolds may be needed to help students access content and progress toward	On-going / SY 2024-2025, 2025-2026,	School

independence.	2026-2027	
8. Evaluate and adjust strategies to measure the effectiveness of Conference Notes, TCIs, and Tier 2 Interventions	On-going/ SY 2024-2025, 2025-2026, 2026-2027	School/ILT/ Interventionists

Intended Outcomes & Monitoring System	Key Performance Indicators

1. Increase skills & knowledge
   • Build and strengthen staff understanding of TCIs
   • Build and strengthen staff understanding of conferencing notes
   •
	• School-based PD and support on TCI processes
	• PD to strengthen and reinforce understanding of school-based conferencing notes (math and reading)

2. Make Data-driven decisions
   • Provide staff with the tools to track data
   • Provide staff with opportunities to reflect on current practices based on data results
   • Collect and analyze a variety of data collections to reinforce or adapt
	• School-based conferencing Notes for math and reading
	• Monthly Data meetings
	• Summative and formative data
	   ○ i-Ready
	   ○ F&P
	   ○ DIBELS
	• CPTs

3. Student Academic Gains
   • Each year increase the percentage of students on track to make a year's growth in both Reading and Math
   • Provide Tier 1 for all students
   • Provide Tier 2 and 3 instruction when appropriate or as needed based on data and IEPs
	• i-Reading Growth Monitoring data and diagnostic assessments
	• Conferencing notes
	• TCIs
	• Data meetings/variety of data collections

4.	

4.5 Goal 5- School Climate and Culture: The Moody School will maintain a safe, inclusive, and supportive school environment that fosters student well-being, family engagement, and equitable resource allocation, promoting a culture of belonging and maximizing student success.

Performance Objectives:

Year 1: Improve family involvement in school-based decision-making and enhance communication as measured by an increase in the number of families responding to surveys from an average of 20 respondents to at least 40 respondents, increasing family events and meetings to at least once a month, and to increase the overall attendance rate to 94% by the end of 2024-2025 school year.

Year 2: Based on Year 1 results, continue to improve family involvement in school-based decision-making and enhance communication as measured by increasing the number of family respondents on surveys from year 1 by at least 10%, maintaining or increasing the number of monthly family events and meetings offered, and continuing to decrease chronic absenteeism from Year 1.

Year 3: Based on Year 2 results, continue to improve family involvement in school-based decision-making and enhance communication as measured by increasing the number of family respondents on surveys from year 2 by at least 10%, maintaining or increasing the number of monthly family events and meetings offered, and continuing to decrease chronic absenteeism from Year 2.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide flyers/ videos to help families understand the importance of attendance, SSC, completing surveys, attending family events, etc. that allow them to be involved and give them a voice in school-based decisions	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	ILT
2. Establish a school-based ELPAC leadership team and schedule 4 school-based ELPAC meetings (agenda TBD)	Sept. 2024 Ongoing/SY 2024-2025, 2025-2026, 2026-2027	Principal / ELPAC Team
3. Establish a student leadership team to provide students with a voice in decision-making and contribute to overall school improvement (i.e. School Leaders, Reading Buddies, Recess Monitors, etc)	Ongoing/SY 2024-2025 2025-2026, 2026-2027	ILT
4. Develop meaningful surveys to gauge the needs of families to help support their child's academic and personal growth and well-being	Ongoing/SY 2024-2025,	ILT

	2025-2026, 2026-2027	
5. Give families at least two weeks' notice about events, conferences, meetings, etc.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	Parent Liaison/Classroom Teachers
6. Provide opportunities for families to volunteer (chaperone, read-aloud, recess, and lunch monitors)	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	Parent Liaison/Classroom Teachers
7. Continue to improve student attendance including attendance incentives, effective use of SBATMs, and home visits	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	Attendance Team
8. Provide translations for families when possible using Lionbridge, Class Dojo, bilingual staff, and other translation programs.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	School
9. Continue to promote support, respect, and collaboration among staff.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	School
10. Continue to promote SEL and positive behavior with the Moody Character Traits program and assemblies. Continue to implement Moody coupon system.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	School
11. Offer Adult Education classes at the Moody through the Abisi Adult Education Program (pending funding).	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	Abisi Adult Education Program
12. Continue to offer family meetings to provide caregivers with resources and to share student work and learning.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	ILT/School
13. School Site Council will continue to promote collaboration between staff and families in making school-based decisions.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	School Site Council
14. Establish a student leadership team to provide students with a voice in decision-making and overall school improvement.	Ongoing/SY 2024-2025, 2025-2026, 2026-2027	ILT/student leaders

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Family Engagement 2-way communication - Providing translations when possible - Shared voice in school-based decision-making - Increased attendance for school based events	- Dojo - Flyers/notices - Family events and meetings - Survey responses - Use of Lionbridge, bilingual staff - Volunteer opportunities
2. Student Well-Being to Maximize Success - Decreased chronic absenteeism - Improved academic data in all areas - Shared voice in school-based decision making - Positive relationships between staff and students	- Attendance data - Academic data (i.e. i-Ready) - Student surveys - PBIS data
3. Positive Learning Environment - Improve student achievement - Decrease absenteeism - Collaborative relationships between administration, staff, families, and students - Valued collaboration and feedback	- Staff, Family, and Student surveys - Academic data (i.e. i-Ready) - PBIS Data
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		
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=01600027&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600027&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600027&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/3213

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.