

Pyne Arts Magnet School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Lori A. Lang, Principal</p> <p>Lori Burnham, Assistant Principal</p>	<p><i>Parent Representatives</i></p> <p>Beth Tripathi *</p> <p>Elizabeth McDonald</p> <p>Conor Baldwin</p> <p>Hamza Arrache</p>	<p><i>Teacher Representatives</i></p> <p>Tracy Blanchard</p> <p>Kimberly Bradley</p> <p>Erin Hebert</p> <p>Mary Wood</p>
1.3 Mission	1.4 Core Values	
<p>At the J.G. Pyne Arts Magnet School, our mission is to develop creative minds and critical thinkers who are academically proficient and skillfully prepared for success in high school and beyond. We will achieve this in a safe and positive learning environment through the collaborative efforts of staff, students, parents, and community partners.</p>	<ul style="list-style-type: none"> ● We believe educators are most effective in a collaborative culture of support where teachers plan together, value feedback from colleagues, and commit to continuous growth and improvement. ● We believe students learn best when provided voice and choice in their learning opportunities, various ways to acquire and apply knowledge, engaging and relevant content and experiences, and are held to high standards for mastery and performance. ● We believe arts education is critical to building confidence and essential 21st-century skills such as risk-taking, problem-solving, creativity, perseverance, and communication using multiple modalities. ● We believe a school culture in which family and community engagement, social/emotional wellness, inclusiveness, and service learning are prioritized will grow a generation of resilient leaders, artists, innovators, and citizens. 	
1.5 Vision		
<p>Pyne Arts is a progressive institution where</p>		

excitement for learning is ignited in every student through high-quality experiential learning projects, robust arts, STEAM programming, and a comprehensive educational curriculum. Our school is diverse and inclusive where self-expression and kindness are celebrated and all means of family and community involvement are valued. Our students and staff are collaborative, civically minded, committed to taking risks, persevering through challenges and failures, and growing as learners and facilitators of learning. Our students leave Pyne Arts able to think critically, innovate and create, and are meaningful contributors to a global society.

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

2.1 School Strengths and Notable Achievements 2024-2025

- **Fifteen (15)** MLL students have met the criteria to transition to FLEP as a result of the Winter 2024 ACCESS testing (10 elementary and 5 middle).
- Middle of the year iReady Reading scores - 42% of students are at or above grade level, with 28% of students only one grade level below.
- Middle of the year iReady Math scores - 35% of students are at or above grade level, with 37% of students only one grade level below.
- Successful implementation and adoption of a true arts-focused theme has been embedded into the school schedule, curriculum, and culture.
- The Arts and Cultural Vitality team has successfully implemented a variety of new arts and cultural-focused performances and workshops. These events have taken place during the school day, after school, and in the evening (26 total).
- Pyne Arts continues to have a high rate of student daily attendance (94.6%). This is due to consistent and focused interventions and engaging and motivating programs offered to students.
- Only 1 out-of-school suspension has been issued for the 2023/2024 school year.
- Pyne Arts has active and committed teacher leadership teams who assist in creating and implementing

school goals and professional learning (ACV and IPT).

- Pyne Arts hosted two band concerts in 2023/2024 that highlighted 4 different student bands (Jazz, Pep, Beginner & Concert)
- With the implementation of the interventionist position this year, a total of 14 students were serviced in grades 1-4 for reading intervention by the intervention teacher. Of those 14, with daily, small group lessons, 6 were able to be pushed back into the classroom due to progress with iReady, DIBELs, or other progress monitoring data. A total of 7 of those students were referred for special education testing; 4 students qualified for services, 1 did not qualify, and 2 are awaiting testing.

2.2 School Data Profile 2024-2025

Selected Populations (2023-24)



Title	% of School	% of District	% of State
First Language not English	33.4	45.0	26.0
English Language Learner	19.0	28.7	13.1
Low-income	58.6	72.3	42.2
Students With Disabilities	26.9	20.3	20.2
High Needs	73.9	83.5	55.8

Enrollment Data

Enrollment by Race/Ethnicity (2023-24)

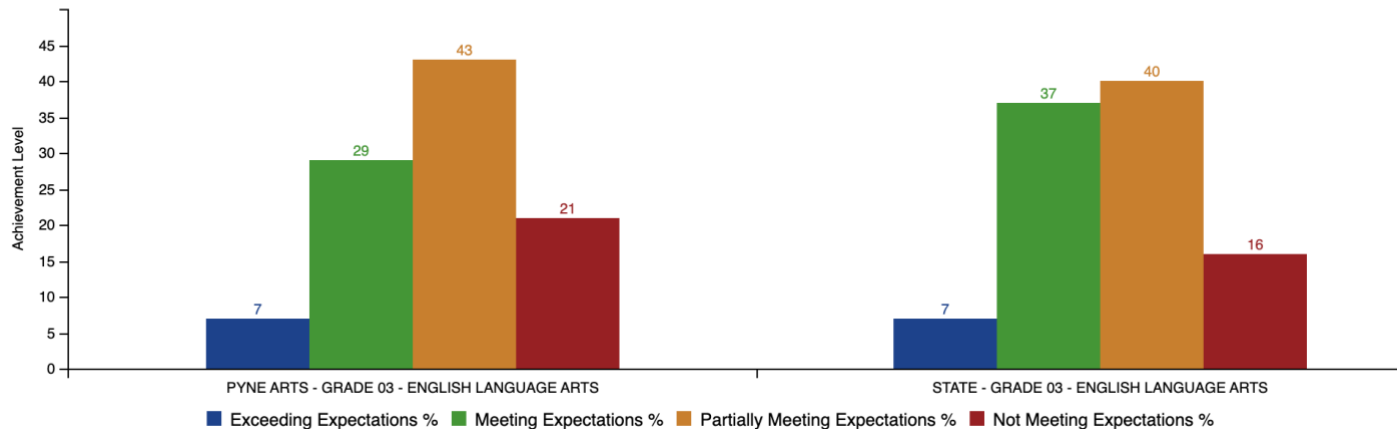
Race	% of School	% of District	% of State
African American	4.5	7.5	9.6
Asian	16.4	26.3	7.4
Hispanic	39.2	40.6	25.1
Native American	0.0	0.2	0.2
White	35.3	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	4.5	4.1	4.5

Next Generation MCAS Tests 2023

Percent of Students at Each Achievement Level for Pyne Arts

Data Last Updated September 19, 2023.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	36	44	7	7	29	37	43	40	21	16	42	98	495	N/A	N/A	48
GRADE 03 - MATHEMATICS	26	41	5	8	21	33	52	39	21	20	42	98	492	N/A	N/A	43
GRADE 04 - ENGLISH LANGUAGE ARTS	35	40	2	5	33	34	48	43	17	17	46	94	491	48	42	39
GRADE 04 - MATHEMATICS	39	45	7	8	33	37	41	37	20	18	46	94	494	46	42	42
GRADE 05 - ENGLISH LANGUAGE ARTS	45	44	0	5	45	39	39	40	16	16	49	100	493	56	44	43
GRADE 05 - MATHEMATICS	27	41	2	5	24	36	59	46	14	13	49	100	492	46	45	39
GRADE 05 - SCIENCE AND TECH/ENG	22	42	6	8	16	33	59	40	18	19	49	100	487	N/A	N/A	30
GRADE 06 - ENGLISH LANGUAGE ARTS	47	42	13	8	33	34	27	34	27	24	45	96	495	58	40	58
GRADE 06 - MATHEMATICS	36	41	4	7	31	34	42	42	22	17	45	96	491	48	41	44
GRADE 07 - ENGLISH LANGUAGE ARTS	40	40	6	8	34	33	40	40	21	19	53	98	492	54	47	51
GRADE 07 - MATHEMATICS	36	38	8	8	28	31	38	40	26	22	53	98	491	52	47	53
GRADE 08 - ENGLISH LANGUAGE ARTS	34	44	11	10	23	34	39	34	27	22	56	97	491	44	49	45
GRADE 08 - MATHEMATICS	35	38	7	7	28	30	39	42	26	20	57	98	492	49	49	53
GRADE 08 - SCIENCE AND TECH/ENG	42	41	4	6	39	35	35	40	23	19	57	98	493	N/A	N/A	52
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	39	42	7	7	33	35	39	39	22	19	291	97	493	52	222	45
GRADES 03 - 08 - MATHEMATICS	33	41	5	7	28	33	45	41	22	18	292	98	492	48	224	42
GRADES 05 & 08 - SCIENCE AND TECH/ENG	33	41	5	7	28	34	46	40	21	19	106	99	490	N/A	N/A	38

OVERALL RESULTS

STUDENT GROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	35%
Progress towards targets	Moderate progress toward targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	0	12	60.0	4	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		1.7	9.6	-	4.0	7.6	-
Percentage of possible points		18%		-	53%		-
2023 Criterion-referenced target percentage		35%					

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?

In the 2023/2024 academic year, Pyne Arts educators aimed to narrow the MCAS achievement gap by 25%, bridging the disparity between the overall student population and MLLs (Multi-Language Learners), as well as students with disabilities on Individualized Education Plans (IEPs).

The action steps of our goals focused on strengthening instructional programming for students with disabilities and English Learners in reading and math using a combination of approaches that included increased inclusion, co-teaching between SPED/EL/General Education Teachers, targeted high-dose tutoring, and using principles of Universal Design for Learning along with rigorous project and research-based intervention programs.

The following efforts were implemented during the 2023/2024 school year to support our goals:

- Staff participated in professional development to improve their content knowledge regarding effective inclusive practices.
- Educators were provided time to co-plan weekly with MLL and Special Education teaching peers.
- A new Interventionist was hired to provide targeted tutoring, track progress, and conduct staff professional development regarding best inclusionary practices.
- Additional MLL support staff were hired to reduce teacher/student ratios.
- Two new teacher-led teams were created to plan, monitor, and implement school goals. These included the IPT (Inclusionary Practice Team) and the ACV (Arts and Cultural Vitality Team).
- Arts programming increased to expanded music lessons available to students during the school day, the addition of new band styles for students to participate in (PEP, Concert, and Beginner), an increase in before and after school music lessons (orchestra, strings, percussion, etc.) and a variety of mini-workshops for students including Cambodian Ceramics, Fabric Design/repair and Step Squad for both elementary and middle school students.
- Targeted Professional Learning was prioritized during weekly CPT meetings, monthly staff meetings, early release/election day workshops, and quarterly data summits.
- The Instructional Leadership Team (ILT) was expanded to include the Interventionist, EL Lead teacher, and Guidance Counselor. This team worked collaboratively with the Principal, Assistant Principal, Instructional Specialist, and Math Coach to regularly plan and monitor student progress and to design professional learning for educators.
- The Arts and Cultural Vitality Team (ACV) met monthly to plan the arts-focused special activities for the school community including students and families.
- The Inclusionary Practice Team (IPT) met monthly to design the plans for professional learning which also included the analysis of student data.

To leverage and build upon our work for the 2024/2025 school year, we plan to continue to build the capacity of educators to implement best-inclusive practices fluently. We will add a new layer of learning focused on tier-1 language practices. In particular, we will focus professional learning in the 2024/2025 school year on developing vocabulary and comprehension skills.

2. What progress is your school making toward academic goals? What is data saying the priorities should be? Where there is no desired progress, what is holding up the momentum that should be addressed?

During 2023/2024 at Pyne Arts, we have made significant progress toward our professional practice and student learning goals. We have successfully implemented all of our professional learning goals including targeted and tracked professional learning focused on inclusionary practices. Professional learning opportunities were implemented during all early-release days, weekly CPT meetings, and monthly teacher-leader meetings (IPT and ACV). The Student Learning goal focused on reducing the achievement gap for MLL students and students with disabilities.

The ILT and IPT teams worked to track student progress, monitor newly implemented interventions, and lead regular data analysis of student progress. This included iReady (BOY and MOY) data, benchmark data, F&P scores, DIBELS, report cards/progress reports, and individual student data recorded by the Interventionist teacher.

Although we have made significant strides toward meeting our goals (reduction of achievement gap per MCAS scores), we have realized that regardless of the final MCAS outcome, we still have significant work to do as a school to improve the overall proficiency rates of all students in both ELA and Math. Additionally, according to iReady MOY results, typically high-performing students did not demonstrate expected growth. Therefore, we must plan to consistently infuse opportunities for these students to be challenged and grow beyond expectations.

The 2023/2024 MOY (middle of the year) iReady data highlighting growth and proficiency for MLL's and students on IEPs is as follows:

ELA GROWTH DATA:

	All Students 1-8			
	MLL	77	SPED	67
Made growth	56	73%	55	82%
Hit mid-year target	45	58%	38	57%
Overall, 73% of MLL students made growth, with 58% (46 out of 78) of them hitting the mid-year growth target				
Overall, 82% of SPED students made growth, with 57% (38 out of 67) of them hitting their mid-year growth target				

ELA PROFICIENCY DATA:

Overall BOY to Mid-Year Proficiency				Overall BOY to Mid-Year Proficiency			
MLL (77)	On Grade Level	1 Year Below	2 or more years below	SPED (67)	On Grade Level	1 Year Below	2 or more years below
BOY	3	26	48	BOY	6	19	42
Mid-Year	9	24	44	Mid-Year	13	21	33
Moved 6 into proficient and a total of 4 students out of the 2 or more below category				Moved 7 into proficient and a total of 9 students out of the 2 or more below category			
Moved out of 2 years below category (4/48)			8%	Moved out of 2 years below category (9/42)			21%

MATH GROWTH DATA:

	All Students 1-8			
	MLL	76	SPED	67
Made growth	64	84%	52	78%
Hit mid-year target	50	66%	39	58%
Overall, 84% (64/76) of MLL students made growth, with 66% (50 out of 76) of them hitting the mid-year growth target				
Overall, 78% (52/67) of SPED students made growth, with 58% (39 out of 67) of them hitting their mid-year growth target				

MATH PROFICIENCY:

Overall BOY to Mid-Year Proficiency				Overall BOY to Mid-Year Proficiency			
MLL (76)	On Grade Level	1 Year Below	2 or more years below	SPED (67)	On Grade Level	1 Year Below	2 or more years below
BOY	1	24	51	BOY	6	23	38
Mid-Year	5	35	36	Mid-Year	8	32	27
Moved 4 into proficient, 11 up to 1 year below, and a total of 15 students out of the 2 or more below category				Moved 2 into proficient, 9 up to 1 year below, and a total of 11 students out of the 2 or more below category			
Moved out of 2 or more below (15/51)			29%	Moved out of 2 or more below (11/38)			29%
OVERALL (MLL and Sped combined)							
126 students are considered either MLL only (59), Sped only (50), or both (17)							
30 out of 126 students moved up a category			24%				
3 out of 126 students went down a category			2%				

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

Due to targeted interventions, we are observing data moving in the right direction for MLLs and students on IEPs. According to MOY Math iReady data, 84% of MLL students (64/76) showed growth, with 66% of that cohort hitting their mid-year targets. Overall, 78% of students on IEPs demonstrated growth in Math with 58% (39 out of 67) hitting their mid-year targets.

In ELA, the MOY iReady scores demonstrated that 73% (46/78) of MLL students made growth with 58% of the cohort hitting their mid-year targets. While 82% of students on IEPs made growth with 57% (38/67) of this cohort hitting their mid-year growth targets.

Greatest Academic Gains (Overall):

ELA - 42% of students are reading on grade level according to iReady MOY testing

MATH- 35% of students are scoring on grade level according to iReady MOY testing

Grade 2 (at MOY) had 64% of students reading on grade level

Grade 3 (at MOY) had 57% of students reading on grade level.

Grade 6 (at MOY) had 40% of students scoring on grade level for Math.

Grade 4 (at MOY) had 41% of students scoring on grade level for Math.

Least Academic Gains (Overall):

ELA- 59% of students continue to read below grade level (27% 1-grade level below, 13% 2-grade levels below, and 19%- 3 or more)

Math- 65% of students scored below grade level (37% - 1-grade level below, 28% - 2 or more grade levels below)

Grade 1 (at MOY) had 28% of students reading on grade level.

Grade 6 (at MOY) had 30% of students reading on grade level.

Grade 1 (at MOY) had 24% of students scoring on grade level for math.










Grade 4 (at MOY) had 33% of students scoring on grade level for Math.

Focus areas to target for 2024/2025:

In ELA, Comprehension and Vocabulary are the two lowest-scoring domains.










In Math, Geometry and Measurement and Data are the two lowest-scoring domains.

ELA iReady MOY by Grade Level:

Grade K		–	–	–	–	–	0/43
Grade 1		14%	14%	63%	9%	0%	43/47
Grade 2		50%	14%	20%	16%	0%	44/47
Grade 3		17%	40%	17%	13%	15%	48/48
Grade 4		24%	9%	41%	2%	24%	46/46
Grade 5		19%	19%	26%	21%	14%	57/57
Grade 6		20%	10%	27%	20%	22%	49/51
Grade 7		27%	8%	16%	16%	33%	51/51
Grade 8		22%	27%	14%	2%	35%	51/51

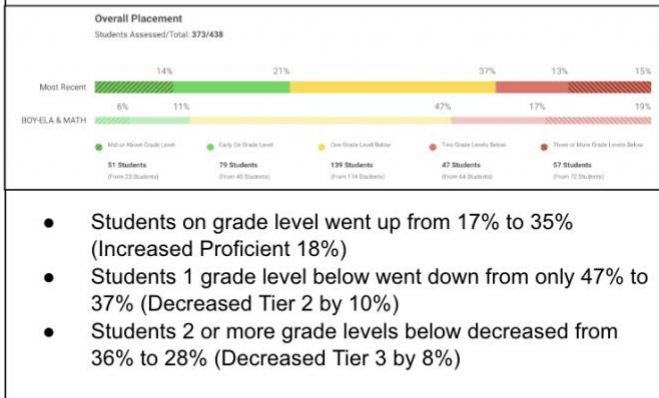


Math IReady MOY by Grade Level:

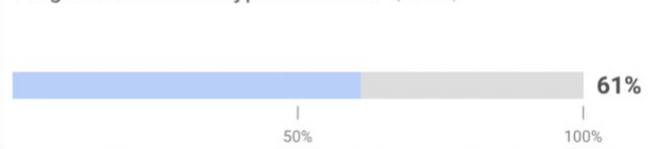
Grade K		100%	0%	0%	0%	0%	1/43
Grade 1		12%	12%	62%	14%	0%	42/47
Grade 2		9%	30%	49%	12%	0%	43/47
Grade 3		6%	23%	46%	13%	13%	48/48
Grade 4		15%	26%	39%	4%	15%	46/46
Grade 5		14%	25%	39%	9%	14%	57/57
Grade 6		18%	22%	27%	18%	14%	49/51
Grade 7		16%	14%	25%	20%	25%	51/51
Grade 8		16%	18%	20%	16%	31%	51/51

Pyne Arts School- Overall Data

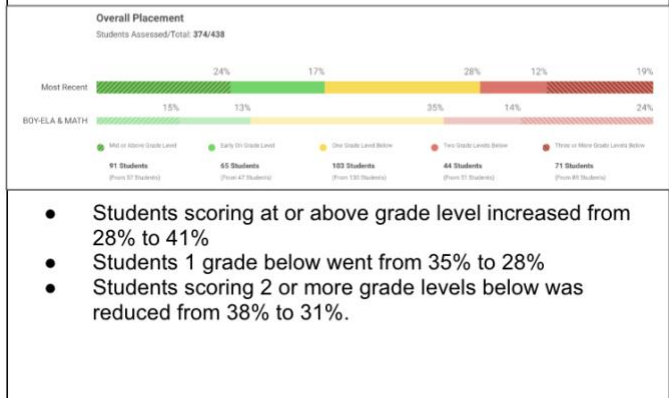
Math



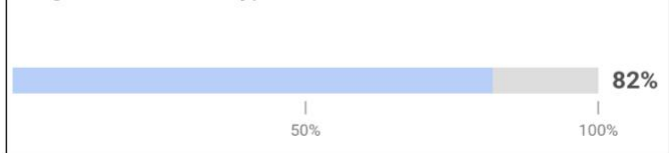
Progress to Annual Typical Growth (Median)



ELA



Progress to Annual Typical Growth (Median)



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 toward academic goals? What is data saying the priorities should be? Where there is no 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?

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Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
Leadership, Shared Responsibility, and Professional Collaboration 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.	Intentional Practices for Improving Instruction – Engaged Learning 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, support, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Student-Specific Supports and Instruction to All Students Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and support.	School Climate and Culture Provide human and financial resources to support high-quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
Pyne Arts utilizes a model of distributed leadership that emphasizes teacher expertise to guide planning meetings, implement high-quality professional learning activities for staff, and embody the school's distinction as an arts magnet.	Pyne Arts students will all receive effective tier 1 instruction with differentiated support in Math, ELA, Social Studies, and Science, resulting in a 15% increase in proficiency rates from 2024-2027.	Pyne Arts will ensure that Multi-Language Learners (MLLs) and Students with Disabilities (SWDs) receive the targeted differentiated instruction they need to meet or exceed grade-level proficiency. Focus areas will include foundational vocabulary development, comprehension strategy reinforcement, and improved engagement with parents in supporting students' literacy development.	We commit to meeting the needs of our diverse learners through the use of high-quality instructional practices that develop and support student discourse and self-expression across all grade levels and content areas. Students are further engaging in their learning through the use of arts integration across the curriculum and high-interest arts enrichment learning opportunities.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: We will increase and diversify community engagement at academic and arts-focused events through asset-based views of families' cultures.
Performance Objectives:

Year 1:

- Diversify attendance at events- Review existing community engagement opportunities for families and plan to increase and diversify attendance rates.
- Language-rich environment- Implement language-rich learning environments and materials to support students from linguistically diverse backgrounds.
- Workshops- Implement Family Engagement Workshops focused on supporting students academically.

Year 2:

- Diversify Membership- Diversify membership on the PTO and SSC
- Accessible Events: Ensure that events are accessible to individuals from diverse cultural backgrounds by considering factors such as language accessibility, dietary restrictions, and cultural sensitivities.
- Implement community workshops focused on cultural learning for the school community.

Year 3:

- Collaborate with Local Organizations: Form partnerships with community-based organizations that specialize in supporting various cultural groups to co-host events or provide resources and expertise.
- Expand Outreach Efforts- Reach out to underrepresented communities to ensure their participation in events, utilizing culturally sensitive communication strategies and platforms.
- Survey Families - Establish feedback mechanisms to solicit input from attendees about the inclusivity and relevance of events, and use this feedback to continually improve future programming.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Implement Family Engagement Workshops focused on Literacy.	SY 24/25	Admin./ILT and IPT Teams
2. Conduct training sessions and workshops for educators on effective strategies for supporting diverse students and promoting language-rich learning environments.	SY 24/25	Admin/ILT and IPT Teams
3. 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	Admin/ILT and IPT Teams
4. Identify strengths and areas for improvement regarding gaps, biases, or inadequacies in cultural and linguistic representation in the school.	SY 24/25 SY 25/26 SY 26/27	Admin/ILT and IPT Teams
5. The annual Night of the Arts theme will support and highlight the diverse cultures represented at Pyne Arts.	SY 24/25	ACV team
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Authentic Representation - Ensure cultural and linguistic representations are authentic, accurate, and respectful, avoiding stereotypes or misrepresentations		<ul style="list-style-type: none"> • Rates of attendance at all school events will be tracked for diversity in attendance.

<p>2. Equity and Inclusion</p> <ul style="list-style-type: none"> - Promote a sense of belonging and validation for students from diverse cultural and linguistic backgrounds, by fostering an inclusive learning environment in both the academic and art learning environment. 	<ul style="list-style-type: none"> ● Pyne Arts will continue to use the arts as a vehicle for equity and student voice. We will expand cultural offerings through music, art, and dramatic performances.
<p>3. Professional Development</p> <ul style="list-style-type: none"> - 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 and academic progress. 	<ul style="list-style-type: none"> ● Participation rate ● Post-survey ● Changes in attitudes and beliefs survey
<p>4. Cultural Awareness and Appreciation</p> <p>Increase students' and staff's awareness and appreciation of diverse cultures, histories, and languages to foster respect and understanding.</p>	<ul style="list-style-type: none"> ● Participation in Cultural Events ● Staff Professional Development

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: Pyne Arts utilizes a model of distributed leadership that emphasizes teacher expertise to guide planning meetings, implement high-quality professional learning activities for staff, and embody the school's distinction as an arts magnet.

Performance Objectives:

Year 1: We will implement high-quality, teacher-led professional development. The following teams will lead this work:

IPT team (Inclusionary Practices) - The IPT will work with the administrative and ILT team to develop the professional development plan specifically centered around data analysis, staff needs/training, resources, instructional strategies, and identification of intervention progress.

ACV team (Arts and Cultural Vitality) - the ACV will continue to meet monthly to discuss the implementation of arts programming into the school community. This will include school-based art performances, guest artists, and contracted services. The ACV will plan both school day and extracurricular family-focused events.

Student ACV Members (NEW)- To include student voice, two members of the Student Advisory Board (SAB) will join the ACV team

Apex team (NEW)- the Apex team will work to create targeted interventions for advanced students. The team will be tasked with creating opportunities for students to work to their highest potential (apex).

Year 2:

Assess the monthly team meetings' efficacy and improve meeting procedures using feedback and insights gained from the previous year's outcomes. Persist in scrutinizing specific data to advance the team's targeted objectives. Begin identifying team members keen on assuming leadership roles within the team framework. Offer tailored professional development sessions to staff members, covering curriculum design, data analysis, behavior support, and equity in education. Cultivate collaboration and involvement with families and community collaborators by disseminating meeting summaries and inviting input and feedback on school enhancement endeavors.

Year 3:

Assess the efficiency of monthly team gatherings and enhance meeting protocols using feedback and results from the prior year. Guarantee the integration of established practices from previous years, such as monthly team meetings, data analysis, behavior management approaches, and equity initiatives, into the fabric and daily operations of the school. Foster leadership capabilities among staff members by offering mentorship opportunities, peer coaching, and roles in school improvement teams.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Recruit new and diverse team members for ILT and ACV teams	Aug. 2024	Principal
2. Design a Professional Learning Plan to meet staff learning needs	SY 24-27	Principal/IPT team
3. Create and implement a yearly plan of arts and cultural events to support CLSP goals	SY 24-27	Principal /ACV Team
4. Invite students to join ACV team	Sept. 2024	Principal/AP
5.		
Intended Outcomes & Monitoring System		Key Performance Indicators
1. The ILT and ACV teams will improve the diversity representation to include Allied Arts, Special Education, Support Staff (i.e. MLL teachers), and teachers from Elementary and Middle Schools.		Meeting agendas, attendance, meeting minutes
2. Teachers will report that the leadership has developed a professional learning plan to support teaching development and growth.		HALS 1B-II will score a 4.00 rating or higher

3. Staff will be committed and invested in the learning necessary to support professional practice and student learning goals.	80% of staff will rate professional learning activities at Pyne Arts as Valuable or Highly Valuable on exit surveys.

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: Pyne Arts students will all receive effective tier 1 instruction with differentiated support in Math, ELA, Social Studies, and Science, resulting in a 15% increase in proficiency rates from 2024-2027.		
<u>Performance Objectives:</u> Year 1: ELA proficiency will increase from 39% to 44% on MCAS Math proficiency will increase from 33% to 38% on MCAS Science proficiency will increase from 33% to 38% on MCAS Year 2: ELA proficiency will increase from 44% to 49% on MCAS Math proficiency will increase from 38% to 43% on MCAS Science proficiency will increase from 38% to 43% on MCAS Year 3: ELA proficiency will increase from 49% to 54% on MCAS Math proficiency will increase from 43% to 48% on MCAS Science proficiency will increase from 43% to 48% on MCAS		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Educators will engage in instruction that will outline explicit expectations regarding expected vocabulary practices and strategies to be consistently observed during all lessons.	SY 24/25	ILT, IPT, Principal
2. Educators will engage in instruction reviewing best practices to support the development of student comprehension strategies.	SY 24/25	ILT, IPT, Principal

3. Educators will engage in instruction reviewing best practices to support student discourse in the classroom.	SY 24/25	ILT, IPT, Principal
4.		
5.		
Intended Outcomes & Monitoring System		Key Performance Indicators
1. In the ELA domains of vocabulary and comprehension student data will demonstrate improvement in proficiency rates.		iReady (BOY, MOY, EOY)
2. Consistent vocabulary practices will be observed to be utilized by teachers during all lessons. (i.e. SEI Strategies, visuals, etc.)		iReady vocabulary and comprehension growth
3. Academic student discourse will be noted in all classrooms as evidenced by formative feedback of classroom observations. Teachers will support this objective through the use of visuals.		iReady vocabulary and comprehension growth, ACCESS Speaking Growth, formative feedback in Teachpoint (Standard II)
4.		

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: Pyne Arts will ensure that Multi-Language Learners (MLLs) and Students with Disabilities (SWD) receive the targeted differentiated instruction they need to meet or exceed grade-level proficiency. Focus areas will include foundational vocabulary development, comprehension strategy reinforcement, and improved engagement with parents in supporting students' literacy development.

Performance Objectives: Pyne Arts Overall iReady placement data will reflect the following:

Year 1:

ELA iReady MOY Comprehension domain score will increase from 39% to 44%

ELA iReady MOY Vocabulary domain score will increase from 38% to 43%

Students Reading at or above grade level will improve from BOY 42% to MOY 47% to 52% EOY

Year 2:

ELA iReady MOY Comprehension domain score will increase from 44% to 49%

ELA iReady MOY Vocabulary domain score will increase from 43% to 48%

Students Reading at or above grade level will improve from BOY 52% to MOY 57% to 62% EOY

Year 3:

ELA iReady MOY Comprehension domain score will increase from 49% to 54%

ELA iReady MOY Vocabulary domain score will increase from 48% to 53%

Students reading at or above grade level will improve from BOY 62% to MOY 67% to 72% EOY

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. The UFLI curriculum, in conjunction with Letterland, will be utilized by tutors to target the development of foundational reading skills.	SY 24/25	Tutors, Instructional Specialist
2. The Pyne Arts Interventionist teacher will incorporate the IMSE (Institute for Multisensory Education) multisensory approach to teaching morphology to the elementary intervention groups (grades 3 and up) and the 5-8 Reading Special Education class.	SY 24/25	Interventionist
3. A team will be formed to target advanced students' intervention and learning needs. This team will be called the Apex team. They will be tasked with pushing students to their highest potential (i.e. apex).	SY 24/25	Principal, Math Coach, Instructional Specialist, teachers
4. Reading intervention groups will target fluency instruction, word attack strategies, vocabulary development, and comprehension.	SY 24-27	Instr. Specialist, Interventionists, Principal
5. MLL teachers will work collaboratively with teaching teams to lesson plan and assist with the design of supports for students.	SY 24-27	MLL Teachers, EL Lead, Principal, Instr. Specialists, Math Coach

Intended Outcomes & Monitoring System	Key Performance Indicators
1. According to MOY iReady, 47% of students will be reading at or above grade level	ELA iReady MOY data Feb 2025
2. According to EOY iReady data, 52% of students will be reading at or above grade level	ELA iReady EOY data June 2025
3. Improvement in proficiency and growth scores for MLL and Students on IEPs	iReady data
4.	

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: Creating a culture and a belief that all students given the right support can achieve at high levels. The climate will have students feeling joyful, respected, and valued for the strengths and uniqueness they bring to the school community.

We commit to meeting the needs of diverse learners through the use of high-quality instructional practices that develop and support student discourse and self-expression across all grade levels and content areas. Students are further engaging in their learning through the use of arts integration across the curriculum and high-interest arts enrichment learning opportunities.

Performance Objectives: Over the next 3 years, Pyne Arts will focus on the following topics as part of expanding and supporting the understanding of Student Discourse strategies:

Year 1:

- **Modeling and Scaffolding:** Model effective discourse strategies through teacher-led discussions, debates, and collaborative activities. Provide scaffolding and support as students learn to engage in structured dialogue, asking probing questions, and supporting their arguments with evidence.
- **Differentiated Instruction:** Differentiated instruction to meet the diverse needs of students, providing additional support for English language learners, students with special needs, and those who may struggle with verbal communication. Offer opportunities for peer collaboration, peer observations, and cooperative learning.

Year 2:

- **Critical Thinking and Analysis:** Teach students to think critically and analytically about complex issues, encouraging them to evaluate arguments, analyze evidence, and consider multiple viewpoints. Provide opportunities for students to engage in reasoned debate and constructive criticism.
- **Feedback and Reflection:** Incorporate regular feedback and reflection activities to help students improve their discourse skills over time. Encourage self-assessment and peer feedback, highlighting areas of growth and setting goals for further development.

Year 3:

- **Student Leadership and Facilitation:** Empower students to take on leadership roles in facilitating classroom discussions, leading group activities, and mentoring their peers in effective communication strategies. Provide training and support for student facilitators to enhance their skills.
- **Advanced Discourse Strategies:** Introduce advanced discourse strategies such as rhetorical analysis, persuasive speaking, and negotiation techniques. Challenge students to engage in sophisticated discussions and debates that require higher-order thinking and synthesis of complex ideas.

Action Steps	Date for Targeted Completion	Responsible Person(s)
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1. During student support-focused teacher CPT meetings, we will utilize the “Textured Teaching” text by Lorena Escoto Germán to guide our work and discussions.	SY 24/25	Assistant Principal and Student Support Team
2. The Instructional Specialist and Math Coach will utilize the text “Teaching Words and How They Work” by Elfrieda Hiebert as part of their CPT meetings.	SY 24/25	Instructional Specialist and Math Coach
3. We are adding a 3rd allied arts group to the middle school which will allow students in grades 7&8 to specialize in instrumental music. Instrumental music lessons are expanding and will be offered in grades 4-8.	SY 24/25	Principal
4. Student discourse will be a focused topic of professional development for educators.	SY24/25	Principal, ILT, and IPT teams
5. We will design and offer parent workshops to focus on the development of literacy skills for students.	SY 24/25	ILT/IPT, Instr. Specialist, and Student Support Team
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Improving teacher understanding of culturally sustaining practices		Google Form (pre and post), HALS 4A-1
2. Improving teacher content knowledge regarding best vocabulary practices and student discourse		Observation/feedback, iReady, MCAS
3. Expanding instrumental music offerings as part of expanding an engaging environment for students.		Improved attendance rates, increase in musical performances, HALS data 5C
4. Providing parents with the information they need to support Literacy development		Attendance at workshops

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		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
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		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
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=01600018&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600018&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600018&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/3190
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.
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	Measures to include teachers in the decisions regarding the use of academic assessments
8	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

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

	Coordination and Integration of Federal State and local services and programs
10	<p>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.</p> <p>Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework.</p> <p>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.</p>