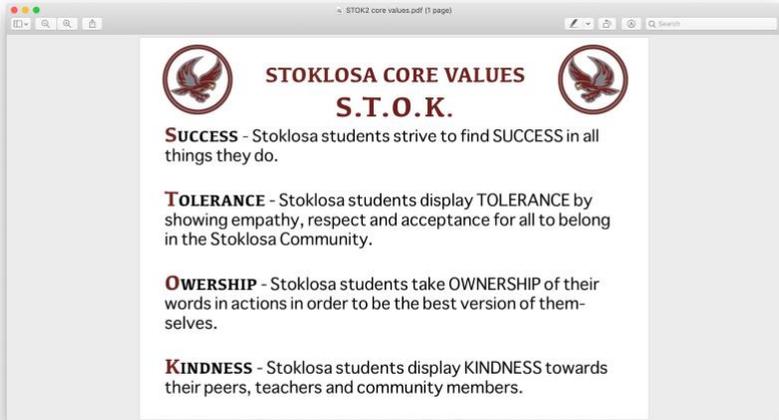


Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Principal: James Cardaci Assistant Principal: Patrick Swett Assistant Principal: Tara Fletcher</p>	<p style="text-align: center;"><i>Parent Representatives</i></p> <p>Oscar Jimenez Melinda Pauk-Aquino Katterine Patino Penny SanchAdez Tiffany Ross Daysi Ortuno</p>	<p style="text-align: center;"><i>Teacher Representatives</i></p> <p>Matthew Gillis Erin Hirbour Kelly Leary</p>
1.3 Mission	1.4 Core Values	
<p>Stoklosa Middle School students, families and staff work together as engaged members of their local & global communities. Educators actively collaborate to design meaningful and rigorous academic experiences to engage all learners, while meeting social, emotional and developmental needs. We gain strength from our cultural diversity as we work together to overcome adversity, while guiding one another to persevere on our path as critical thinkers & lifelong learners.</p>	 <p>The screenshot shows a document titled "STOKLOSA CORE VALUES S.T.O.K." with four values defined: SUCCESS (Stoklosa students strive to find SUCCESS in all things they do), TOLERANCE (Stoklosa students display TOLERANCE by showing empathy, respect and acceptance for all to belong in the Stoklosa Community), OWNERSHIP (Stoklosa students take OWNERSHIP of their words in actions in order to be the best version of themselves), and KINDNESS (Stoklosa students display KINDNESS towards their peers, teachers and community members).</p>	
1.5 Vision		

The vision of the Stoklosa Middle School is one that celebrates the diversity of students, families, and staff and values working together for the benefit of students. The vision includes collaboration, parental involvement, and community engagement. It is based on the existence of shared leadership, the use of data, and a focus on improving the student learning experience for all students.

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

2.1 School Strengths and Notable Achievements 2024-2025

For the school year 2023-2024, The Kathryn P. Stoklosa Middle School in Lowell, M.A. had many School Strengths and Notable Achievements. These included:

- Massachusetts Department of Elementary and Secondary Education Awards for Student Achievement on the 2022-2023 MCAS were presented to 20 of our students in March 2024
- In English Language Arts, 23/26 of our classes made at least 100% progress toward their Annual Typical Growth on the end of the year iReady Diagnosis (175% growth as a whole school average compared to the district average of 123%)
- We purchased a new reading intervention program called “Read Naturally” and the phonics add on called “Word Warm Ups”; all tutors and paras using the program participated in a 3-part training
- Teachers participated in Professional Development on student engagement using strategies from “Teach like a Champion” by Doug Lemov
- Teachers participated in trainings to meet the needs of our MLL Students using a new platform called “ELLevations”
- Evaluators completed over 200 observations in TeachPoint with specific feedback based on targeted standards throughout the year
- Evaluators completed over 200 post-observation conferences associated with the written feedback in TeachPoint
- Teachers participated in numerous in building, and out of building, peer visits to learn new strategies for one of the following school goals: Well-Structured Lessons, Meeting Diverse Needs of Learners, Student Engagement
- Math Teachers participated in district run Instructional Routines Professional Development specifically focusing on student engagement and meeting the diverse needs of learners.
- We purchased a new writing program called “No Red Ink” to support targeted interventions for students in the area of writing (identified as a weakness on the 2022-2023 MCAS); all teachers using the program participated in a 2-part training
- In Math, students had 140% median progress toward Annual Typical Growth on iReady, compared to last year's 117% (+23%).. Students with an Overall Placement Improvement in Math increased from 59% last year to 66% for the 2023/2024 SY.
- The student Median Annual Typical Growth increased in each grade level from SY 2022/2023 to SY 2023/2024; Grade 5 Math 100(+11), Grade 6 149(+11), Grade 7 196(+23), and Grade 8 142(+52).
- Implemented an after-school tutoring program for both ELA & Math where students were grouped by grade level according to need including: phonics, enrichment, and intervention
- We saw a 45% decrease in behaviors when comparing the amount of conduct referrals from August-January in SY2022-2023 to

2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	5.0	7.5	9.6
Asian	41.6	26.3	7.4
Hispanic	37.0	40.6	25.1
Native American	0.3	0.2	0.2
White	13.4	21.1	53.0
Native Hawaiian, Pacific Islander	0.3	0.1	0.1
Multi-Race, Non-Hispanic	2.4	4.1	4.5

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. Pct
	School	State	School	State	School	State	School	State	School	State						
GRADE 05 - ENGLISH LANGUAGE ARTS	23	44	1	5	23	39	46	40	31	16	133	99	483	39	126	13
GRADE 05 - MATHEMATICS	20	41	1	5	20	36	61	46	19	13	132	99	485	28	125	20
GRADE 05 - SCIENCE AND TECH/ENG	22	42	1	8	21	33	42	40	36	19	132	99	481	N/A	N/A	17
GRADE 06 - ENGLISH LANGUAGE ARTS	14	42	2	8	12	34	45	34	41	24	143	99	474	36	134	11
GRADE 06 - MATHEMATICS	26	41	1	7	25	34	51	42	23	17	144	100	485	53	135	27
GRADE 07 - ENGLISH LANGUAGE ARTS	21	40	2	8	19	33	50	40	29	19	144	100	481	56	131	22
GRADE 07 - MATHEMATICS	27	38	6	8	22	31	46	40	27	22	142	99	486	61	129	39
GRADE 08 - ENGLISH LANGUAGE ARTS	24	44	2	10	22	34	46	34	30	22	162	98	482	50	148	23
GRADE 08 - MATHEMATICS	23	38	5	7	18	30	51	42	26	20	163	99	486	48	149	36
GRADE 08 - SCIENCE AND TECH/ENG	16	41	1	6	15	35	45	40	39	19	163	99	479	N/A	N/A	17
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	21	42	2	7	19	35	47	39	33	19	582	99	480	45	539	12
GRADES 03 - 08 - MATHEMATICS	24	41	3	7	21	33	52	41	24	18	581	99	486	48	538	26
GRADES 05 & 08 - SCIENCE AND TECH/ENG	19	41	1	7	18	34	44	40	37	19	295	99	480	N/A	N/A	15

MCAS Accountability 2024

Mathematics achievement - MCAS average composite scaled score - Non-high school										About the Data	
Group	2023 Achievement	2024 Achievement	Change	2024 Target	N	Points	Reason				
All Students	485.6	490.4	4.8	488.3	561	4	Recovery Path: Exceeded Target				
Lowest Performing	460.4	473.4	13.0	465.5	96	4	Recovery Path: Exceeded Target				
High needs	483.9	488.5	4.6	486.5	502	4	Recovery Path: Exceeded Target				
Low income	483.8	488.4	4.6	486.3	462	4	Recovery Path: Exceeded Target				
EL and Former EL	481.0	485.4	4.4	484.0	240	4	Recovery Path: Exceeded Target				
Students w/ disabilities	465.2	472.1	6.9	468.9	94	4	Path Forward: Exceeded Target				
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-				
Asian	492.4	497.8	5.4	494.5	252	4	Recovery Path: Exceeded Target				
Afr. Amer./Black	-	-	-	-	24	-	-				
Hispanic/Latino	478.4	484.3	5.9	481.9	205	4	Recovery Path: Exceeded Target				
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-				
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-				
White	479.8	484.6	4.8	481.8	66	4	Recovery Path: Exceeded Target				

English language arts achievement - MCAS average composite scaled score - Non-high school About the Data

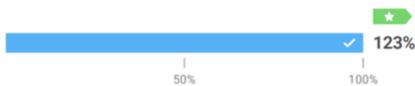
Group	2023 Achievement	2024 Achievement	Change	2024 Target	N	Points	Reason
All Students	480.3	483.4	3.1	483.5	562	3	Recovery Path: Met Target
Lowest Performing	452.9	459.2	6.3	458.0	96	4	Path Forward: Exceeded Target
High needs	478.2	481.5	3.3	481.2	503	3	Recovery Path: Met Target
Low income	478.2	481.6	3.4	481.1	463	3	Recovery Path: Met Target
EL and Former EL	474.1	475.6	1.5	477.1	240	2	Recovery Path: Improved Below Target
Students w/ disabilities	459.1	463.6	4.5	461.6	94	4	Recovery Path: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	486.7	489.5	2.8	489.8	252	3	Recovery Path: Met Target
Afr. Amer./Black	-	-	-	-	24	-	-
Hispanic/Latino	471.7	476.3	4.6	474.9	204	4	Recovery Path: Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	478.5	481.4	2.9	481.6	68	3	Recovery Path: Met Target

Science achievement - MCAS average composite scaled score - Non-high school About the Data

Group	2023 Achievement	2024 Achievement	Change	2024 Target	N	Points	Reason
All Students	479.7	483.1	3.4	484.0	290	2	Path Forward: Improved Below Target
Lowest Performing	-	-	-	-	36	-	-
High needs	478.1	481.7	3.6	482.4	264	2	Path Forward: Improved Below Target
Low income	478.0	481.8	3.8	482.1	245	3	Path Forward: Met Target
EL and Former EL	476.1	475.9	-0.2	480.3	122	1	Path Forward: No Change
Students w/ disabilities	462.8	462.9	0.1	466.8	44	2	Path Forward: Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	486.0	488.6	2.6	491.1	119	2	Path Forward: Improved Below Target
Afr. Amer./Black	-	-	-	-	20	-	-
Hispanic/Latino	470.1	477.5	7.4	474.0	107	4	Path Forward: Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	478.1	480.2	2.1	483.0	38	2	Path Forward: Improved Below Target

ELA Growth

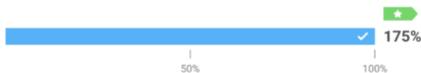
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 123%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Students Assessed/Total: 604/628

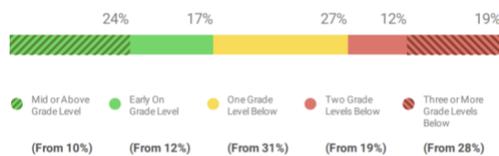
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 175%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



Current Placement Distribution

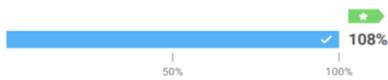


[The Mapping Between 5-Level and 3-Level Placements](#)

Math Growth

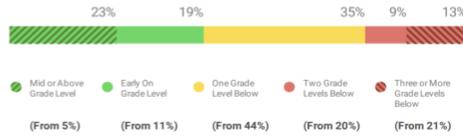
Students Assessed/Total: 9,573/10,445

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

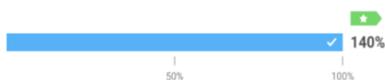
Current Placement Distribution



District

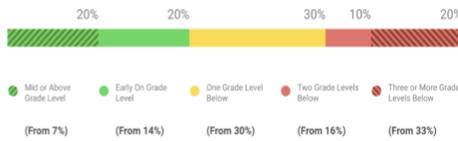
Students Assessed/Total: 605/628

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 140%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



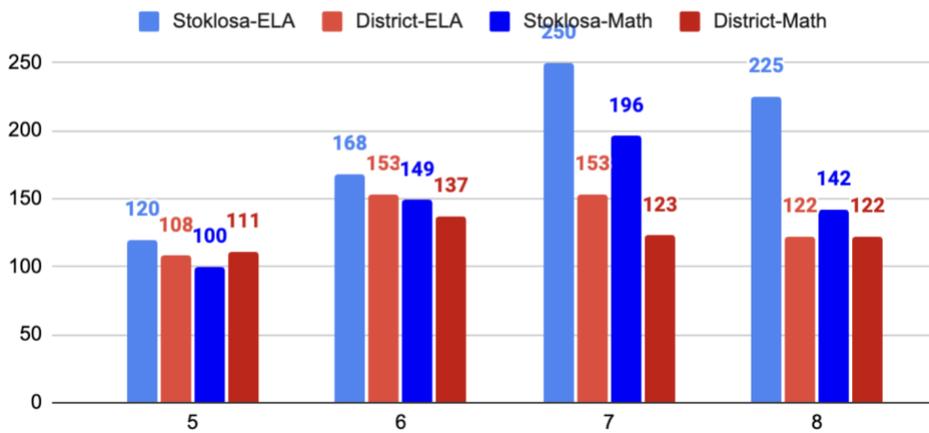
Stoklosa

[Learn More About Growth](#)

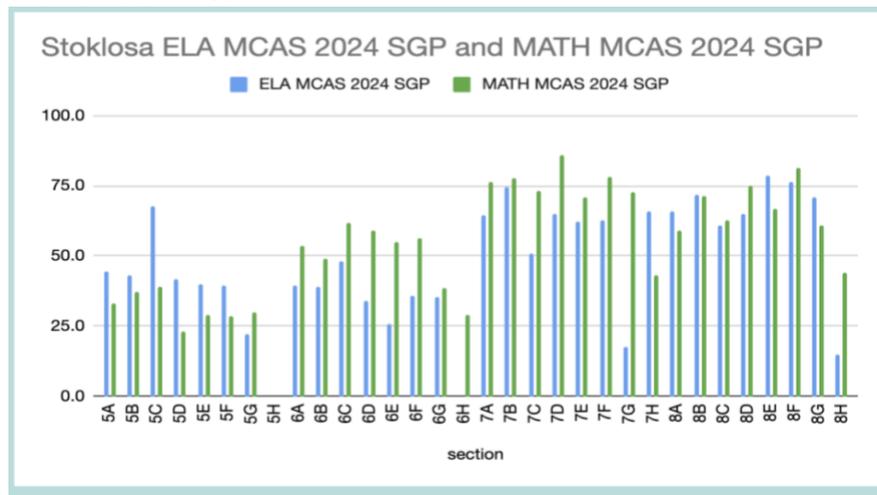
[The Mannin Between 5.1 level and 3.1 level Placements](#)

iReady EOY Diagnostic Growth 23/24

Median Progress Typical Growth



MCAS Data SY23/24



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 ELA, we worked to improve our scores across the building. One way was by analyzing recent data to make adjustments in our pull-out intervention groups. We have stopped using programs that show little-to-no growth. In SY23/24, we implemented new programs to support our phonics students (Read Naturally, UFLI) and have held 3 data summits (as of February 2024) to analyze data with teachers. Teachers in all grade levels created in-class 3-tiered interventions targeting specific student needs based on the most iReady assessment data. For the SY 24/25, we created class groupings based off three levels of need instead of the old model of five levels. Students were also placed based on the intervention they needed which includes targeted interventions to focus on our phonics students and MLL groups. The students were placed in a leveled phonics group with a certified teacher using the Phonics for Reading program designed by Curriculum Associates. We also created an ELA Skills block, in all grade levels, to support in-class targeted interventions to meet diverse needs of all learners. Our MLL and special education teachers attend CPTs weekly to support scaffolding in classes based on the lessons for each week.

In Math, the focus for the 2023/2024 school year was to focus on Tier 1 instruction as we were in year 1 implementation of a new Grade 5 curriculum, Eureka Math Squared, and in year 2 implementation of Illustrative Math in Grades 6-8. Teachers participated in on-going professional development on Instructional Routines to support student engagement and meeting the needs of diverse learners offered through the district. In addition to district offerings the teachers also participated in multiple Data Summits at the school and grade level to make data-informed instructional decisions for both Tier 1 and Tier 2.

We continue to work hard to get students to attend school. As of the end of January 2024, our attendance rate was 93.7%. We continue to recognize homerooms with the top attendance weekly.

We worked this year to decrease the amount of conduct referrals (behaviors). We saw a 45% decrease in behavior when comparing the amount of conduct incidents from August-January in SY2022-2023 to SY2023-2024. To improve this, we came up with a supervised bathroom schedule on all floors, which is proving to be effective.

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?

In ELA, the mid-year iReady Diagnostic data showed progress toward academic growth. The data shows that the school has made 156% progress toward student's Annual Typical Progress in ELA half way through the school year. At the start of the year, we had 125 students who were not proficient in phonics. We purchased intervention programs specific to phonics (Read Naturally: Word Warm Ups, UFLI). By the mid-year diagnostic, there was a 58% decrease in the number of students still needing phonics intervention as 73 had tested out. We also added an after school tutoring program, specific to meet the needs of our phonics students. With 56 students in Grades 5-7, and 47 incoming 4th graders, still not testing proficient in phonics, the data says that this should be a continued priority going forward. For SY24/25, we purchased a more targeted phonics intervention program, designed for older students, called Phonics for Reading by Curriculum Associates. We placed all students, who are not proficient in phonics, into these groups which are taught by certified teachers.

Data is also showing that our Leveled Literacy reading Intervention (LLI) is ineffective. This program has been used for years in the district to target comprehension needs of our students who are three-grade levels or more below. The data showed only 41% growth with 6/29 of those students making 0% progress on the midyear iReady diagnostic. We made adjustments to place those students not making progress into other interventions that would support their individual needs (new Read Naturally program, Reading Specialist, MLL, Special Education pull out). We also analyzed data with teachers at the Data Summit, where teachers developed a plan for in-class three-tier targeted intervention. Teachers used the "Need by Domain" for each class to choose a target area (Vocabulary, Literature Comprehension, Informational Comprehension) and created three tiered in-class interventions. We also added an after school tutoring program to meet the targeted needs of our students. The data also shows a high need to support phonics students: In SY24/25, our targeted interventions will be run by certified teachers. Our tutors will support our highest need teachers based on MCAS data, which is Grade 6 (476 scaled score on MCAS 2024), and will work with a targeted group of students on the grade-level content using scaffolds and other appropriate supports.

In Math, the iReady data shows 89% progress toward student's Annual Typical Growth halfway through the school year. When breaking it down by grade level, Grade 7 is also seeing the most Annual Typical Growth (238%) and Placement Improvement (68%).

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

The iReady Diagnostic data for ELA shows that students being provided a small-group intervention directly taught by their teacher are the ones making the most gains. These groups showed 107% progress toward student's Annual Typical Growth, with all students moving up at least one placement (grade level). When it comes to grade level, Grade 7 is seeing the most Annual Typical Growth (233%) and Placement Improvement (68%). They are also the grade doing small-group pull out intervention with their classes. As of our midyear data summit, Grade 8 ELA teachers also began running small-group pull out interventions with their students and saw a significant gain in their data with an Annual Typical growth increase from 167% MOY to 225% EOY. Currently, our highest-need students are receiving out-of-class intervention with a tutor/para. Based on our data, we plan to shift to a model in SY 24/25 where the certified teachers are the one completing the intervention with these cohorts of students as it proved successful in Grades 7 & Grade 8. The out-of-class interventions will target phonics and MLL students. In class interventions will be happening during our new "ELA Skills" block in all grades to meet the needs of diverse learners in the classroom. Class groupings were created based on three levels, instead of five, to support the effectiveness of this block.

In math, grade 7 and grade 8 are making the greatest academic gains due to their specific targeted interventions based on data (MCAS, iReady, Module Assessments, and formative assessments). The least academic gains are being made in grade 5. Historically, this has been due in part to the transition in Grade 5 from elementary to middle school. In addition, it was year one implementation of Eureka Math Squared. The grade level utilized iReady lessons for intervention and based off the MCAS2024 data, that proved to not be effective.

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

2.4 School Strengths and Notable Achievements 2025-2026

2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026

- 1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?**
- 2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?**

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

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

2.7 School Strengths and Notable Achievements 2026-2027

2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
<p>Leadership, Shared Responsibility, and Professional Collaboration</p> <p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p>Intentional Practices for Improving Instruction – Engaged Learning</p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>Student-Specific Supports and Instruction to All Students</p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p>School Climate and Culture</p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
3.2 School Strategic Goals and Initiatives			
<p>By the mid 24-25 school year, clearly define roles for teams and teams' leadership to ensure that all aspects of the school's needs are owned by an appropriate group of professionals and that those teams have accountability expectations and any needed support. This would potentially include ILT, CPTs, SSC, Attendance, Student support</p> <p>By February 2025, all academic core content teachers will participate in two rounds of peer visits. In addition, a Team Content Coaching Cycle.</p> <p>At the beginning of the year 2024-2025 All teachers will be a part of content-specific TLAC and utilizing TLAC practices. We must involve groups of teachers coming together regularly to collaborate on improving teaching skills and enhancing student learning.</p>	<p>We will use the tier1 instructional priorities the district identifies (9 & 11) as best able to support students' literacy/math achievement. In addition, a focus on Teaching Standard II. A.3 Meeting Diverse Needs will be an ongoing instructional priority. Coaching and professional development plans will prioritize this work. It is then the collective responsibility of all staff members to actively implement, reflect on, and monitor student achievement data with the aim of enhancing student outcomes.</p>	<p>We strive to have 100% of students achieve a passing score of 70% or better on all Unit-End Academic Assessments across Science, Social Studies, Math, and ELA. We would like to see a continued iReady Mid Year Diagnostic increase of annual typical growth over 100% in math and ELA.</p> <p>All students not meeting this goal will be discussed for strategic intervention, which will involve placing and arranging groups with appropriate classroom teachers, special educators, tutors, social workers, and school administrators.</p> <p>By March 15, 2025, [] Stoklosa students will be proficient with grade-level work in all content areas or be placed on a targeted intervention plan, such as TCI.</p>	<p>Administrators and teachers will use a wide variety of data (Open Architects, HALs, Aspen, DESSA) to continually assess student social emotional and behavioral skills within the school setting. This data will be utilized to identify the appropriate Tier I and II supports to appropriately target and group students in appropriate interventions (SEL groups, attendance, behavioral needs, academic groupings).</p> <p>We strive to provide engaging and enriching school programming that encourages students to appropriately participate in the school environment, meet attendance goals, build on social emotional skills, and build capacity for meeting academic demands.</p> <p>Utilizing culturally sustaining practices, we strive to build on-going two way communication with parents and caregivers that facilitates academic progress, social emotional development, and increases time on learning.</p>

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP/Community Engagement:

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Performance Objectives:

Year 1:

Cultivate Inclusive School Community:

- Foster a sense of belonging and acceptance by creating spaces where students feel affirmed and respected for their cultural identities.
- Organize cultural heritage celebrations, guest speakers, and community events that showcase the rich diversity of our school community and promote understanding and appreciation across cultures.

Provide Professional Development:

- Offer professional development opportunities for staff to increase awareness of cultural and linguistic diversity, develop culturally responsive teaching practices, and effectively support students from diverse backgrounds.
- Leverage P.D. that is aligned with our population specifically Asian & Hispanic.

Engage Families and Community Partnerships:

- Establish regular communication channels and opportunities for families to share their cultural traditions, languages, and experiences with the school community.
- Collaborate with community organizations, cultural institutions, and local leaders to create connections and resources that support the academic success and holistic development of all students

Year 2: Continue a comprehensive Professional Development Plan:

- Offer professional development opportunities for staff to increase awareness of cultural and linguistic diversity, develop culturally responsive teaching practices, and effectively support students from diverse backgrounds.
- Leverage P.D. that is aligned with our population specifically Asian & Hispanic.
- Guest speakers that align with our student demographics

Year 3: Increase the communication platforms, P.D. and services with the anticipated increase in refugees from multiple countries

Action Steps	Date for Targeted Completion	Responsible Person(s)
1.Organize cultural heritage celebrations, guest speakers, and community events that showcase the rich diversity of our school community and promote understanding and appreciation across cultures.	FY 25	ILT, SSC, Admin
2.Collaborate with community organizations, cultural institutions, and local leaders to create connections and resources that support the academic success and holistic development of all students	FY 25	Admin/CSPM*
3 Continue to work with CLSP District Coordinator to increase MLL student/parent participation	FY26	Admin Team/MLL Staff
4. Build out P.D. plan to incorporate CLSP practices into the classroom	FY 26	ILT, Admin, Coaches, Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Regularly assess the effectiveness of our culturally and linguistically sustaining practices through student, family, and community surveys, staff feedback, and academic performance data disaggregated by race, ethnicity, language, and other relevant factors.	-Parent feedback surveys -HALS Dashboard - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, OA, MCAS, etc)
2. Continuously assess and analyze our strategies to refine and adapt them, ensuring that we are consistently progressing towards our overarching objective of establishing an inclusive and equitable learning environment that caters to the needs of all students. By evaluating our approaches, we can identify areas for improvement and implement necessary adjustments to further enhance inclusivity and equity within our educational framework.	-Evaluation Feedback -Peer Observations -Professional Development
3. Progress monitoring; Attendance, participation, and surveys	Assessments/ KPI's/Quarterly/Annual

Section 4: Action Plans and Targeted Initiatives

<p>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:</p>
<p>Performance Objectives: By October of 24-25 school year, clearly define roles for teams and teams' leadership to ensure that all aspects of the school's needs are owned by an appropriate group of professionals and that those teams have accountability expectations and any needed support. This would potentially include ILT, CPTs, SSC, Attendance, Student support</p> <p>By February 2025, all academic core content teachers will participate in two rounds of peer visits. In addition, a Team Content Coaching Cycle.</p> <p>At the beginning of the year 2024-2025 All teachers will be a part of content-specific TLAC training and utilizing TLAC practices. We will strive to leverage groups of teachers coming together regularly to collaborate on improving teaching skills and enhancing student learning during CPT, Early Release and other P.D. avenues.</p> <p>Year 1:</p> <ul style="list-style-type: none"> - Create and implement an effective data culture into the Stoklosa Middle School by having various stakeholders involved in the process. - Teachers will conduct a min. of 2 rounds of peer visits - Teachers will participate in a Team/Individual Content Coaching Cycle - PD opportunities around TLAC practices will be deployed at Early Release Days - High Leverage Teaching Practices and focus standards for instructional improvement will be primary

standards evaluated

Year 2: Share and create strategic objectives based on previous years data. Adjust as needed.

- P.D. predicated around high leverage teaching practices
- Improve MLL & SPED practices by building teacher capacity
- ILT will define objectives based on assessment data

Year 3: P.D.'s will be mostly teacher led based on current practices

- Teachers will be able to effectively and independently lead CPT's to adjust instructional decisions: Tier 1 & Tier 2
- ILT will have consistent participation across all factions in the school



Action Steps	Date for Targeted Completion	Responsible Person(s)
1. A min. of 2 rounds of peer visits conducted by teachers	24-25	Teachers/Admin/Coaches
2. Teachers will complete a Team Content Coaching Cycle(each grade level)	24-25	Coaches, Teachers, Admin
3. Continued PD opportunities around TLAC strategies on early release days (6-7 opportunities)	24-25	ILT, Teachers, Coaches, Admin
4. High Leverage Teaching Practice/Evals/ILT	24-27	Teachers/Admin
5. Enhanced collaboration -Teams will operate cohesively, with defined interdependencies and collaboration points to support school-wide goals.	24-27	All Staff



Intended Outcomes & Monitoring System	Key Performance Indicators
1. Administrative/ILT Meetings for Progress Monitoring	Administration ILT progress monitoring protocols - Regular data reviews (OA, HALS, Aspen, iReady, MCAS, etc)
2. Regular Progress Reviews: Schedule monthly check-ins to assess how well teams are adhering to their agendas and meeting set goals	Administration Eval Meetings/ ILT progress monitoring protocols - Regular data reviews (OA,

	HALS, Aspen, iReady, MCAS, etc)
3.Adjustments and Updates: Based on annual evaluations and feedback, make necessary adjustments to the teams to better support team needs and school goals.	ILT/HALS/OA

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:

Performance Objectives: We will use the tier1 instructional priorities the district identifies (9 & 11) as best able to support students' literacy/math achievement. In addition, a focus on Teaching Standard II. A.3 Meeting Diverse Needs through tier 1 instruction. Needs will be an ongoing instructional priority. Coaching and professional development plans will prioritize this work. It is then the collective responsibility of all staff members to actively implement, reflect on, and monitor student achievement data with the aim of enhancing student outcomes.

Year 1:

- Improve all educators capacity in Standard II.A.3 Meeting Diverse Needs with aligned P.D. Focus on Tier 1 instruction
- Adjust the Master Schedule to accommodate an ELA Skills block (intervention) to focus on the diverse needs of our students in the classroom
- Adopt a push-in tutor model for in-class tiered-intervention (ELA Skills block) instead of pulling students out for LLI; This changes the model from having a support person working with the highest-need students outside of class- to the certified teacher focusing on this targeted group in the classroom; it also changes our interventions, for our lowest readers, to being with a certified teacher.
- Create Class Placements/Rosters around ELA levels, using the EOY diagnostic as a starting point; create groups so each classroom has 3 levels of need to meet instead of 5; This allows teachers to provide more targeted, quality scaffolds in their heterogeneous classrooms
- Have MLL, Newcomer, Special Education teachers attend CPTs to provide support and scaffolds to meet the needs to all our students
- Develop a structured plan for CPT to include: All stakeholders are in attendance, prepared, and sharing knowledge; Also create a more centralized location for CPT notes and all shared scaffolds/resources
- Have targeted focused pull out interventions based around a need for MLL services and/or phonics (There are almost 50 students not proficient in phonics coming up from Grade 4 into Grade 5 alone); These groups will be run by certified teachers to include the Reading Specialist and MLL teachers
- Evaluators will provide written feedback to educators in II.A.3 followed up by a post-observation conference. A minimum of 3 evaluations for each educator will be provided.

Year 2:

- Adjust the intervention plans, as needed, using data to include: ELA Skills block, push in vs. pull out intervention groupings, math intervention models

- Provide continued PD on supporting teachers to use the intervention block effectively including: Analyzing data, scaffolding, collaboration/planning with tutor/para in class, SEI strategies
- Continue to improve the effectiveness of CPTs with the focus around Meeting the Needs of students
- Using the scaffolds teachers created during CPTs in year one, try to align scaffolds across grade levels/cross content/cross school
- Analyze programs currently using and their effectiveness; explore other programs if needed
- Evaluators will provide written feedback to educators in II.A.3 followed up by a post-observation conference. A minimum of 3 evaluations for each educator will be provided.
- Improve all educators capacity in Standard II.A.3 Meeting Diverse Needs with aligned P.D. Focus on Tier 1 instruction

Year 3:

- Evaluators will provide written feedback to educators in II.A.3 followed up by a post-observation conference. A minimum of 3 evaluations for each educator will be provided.
- Improve all educators capacity in Standard II.A.3 Meeting Diverse Needs with aligned P.D. Focus on Tier 1 instruction
- Continue to improve CPTs for effectiveness
- Scaffolds/organizers should be familiar to students and used cross-content

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide ongoing aligned P.D. on II.A.3 that includes CPT's, Early Release Days, Election Day & any other allotted time permissible with the school calendar/teaching contract.	24-25	Coaches, Principal, AP, ILT
2. Track and measure # of evals per licensed educator	April 25	Principal, AP's
3. Teachers will participate in a min. of 2 peer visits with a focus around Meeting Diverse Needs	24-25	Teachers
4. Collaborate at CPTs with a focus around meeting the need of diverse learners	24-25	Content Teachers, MLL, Newcomer, Coaches, Special Education teachers
5. Create new intervention model to support ELA need and use data (standards mastery, etc.) to frequently assess effectiveness; adjust as needed	24-25	Coaches, Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increase baseline data of subgroups: SPED & ELLS <u>SY 23/24 Baseline ELL:</u> MCAS ELA: 17 PM, 61 NM MCAS Math: 33 PM, 45 M/m	OA, iReady, MCAS

<p>iReady ELA: Above (2), On (5), 1 Below (15), 2 below (12), 3+ below (89) iReady Math: Above (2), On (8), 1 Below (34), 2 below (19), 3+ below (59) <u>SY 22/23 Baseline SPED:</u> MCAS ELA: 2 M, 18 PM, 22 NM MCAS Math: 3M, 14 PM, 25 NM iReady ELA: Above (5), On (3), 1 Below (9), 2 Below (10), 3+ Below (20) iReady Math: Above (3), On (5), 1 Below (7), 2 Below (4), 3+ Below (28)</p>	
<p>2. Regular Progress Reviews: Schedule monthly check-ins to assess how well teams are adhering to their agendas and meeting set goals</p>	<p>Administration ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)</p>
<p>3. Students will increase grade level iReady data in Annual Typical Growth</p>	<p>iReady</p>
<p>4. Baseline accountability data here: 2024 MCAS Achievement Target Data: <u>ELA/Math/ Science</u> All Students: 483.5/ 488.3/ 484.0 SPED: 461.6/ 468.9/ 466.8 ELL: 477.1/ 484.0/ 480.3</p>	<p>MCAS</p>

Section 4: Action Plans and Targeted Initiatives

<p>4.4 Goal 4- Student-Specific Supports and Instruction to All Students:</p>
<p>Performance Objectives: We strive to have 100% of students achieve a passing score of 70% or better on all Unit-End Academic Assessments across Science, Social Studies, Math, and ELA. We would like to see a continued iReady Mid Year Diagnostic growth of over 100% in math and ELA.</p> <p>All students not meeting this goal will be discussed for strategic intervention, which will involve placing and arranging groups with appropriate classroom teachers, special educators, tutors, social workers, and school administrators.</p> <p>By March 15, 2025, [] Stoklosa students will be proficient with grade-level work in all content areas or be placed on a targeted intervention plan, such as TCI.</p> <p>Year 1:</p> <ul style="list-style-type: none"> -Use data to analyze current programs for our ELA Interventions Leveled Literacy Intervention (LLI) -Purchase more effective intervention programs based off specific student need (Read Naturally, iReady Phonics) -Provide additional PD to staff who are teaching Phonics Interventions -Increase Data Summits from 2x a year to allow us to better adjust interventions and in-class scaffolds/supports; -Keep updated data logs (monthly) on students ELA and Math skills this includes: iReady BOY Assessments, iReady

Growth Monitoring data, Read Naturally data (if in intervention group), iReady Phonics data (if in intervention group), end-of-unit assessments, etc.

- Develop a stronger plan on how to track data on our students' writing skills; look into stronger assessments and writing programs (specifically grammar)
- CPT weekly for cross content: Social Studies/ELA and Science/Math; special education teachers and MLL/Newcomer teachers in attendance to offer scaffolds and SEI strategies
- Target students still not testing out of phonics by creating targeted pull out intervention groups
- Purchase and implement the new iReady Phonics workbook program
- Review how interventions are run (scheduling, who's providing the instruction, what programs are being used, etc.) in grades 5 and 6 compared to 6 and 7 due to the much larger growth in the upper grades in ELA
- Continue supporting teachers with in-class interventions to include PD and (weekly) CPT time
- Review new TCI/TAT Process with staff

Year 2:

- Use data to analyze current programs for our ELA (Reading Specialist & MLL pull out groups- others were "push in" model)
- Analyze effectiveness of the iReady Phonics workbook program; explore other programs if needed
- Continue holding Data Summits a min. of 3x a year
- Improve writing through monthly writing assessments, tracking the data efficiently, and meeting frequently to review
- CPT weekly for cross content: Social Studies/ELA and Science/Math; special education teachers and MLL/Newcomer teachers in attendance to offer scaffolds and SEI strategies
- Review ELA Skills (intervention) block for effectiveness
- Continue supporting teachers with in-class interventions to include PD and (weekly) CPT time

Year 3:

- Continue to improve writing with a structured/targeted approach; look into ways to improve significant gaps in student's writing (ie: grammar)
- Use data to analyze current programs/interventions in ELA
- Collaboration in CPTs around scaffolds and SEI strategies

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Run Data Summits with teachers, special education teachers, and tutors to analyze current data and adjust focused interventions as needed.	24-25	Coaches, Principals
2. Complete iReady BOY, MOY, and EOY diagnostics	24-25	Teachers
3. Use iReady (Growth Monitoring/Standards Mastery) to track continued progress	24-25	Teachers
4. Create data log for teachers to track data in	Sept 2025	Coaches
5. Keep data logs updated (monthly)	24-25	Teachers

6. Identify a plan to support students in writing (grammar) and better track it throughout the year	Nov 2025	Coaches
7. PD on targeted in-class interventions and scaffolding	Nov 2025	Coaches and Teachers
Intended Outcomes & Monitoring System	Key Performance Indicators	
<p>By meeting monthly to review data and by having teachers use common Data Tracking Sheets, which will consist of multiple points of data, we will be able to meet the targeted needs of all students by frequently adjusting intervention groups and in-class interventions. We anticipate a growth of our Tier 3 students to make 180% Annual Typical Progress when looking at EOY iReady Diagnostic Data for that cohort (3+ below- red with lines) in ELA. THIS would be a 13% increase.</p> <p>Below is the SY 23/24 EOY data for that same cohort: <u>ELA Baseline Data:</u> 167% progress toward Annual Typical Growth (Grade 5: 154%, Grade 6: 137%, Grade 7: 229%, Grade 8: 173%) <u>Math Baseline Data:</u> 135% progress toward Annual Typical Growth (Grade 5: 12%, Grade 6: 147%, Grade 7: 154%, Grade 8: 142%)</p>	iReady, Read Naturally, F&P, In-Class Formative and Summative Assessments	
<p>We anticipate the percentage of students proficient in ELA for both iReady ELA and iReady Math to increase by 4% again at the EOY 2024/2025. This would place our school at 40% student on grade level in ELA using the EOY iReady Diagnostic.</p>	iReady ELA Diagnostic & iReady Math Diagnostic	
<p>By having a centralized data tracking sheet, and attending quarterly data summits, we will be able to shift our instruction and intervention practices to meet the individual needs of students. These cohorts (Pull Outs to include: LLI group, Read Naturally Groups, MLL, and Reading Specialist) saw a 66% increase in Progress Toward Annual Typical Growth. We expect to see at least 75% in SY 23/24.</p>	iReady ELA Diagnostic & iReady Math Diagnostic Read Naturally, F&P, In-Class Formative and Summative Assessments	
<p>By identifying ways to improve in ELA writing, we expect to see a shift in our MCAS writing scores. In SY 23/24, the MCAS showed 30% average correct in the category of writing. By the end of this 3 year plan- we expect 40% average correct on MCAS in the category of writing.</p>	MCAS Data; Lowell Writing Rubric; No Red Ink Assessment Rubrics; MCAS Rubric	

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

Performance Objectives:

Utilizing data from Open Architects attendance and behavior, HALS school culture data, and DESSA student social emotional health questionnaire, students will be provided access to Tier I and Tier II supports throughout the school year with the goal that students build the capacity to independently identify their thoughts and feelings, manage emotions, apply appropriate pre-taught coping skills, develop and maintain positive relationships, develop positive healthy future goals, and utilize skills to manage conflict safely. Programming will focus upon proactively providing students with mental health supports, after school programming, mentorship, attendance incentives, and family and community partnership supports that increase attendance rates, lowers conduct referrals, and increases student time on learning. Baseline Open Architects attendance data shows a current school wide attendance rate of 93.7% and a chronic absenteeism rate of 18%. Current Open Architects behavioral data shows 23.8% of students school wide have received a conduct referral with 5.7% of those students receiving a suspension from school.

Year 1:

-Cultivate a safe and welcoming school environment:

- Utilize data to provide students access to social-emotional supports that build capacity for students to engage appropriately to feel emotionally and physically safe within the school community.
- Develop challenging and meaningful programming and activities that add value to the learning process by connecting academic success to the development of future goals.
- The 2023-2024 attendance rate at the Stoklosa Middle School was 93.7%. Additionally, 18% of Stoklosa students are defined as having chronic attendance issues. Utilizing this data, we will continuously monitor student attendance rates by partnering with families to foster a shared value of academic learning and engagement. In an effort to increase student buy-in, we will incentivize consistent attendance at the school level with a goal of achieving 95% attendance rate for the school year.
- Establish communication channels to connect Stoklosa families to the appropriate community-based partnerships with the goal of increasing family and student engagement in the school community.
- Refine and monitor restorative justice programming and SEL Friday's
- In an effort to promote positive school behaviors, we will incentivize and promote consistent positive school performance with an emphasis on school core values.
- In an effort to increase parent involvement, the Stoklosa team will work with the CLSP coordinator monthly during student support to design inclusive community engagement events including but not limited to cafecitas, Open House, PotLuck, report card night.

Year 2:

- Evaluate changes in data to evaluate current programming (mental health, after school programming, mentorships, attendance incentives, and family community partnership supports) and make necessary adjustments.
- Review and update communication channels based upon parental involvement rates in 24-25 school year. Adjust as needed.
- The attendance team will review attendance data for the 2024-2025 school year to evaluate the value of

incentivized programming. SBAT will increase the frequency of school based attendance team meetings and will utilize technology to improve parent attendance at meetings.

- The student support team will review data to evaluate the effectiveness of Restorative Justice Practices on an ongoing basis to refine and adjust current practices (Saturday RJP, after school admin RJP, grade level RJP, and grade level RJP).
- The student support team will refine work based upon data.
-

Year 3:

- The student support team will refine work based upon data.
- Monitor the effectiveness of parent involvement and make changes as necessary.
- SBAT will monitor attendance data to refine practices and programming.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Complete DESSA 3x a year in order to identify students in need and build therapeutic groupings. Monitor and analyze the data gathered to improve student access to the appropriate social-emotional supports (SEL groups). DESSA results for students in 5-7th grade indicate 40 students need instruction (9% total population), 281 (62% typical), 135 (30% population) strength category. Our goal is to decrease the number of students in the needs category to less than 5% and increase the number of students in the strength category.	24-25	Social work, AP's
2. Hold weekly administrative meetings that continuously monitor and analyze current data and adjust focused interventions (580 conduct referrals, 93.8% attendance rate,) as needed to assess effectiveness of student and family support and add additional programming as needed (Hals family school relationships 2.29).	24-25	SW, admin, Instructional leadership, Guidance
3. Hold weekly student support team meetings that continuously monitor and analyze current data and adjust focused interventions utilizing culturally sustaining practices as needed to assess the effectiveness of student and family support and add additional programming as needed. (HALS perception of school safety data 2A (23-24 3.38, physical safety 3.65, student emotional safety 3.1)	24-25	SW, Admin, CSM, Math Coach, Instructional specialist
4. Hold weekly grade level CPT's that effectively monitor and analyze current data and adjust focused interventions as needed to assess student academic and behavioral progress . (23-24 HALS perception of school safety data 2A 3.38, physical safety 3.65, student emotional safety 3.1. Academic learning performance indicators 4a. 2.36, student engagement in school 2.88)	24-25	admin
5. Disseminate and review HALS survey data, to rate effectiveness of	24-25	SW, AP's

<p>implemented school structures/policies and determine appropriate changes necessary to address identified problem areas. (23-24 HALS perception of school safety data- 3.38, physical safety 3.65, student emotional safety 3.1. Academic learning performance indicators 4a. 2.36, student engagement in school 2.88)</p>		
<p>6. During weekly attendance meetings, the attendance team will continually monitor and analyze current data and adjust focused interventions utilizing culturally sustaining practices to assess the effectiveness of current structures and provide incentives for positive attendance rates (23-24 chronic absenteeism rate 17.3%, attendance rate 93.8%).</p>	24-25	Attendance team, Social workers, Parent liaison nurse
<p>7. Utilize a variety of culturally sustaining communication channels (social media, monthly newsletter, parent calls, emails) with the goal of increasing attendance rates and family involvement at the school level through a variety of school events (Hals family school relationships 2.29).</p>	24-25	Student support team CSLP staff
<p>8. Continuously monitor student conduct data behavior (581 conduct referrals) to monitor to refine school wide SEL programming and Restorative Justice Practices (185 RJP incidents).</p>	24-25	AP Student support team
<p>9. The student support team will develop and refine incentivized programs that consistently promote positive school behaviors and academic progress (581 conduct referrals, 93.8 attendance rate, 288 students below grade level in ELA, 275 students below grade level in math).</p>	24-25	Student support team
Intended Outcomes & Monitoring System	Key Performance Indicators	
<p>1. By utilizing DESSA data and implementing targeted groups, students will build the appropriate social-emotional skill set to increase time on learning, increasing student performance indicators and reduce the number of conduct referrals.</p>	Attendance monitor iReady Growth Conduct referrals MCAS data	
<p>2. Weekly administrative meetings will discuss and implement the appropriate behavioral, therapeutic, and academic supports for high needs students in coordination with special education ETC, school psychologist, members of the social work team, academic leadership, and building administration increasing time on learning, student performance and appropriate in school behaviors.</p>	Attendance iReady growth MCAS Conduct Journals	
<p>3. Weekly student support team meetings will discuss and implement appropriate behavioral, therapeutic, and academic supports through TCI process; community programming; wraparound services; peer mentorships; extended day programming and school events to increase student-school connectedness and family-school connection, increasing student mental health and school performance.</p>	Open Architects data Conduct referrals Cartwheel referrals HALS data SEL groupings Peer mentor program	

<p>4. Weekly grade-level CPT will discuss and implement the appropriate individualized student support plans to increase behavioral, therapeutic, and academic support through the TCI process. With the administrative and social work team, teachers will collaborate on classroom management techniques, safety planning, discuss structured procedures, school-based events, and will develop individual student behavior plans in an effort to increase time on learning, student work output, teacher-student and peer-to-peer relationships, and improve family school communication.</p>	<p>Open Architects data Family attendance at school events. HALS iReady Growth Conduct referrals MCAS Attendance monitoring</p>
<p>5. Use HALS 23/24 data to assess baseline and monitor growth. Baseline scores for each sub-category are: "School Leadership" 1A 4.11/1B 3.83, "School Culture 2A 3.38/2B 3.28/2C 3.51, "School Resources" 3A 3.55/3B 3.21/3C 3.0, "Academic Learning" 4A 2.36/4B 3.94/4C 3.15 and "Community Engagement" 5A 3.09/5B 3.47/5C 2.97/5D 2.53. Adjust policies and procedures based on survey data.</p>	<p>HALS</p>
<p>6. By utilizing attendance data, and more specifically the chronic absenteeism rate of %17.3, the attendance team can specifically target students not meeting attendance expectations, ultimately increasing time on learning, improved access to the curriculum, and academic growth.</p>	<p>Open Architects Aspen iReady</p>
<p>7. By utilizing a variety of culturally sustaining communication channels (social media, monthly newsletter, parent calls, emails) we will increase student attendance rates by connecting parents to community based partnerships.</p>	<p>Attendance Open House Attendance Report Card night SSC attendance Open Architects Tracking community connections</p>
<p>8. Continuously monitor student conduct data behavior to monitor to refine school wide SEL programming and Restorative Justice Practices with the goal of increasing students social emotional skill set as measured by a decrease conduct referrals.</p>	<p>Aspen Conduct data Conduct actions (RJP)</p>
<p>9. Incentivized programs that consistently promote positive school behaviors and academic progress will promote a positive school culture and focus on the schools core values. This will be monitored by improved time on learning as measured by iready growth, MCAS data, and a decrease in conduct referrals.</p>	<p>iReady growth MCAS data</p>

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=01600360&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600360&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600360&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/3194
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>