![Lowell Public Schools logo — Equity, Excellence, Empowerment.]

Sullivan Middle School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
	Parent Representatives	*Teacher Representatives*
Sean Carabatsos **Jocelyn Petrosino** **Mike Banks**	**Beth Tobin** **Erin Abrams** **Denise Wagstaff**	**Joy Prout** **Gayl Hurley** **Kym Pizzano**

1.3 Mission

Our community promotes the ability to think clearly and creatively and to **communicate** our thoughts and understandings effectively. Our learning experiences draw upon students' and teachers' **diverse** backgrounds, identities, strengths and challenges. It is our vision that members of the community will **collaboratively** embrace inclusive practices building and strengthening **skills** and **knowledge** preparing our students to be contributors to a diverse and rapidly changing world.

1.5 Vision

1.4 Core Values

- A quality school bases all its decisions on what is best for children.
- The community needs a safe, nurturing, and harassment free environment.
- Every person has an inherent worth and can learn.
- Learning is a partnership between student, school, home, and the community.
- The ability to work individually and as a team is vital to creating lifelong learners.
- Social/emotional development is integral to academic achievement; community members are responsible for their choices and results of those choices.
- Respect for self and others promote a caring, learning community.

Self wort**H**

Comm**U**nity

Re**S**pect

Kind

Equi**I**table

The Sullivan School strives to be an inclusive community consisting of students, staff, family members, and community partners working collaboratively to maintain a safe, equitable, and positive learning environment that embraces diversity.

Our vision is focused on providing a dynamic and supportive middle school experience that prepares students for the challenges of the future.

T**E**amwork

Safe

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

2.1 School Strengths and Notable Achievements 2024-2025

To enhance our shared leadership, we established an Instructional Leadership Team (ILT) and a Community Program Team (CPT). ILT has been focused primarily on improving our collaborative instructional practices including collaborative unit / lesson planning, developing equitable assessments and providing access for all students, especially our SWD and MLLs.

Our CPT has refined our MTSS for all students, improved our TCI / TAT process and embraced our CLSP initiatives by adopting a common text (Textured Teaching) and creating time to have open conversations about our cultural and linguistic practices.

Our Community School Program has been integrated throughout the school including the addition of a barber shop (Husky Kutz), laundry service and multiple outside services and programs. We plan to offer a community - based, SEL Allied Arts course next year.

2.2 School Data Profile 2024-2025

% Students Meeting/Exceeding

19% ↓ **-3%** vs. previous year
n/a vs. state average

Average Scaled Score

477 ↓ **-1** vs. previous year
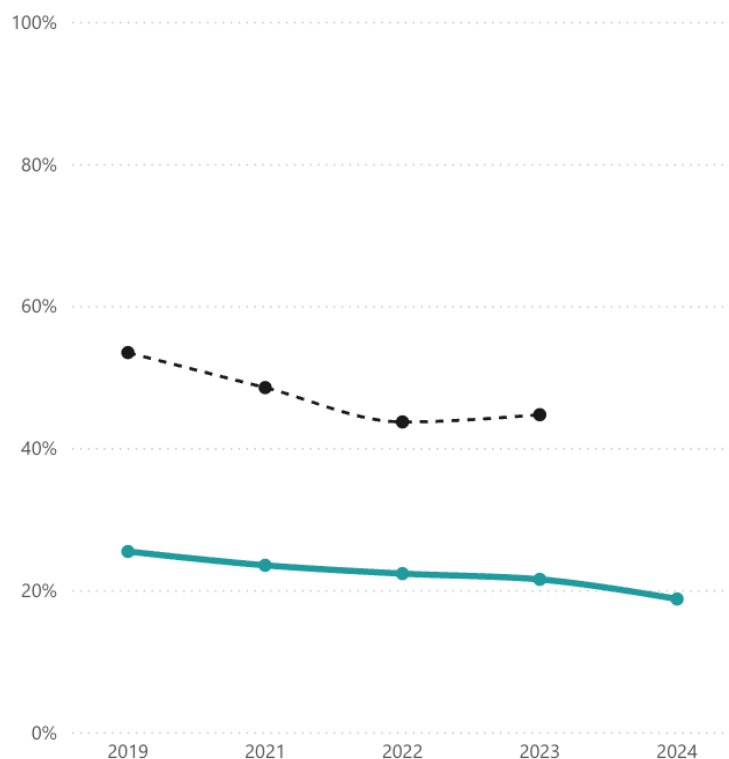n/a vs. state average

Average SGP

46.0 ↓ **-2.5** vs. previous year
n/a vs. state average

Results By Year

[% Meeting/Exceeding ▾]

— % Meeting/Exceeding   - - - State % M+E

| Year | 2019 | 2021 | 2022 | 2023 | 2024 |

Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting

	2019	2021	2022	2023	2024
Meeting	23%	21%	21%	20%	16%
Partially Meeting	50%	40%	41%	40%	39%
Not Meeting	25%	36%	37%	39%	43%

% Students

% Students Meeting/Exceeding

21%

0% vs. previous year
n/a vs. state average

Average Scaled Score

482

↑ +1 vs. previous year
n/a vs. state average

Average SGP

47.2

↓ -1.9 vs. previous year
n/a vs. state average

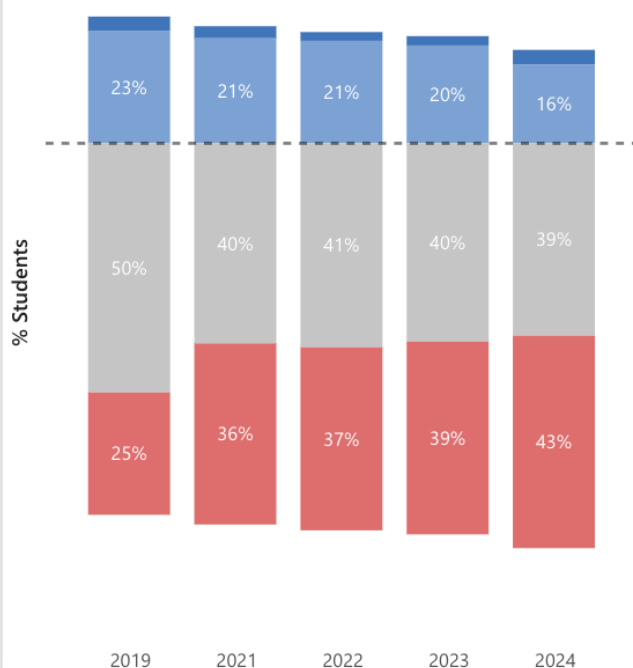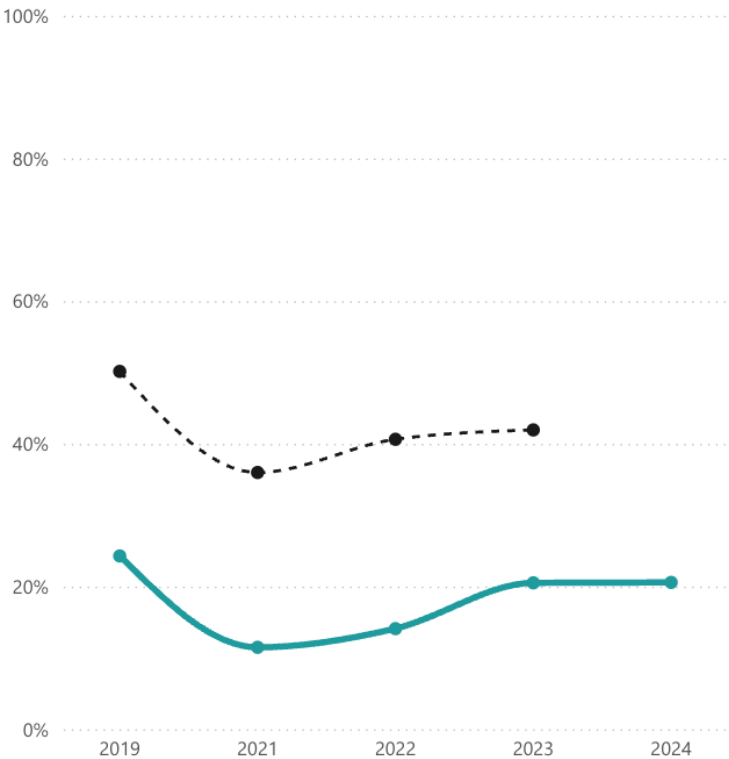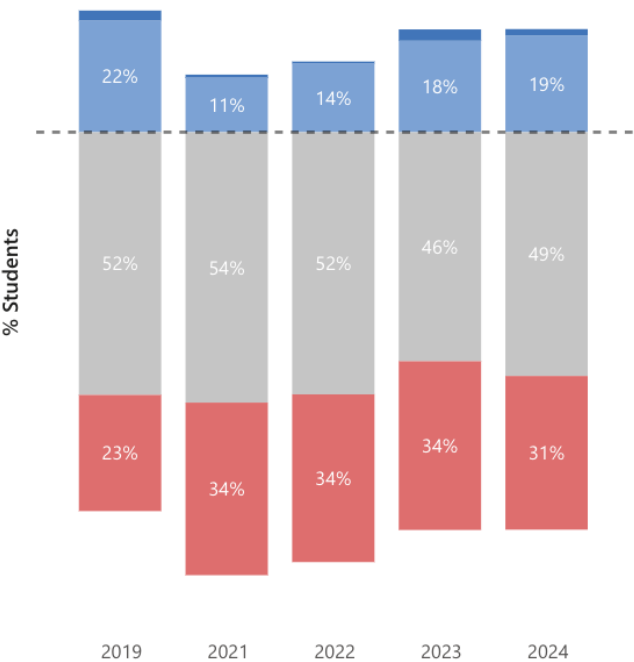## Results By Year

[% Meeting/Exceeding ▼]

— % Meeting/Exceeding   ---- State % M+E

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting

Enrollment Data

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	5.3	7.5	9.6
Asian	12.6	26.3	7.4
Hispanic	49.1	40.6	25.1
Native American	0.2	0.2	0.2
White	29.7	21.1	53.0
Native Hawaiian, Pacific Islander	0.2	0.1	0.1
Multi-Race, Non-Hispanic	2.9	4.1	4.5

Selected Populations (2023-24)

Title	% of School	% of District	% of State
First Language not English	49.9	45.0	26.0
English Language Learner	31.9	28.7	13.1
Low-income	72.6	72.3	42.2
Students With Disabilities	20.9	20.3	20.2
High Needs	84.6	83.5	55.8

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 05 - ENGLISH LANGUAGE ARTS	17	44	0	5	17	39	49	40	34	16	120	99	480	44	110	8
GRADE 05 - MATHEMATICS	22	41	3	5	19	36	58	46	20	13	120	99	486	53	111	23
GRADE 05 - SCIENCE AND TECH/ENG	16	42	0	8	16	33	50	40	34	19	119	99	478	N/A	N/A	11
GRADE 06 - ENGLISH LANGUAGE ARTS	34	42	3	8	31	34	28	34	38	24	132	100	482	47	121	25
GRADE 06 - MATHEMATICS	30	41	1	7	29	34	36	42	34	17	131	99	483	44	119	21
GRADE 07 - ENGLISH LANGUAGE ARTS	14	40	2	8	12	33	46	40	40	19	130	99	475	50	121	11
GRADE 07 - MATHEMATICS	13	38	2	8	11	31	43	40	44	22	130	99	476	47	121	16
GRADE 08 - ENGLISH LANGUAGE ARTS	21	44	3	10	18	34	37	34	42	22	148	98	478	51	138	15
GRADE 08 - MATHEMATICS	18	38	3	7	15	30	47	42	35	20	150	99	480	52	139	20
GRADE 08 - SCIENCE AND TECH/ENG	13	41	2	6	11	35	49	40	37	19	150	99	478	N/A	N/A	14
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	22	42	2	7	20	35	40	39	39	19	530	99	479	49	490	10
GRADES 03 - 08 - MATHEMATICS	21	41	2	7	18	33	46	41	34	18	531	99	481	49	490	15
GRADES 05 & 08 - SCIENCE AND TECH/ENG	14	41	1	7	13	34	50	40	36	19	269	99	478	N/A	N/A	12

2024 Preliminary Accountability Report - James Sullivan Middle School

Organization Information	
DISTRICT NAME Lowell (01600000)	**TITLE I STATUS** Title I School
SCHOOL James Sullivan Middle School (01600340)	**GRADES SERVED** 05,06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Requiring assistance or intervention

Reason for classification

In need of focused/targeted support
    Among the lowest performing 10% of schools
 	
    Low student group performance: Asian

Progress toward improvement targets	Accountability percentile
43% - Moderate progress toward targets	7

2.3 Reflection on Current Practices 2024-2025

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

Our current efforts in targeting school improvement stem from the evaluation of the following data: MCAS, ACCESS, iReady, Lexia, formative/summative assessments, Instructional Rounds, and DESSA. The data suggests that an emphasis must continue to be placed on providing additional access points, especially for our students with disabilities and English Learners, for all learners to actively engage in their own learning and the learning of others as they comprehend common grade level standards.

SEI / UDL/Co-teaching: We continue to provide professional development and incorporate SEI, UDL and co-teaching practices to ensure all staff have an understanding of the programs and the proper application. We have set a foundation to keep UDL as an ongoing initiative as a part of our school including adopting and incorporating SEI in all classrooms. Based on the iReady data and previous years' ACCESS and MCAS performance data, we determined that there is an access barrier for students and UDL has provided opportunities for greater engagement for students who struggle academically and students who are not as engaged in making connections. Our number one priority is reaching students with language and learning gaps, we are going to continue UDL professional development and opportunities to continue making progress on our priorities.

Students will be provided with multiple supports throughout the year to build empathy towards their peers, manage their emotions more completely, take personal accountability for their actions, but also learn to set and work towards positive, personal goals. Using data collected through the DESSA needs assessments, coupled with ongoing professional development, staff will be encouraged to build stronger relationships with our students. We will continue to provide a dedicated Advisory block within our schedule to foster social-emotional learning in classrooms and hopefully build these positive relationships with our students.

We need to strengthen our CLSP focus to enhance our anti bias/anti racist work. We have incorporated Lorena German's *Textured Teaching* into our overall collaborative unit and lesson planning and implementation work. In addition, we will further our discussions using *Start Here, Start Now* by Liz Kleinrock. Finally, we will continue our work using *Grading for Equity* by Joe Feldman to further our practices around equitable assessment and grading practices.

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?**

	Low Range		Middle Range			High Range			Average Scores*
	1	2	3	4	5	6	7	n	
Emotional Support Domain	1	9	12	9	12	12	5	60	4.3
Positive Climate	0	1	2	5	4	4	4	20	5.0
Teacher Sensitivity	0	0	1	2	8	8	1	20	5.3
Regard for Student Perspectives	1	8	9	2	0	0	0	20	2.6
Classroom Organization Domain	0	0	1	2	5	12	40	60	6.5
Behavior Management	0	0	1	1	2	6	10	20	6.2
Productivity	0	0	0	1	1	5	13	20	6.5
Negative Climate**	0	0	0	0	2	1	17	20	6.8
Instructional Support Domain	11	24	21	15	19	10	0	100	3.4
Instructional Learning Formats	0	1	0	2	12	5	0	20	5.0
Content Understanding	0	1	4	5	5	5	0	20	4.5
Analysis and Inquiry	6	7	5	2	0	0	0	20	2.2
Quality of Feedback	1	10	4	4	1	0	0	20	2.7
Instructional Dialogue	4	5	8	2	1	0	0	20	2.6
Student Engagement	0	0	0	4	13	3	0	20	5.0

The CSDP Progress Monitoring Schoolwide Instructional Observation Report presents ratings for classroom observations that were conducted by certified observers at American Institutes for Research® (AIR®) as part of the Massachusetts Department of Elementary and Secondary Education (DESE) Progress Monitoring with the Center for District and School Partnership (CSDP). Two observers visited James Sullivan Middle School on March 12, 2024. Observers conducted 20 observations in a sample of classrooms across all grades. The classroom observations were guided by the Classroom Assessment Scoring System (CLASS), developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia.

Areas of Needed Improvement:

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy (Pianta et al., 2008, p. 38; Pianta et al., 2012a, p. 35; Pianta et al., 2012b, p. 35).

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	2.6
Grades 6–12	1	8	9	2	0	0	0	20	2.6

Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills through their application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition (thinking about thinking) also are included (Pianta et al., 2012a, p. 76; Pianta et al., 2012b, p. 81).

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	2.2
Grades 6–12	6	7	5	2	0	0	0	20	2.2

Quality of Feedback refers to the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation in the learning activity (Pianta et al., 2008, p. 72). In the upper elementary and secondary classrooms, significant feedback also may be provided by peers (Pianta et al., 2012a, p. 93; Pianta et al., 2012b, p. 89). Regardless of the source, the focus of the feedback motivates learning.

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	2.7
Grades 6–12	1	10	4	4	1	0	0	20	2.7

In universally designed classrooms, firm **grade-level learning objectives**, based on standards are visible to students and referred to throughout the lesson. In seven out of eight classrooms, there was a complete absence of learning objectives posted on the board, or they were not specific to the topic being taught. For instance, in one classroom, although learning objectives were posted, they were not aligned with standards and were not referred to during instruction. While many of the lessons had elements that aligned with grade-level standards, there was a lack of articulation of these standards to the students.

Another key focus area is how the learning environment and lesson design **affirm the identity of all students**. Student work or representations of diverse identities were noticeably absent in every classroom observed. Additionally, teachers did not consistently engage warmly with students or monitor student interactions to model positive relationships, hindering the establishment of a classroom culture that values and affirms the identity of all students.

Flexible methods ensure that the learning design provides students with flexibility in how they learn, make sense of language, and build understanding, while **flexible materials** ensure that students have flexibility in the scaffolds, strategies, and tools they use as they work toward the learning objectives. The lack of flexibility in methods and materials in all classrooms provide a significant opportunity for growth. In 8 of 8 classrooms, students were provided with one-size-fits-all experiences, with little to no integration of innovative technologies or diverse resources.

The UDL Guidelines encourage using **Formative Assessments** to support the learning process. Formative assessments can assist teachers in providing mastery-oriented feedback to learners, adapting lesson plans, and helping students monitor their own progress and self-assess. Regarding formative assessments, there was a general absence of data-driven instruction and feedback framing across all classrooms. While some classrooms utilized formative assessment tools such as IXL, the data gathered from these assessments were not consistently used to target instruction or provide meaningful feedback to students.

Flexible assessments are construct-relevant and ensure students have options for sharing their thoughts, ideas, and skills. Construct-relevant assessments connect directly to the learning goal, measuring growth or proficiency relative to the target. The use of flexible assessments was not observed. To support learning and assessment, providing students with opportunities to **reflect on their learning** and provide f**eedback** to the teacher on the learning process can further enhance a student's

opportunity to personalize their learning experience and work toward being an "expert learner," defined as a student who is purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed. Opportunities for **student self-reflection and feedback** were not observed. Creating more intentional opportunities for self-reflection and feedback can empower students to take ownership of their learning and contribute to a more student-centered classroom environment.

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

Student Engagement refers to the extent to which all students in the class are focused and participating in the learning activity that is presented or facilitated by the teacher. The difference between passive engagement and active engagement is reflected in this rating (Pianta et al., 2012b, p. 105).

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	5.0
Grades 6–12	0	0	0	4	13	3	0	20	5.0

Behavior Management refers to the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior (Pianta et al., 2008, p. 45; Pianta et al., 2012a, p. 41; Pianta et al., 2012b, p. 41).

| Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	6.2
Grades 6–12	0	0	1	1	2	6	10	20	6.2

Productivity considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities (Pianta et al., 2008, p. 51; Pianta et al., 2012a, p. 49; Pianta et al., 2012b, p. 49).

Grade Band	Low Range		Middle Range			High Range		n	Average
	1	2	3	4	5	6	7	20	6.5
Grades 6–12	0	0	0	1	1	5	13	20	6.5

iReady Math (End of the Year)

Students Assessed/Total: **609/620**

Progress to Annual Typical Growth (Median)
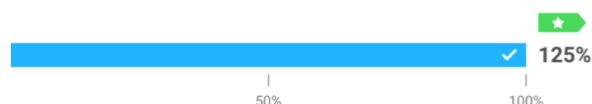
✓ 125%

50%   100%

The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▷

Current Placement Distribution

18%   16%   24%   14%   28%

⊘ Mid or Above Grade Level (From 6%)   ● Early On Grade Level (From 10%)   ● One Grade Level Below (From 30%)   ● Two Grade Levels Below (From 12%)   ⊘ Three or More Grade Levels Below (From 42%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

iReady Reading (End of the Year)

Students Assessed/Total: **606/620**

Progress to Annual Typical Growth (Median)

```
|████████████████████████████████████████████✓| 125%  ⚑★
                    |                    |
                   50%                 100%
```
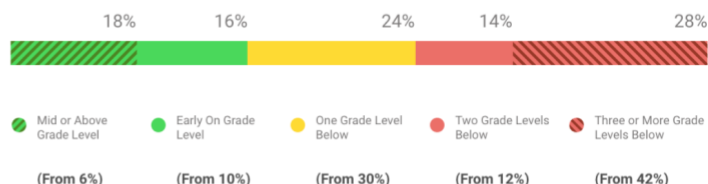
The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
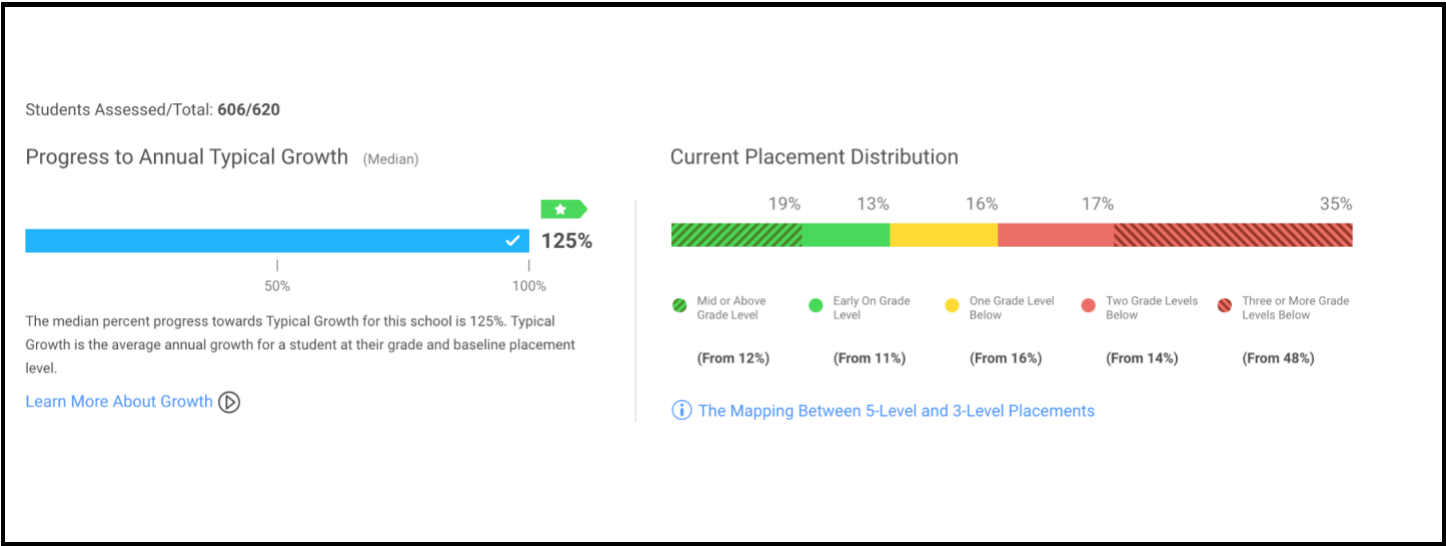
Learn More About Growth ▷

Current Placement Distribution

| 19% | 13% | 16% | 17% | 35% |

🟢 Mid or Above Grade Level   🟢 Early On Grade Level   🟡 One Grade Level Below   🔴 Two Grade Levels Below   🚫 Three or More Grade Levels Below

(From 12%)   (From 11%)   (From 16%)   (From 14%)   (From 48%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

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

2.4 School Strengths and Notable Achievements 2025-2026
2.5 School Data Profile 2025-2026
2.6 Reflection on Current Practices 2025-2026
1. **What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?**

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

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

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

2.7 School Strengths and Notable Achievements 2026-2027
2.8 School Data Profile 2026-2027
2.9 Reflection on Current Practices 2026-2027
1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration	Intentional Practices for Improving Instruction – Engaged Learning	Student-Specific Supports and Instruction to All Students	School Climate and Culture
Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	Provide human and financial resources to support high quality, engaged learning. *Student Safety* Ensure two-way, respectful communication, with families, and the LPS community.

3.2 School Strategic Goals and Initiatives

• Utilization of **Data Wise** to inform and drive school improvement • **Instructional Leadership Team** will continue to meet monthly • **Community School Team** will continue to meet monthly • **CPT meetings** will take place **daily** to support school broad-based initiatives. CPTs will include: 3 content based; 2 Grade Level team meetings • **Administration / Coaches** 1x/week • **Attendance Team** 1x/week • **TAT Team** meets 2x/month • **SSC / PTO** 1x / month	• Plan & teach with language in mind; incorporate **UDL / SEI** instructional strategies in all lessons. • We will enhance our **co-teaching model (SpEd/MLLs)** targeting students' strengths and incorporating the integration of different modalities to engage passive learners. • Teachers will continue to develop / modify **unit / lesson plans** focusing on learning outcomes, language objectives, and UDL principles of practice that reference specific learning standards. • Rigorous tasks and **formative assessments** match learning outcomes. • **Instructional Rounds** with a focus on **student engagement**, rigorous tasks and formative assessments.	• Collect and utilize **student academic data** using Open Architects (iReady, Lexia, IXL and ongoing content specific formative assessments). • Paraprofessional Training / Professional Learning • Use data to inform instruction and student learning within small groups especially in support of our SWDs and MLLs and assign students to interventions or to our **Academic Academy** for additional support. • TCI/TAT - Individual Student Plans • Use data gathered from **Instructional Rounds** and debrief sessions to continually assess instructional effectiveness and to inform topics covered in CPTs. • Use *Grading for Equity* to align our assessment and grading policies.	• Weekly **advisories** with a continued focus on our monthly themes with an additional focus on **Circles, Restorative Justice & Peer Mediation** • Monthly grade level assemblies celebrating social / emotional themes. • Quarterly celebrations of academic and social contributions including attendance, growth, honor roll and high honors. • Continue to strengthen and expand our **Community Schools Program** • Use **Textured Teaching** and other resources to support the implementation of effective cultural and linguistic practices throughout the school.

<h1 style="text-align:center;color:#8B2500;">Section 4: Action Plans and Targeted Initiatives</h1>

4.1 Goal 1- CLSP: Community Program Team

Incorporate traits of Textured Teaching and Start Here, Start Now (ABAR) to ensure all teaching and learning is student driven and community centered, flexible, interdisciplinary, and experiential.

Continue working to align our grading policies to assist students in advocating for their own learning and lifting the veil on how to succeed in the classroom. Focus on a bias-resistant grading policy, where grades are based solely on a student's mastery of explicit, targeted academic criteria.

Performance Objectives:

Year 1: Develop a student-driven and community-centered approach to teaching and learning focusing on the whole child especially incorporating student voice and choice.

Year 2: Grow our teaching and learning to be more interdisciplinary, interconnected, and experiential especially focusing on adapting our advisory day schedule to incorporate more arts into mainstream content classes.

Year 3: Continue to develop and grow our capacity to approach teaching and learning through an anti-bias / anti-racist lens.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Ensure all staff have copies of Textured Teaching; Grading for Equity; and Start Here, Start Now: A Guide to Antiracist Work in Your School Community and offer PLC time to read and discuss texts (Book Groups)	6/30/24	Community School Team
2. Establish a continuous PD plan for all staff during CPTs / PLCs / Early Release (specific PD plan) focusing on the work in the individual book groups. Book groups will present an overview and provide an implementation plan at Orientation to be offered throughout our early release sessions.	8/26/24	Community School Team
3. Establish Team Leaders at each grade level to facilitate Grade Level Team CPTs	6/30/24	Admin. Team
4. Community School Team members will develop Inclusive Practices Look Fors from the three book groups.	11/5/24	Community School Team
5. Incorporate and monitor practices throughout the school year (specific PD plan) All staff members incorporate inclusive practices outlined in Textured Teaching, Grading for Equity & Start Here, Start Now: A	6/2025	Community School Team

Guide to Anti Racist Work in Your School Community.		

Intended Outcomes & Monitoring System	Key Performance Indicators
1. All staff members incorporate inclusive practices outlined in Textured Teaching, Grading for Equity & Start Here, Start Now: A Guide to Anti Racist Work in Your School Community. (**Increase HALs 1A-III - Professional Community - 3.39 Watch to 3.5)**	**Inclusive Practices Look Fors/ HALs Survey**
2. Inclusive teaching practices evident in all classrooms. (**Increase HALs 1B-II Support for Teaching Development & Growth- 2.94 Watch to 3.5)**	**Inclusive Practices Look Fors / HALs Survey**
3. Establish a classroom community professional practice goal focusing on inclusive, language-based practices including the use of SEI endorsed supports. (**Increase HALs 3B-II Cultural Responsiveness - 3.38 Growth to 3.5)**	**Professional Practice Goal / HALs Survey**
4. Increase HALs 2B-I Students Sense of Belong - 3.14 Growth to 3.5	**HALs Survey**

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:

Shared leadership and effective collaborative structures support Sullivan as a professional learning community focused on continuous improvement

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

Year 1: Utilization of Data Wise inquiry cycles in ILT to inform and drive school improvement. ILT applies an inquiry cycle using the Data Wise structures and procedures during content CPTs.

Year 2: ILT members lead inquiry cycles during CPTs. Inquiry cycles are introduced to the Community School Team and utilized in grade level team CPTs.

Year 3: Inquiry cycles are an established practice to drive all grade level CPTs.

Action Steps	Date for Targeted Completion	Responsible Person(s)

1.	Define and establish structures to promote shared leadership: ILT, CPTs / PLCs, Community School Team (Data Wise Camp)	**8/26/24**	**Admin. / Coaches**
2.	Offer targeted professional development on the Data Wise inquiry cycle to support instructional capacity and student learning outcomes (Data Wise Camp).	**8/26/24**	**Admin. / Coaches**
3.	Leverage schedules that support common planning time for collaborative teams including SWD & MLL teachers and paraprofessionals	**6/30/24**	**Admin. / Coaches**
4.	Construct and support grade-level, content CPTs driven by ILT members using inquiry cycles	**6/2025**	**ILT**
5.	Provide ongoing feedback to ILT from grade level, content CPTs based on the progression and effectiveness of inquiry cycles on student learning	**6/2025**	**ILT**

Intended Outcomes & Monitoring System	Key Performance Indicators
1. During each inquiry cycle, spanning a strategic three-year launch (SY 2024 - 2025, SY 2025 - 2026, SY 2026 - 2027), all collaborative teams (e.g., instructional leadership team, grade level, community school team, and professional learning communities) will analyze data using the Data Wise Process to determine strengths and challenges, identify actions to address student learning needs, and regularly communicate and follow up on action steps, as evidenced by shared Google meeting notes, observations, and staff feedback.	**Inquiry Cycle Data/ Data Summits**
2. Teachers will meet in daily CPTs, using a process to align instructional expectations, support implementation of initiatives, using data to inform instruction, as evidenced by CPT agendas.	**CPT Agendas / Notes**
3. Feedback on cycles from ILT, District, State, Peer Instructional Rounds, etc. to guide progress and practice. (**Increase HALs 1A-III Professional Community - 3.39 Watch to 3.5)**	**Instructional Rounds Feedback / HALs Survey/ DESE Report (CSDP Progress Monitoring)**
4. Increase HALs 1A III Professional Community - 3.39 Watch to 3.5 and HALs 1B-II Support for Teaching Development and Growth - 2.94 Watch to 3.5.	**HALs Survey**

Section 4: Action Plans and Targeted Initiatives

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

Enhance professional development toward collaborative planning and co-teaching to ensure improved achievement and growth for all students especially our students with disabilities and our English Language Learners

Performance Objectives:

Year 1: Educators collaborate to enhance planning and delivery of lessons to engage and provide access points for all students.

Year 2: Educators enhance lesson planning focusing on preparation and strategic support for MLLs and SWDs.

Year 3: Unit / Lesson planning, preparation and archiving are an established practice to drive all teaching and learning.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Establish collaborative planning time, enabling teachers to develop or adapt units, lessons, and assessments with a language-based focus.	**6/30/24**	**Admin. / Coaches**
2. Development, usage, collection, and reflection of formative assessments to assess student strengths and needs.	**Every Inquiry Cycle**	**Grade Level Teams**
3. Develop a tiered coaching and professional development plan to support all teachers in implementing high-leverage UDL, SEI and co-teaching practices and analyzing data to inform instruction.	**10/9/2024**	**Admin. / Coaches**
4. Develop non-negotiable look-fors with respect to UDL, SEI, and co-teaching practices.	**10/9/2024**	**ILT**
5. Alignment of expectations within content/grade levels on mastery of standards and common formative assessments; and alignment of grading practices using "Grading for Equity."	**6/2025**	**Grade Level Teams**

Intended Outcomes & Monitoring System	Key Performance Indicators
1. By June 2025, all staff will participate in ongoing, differentiated professional development offerings focusing on UDL, SEI, co teaching and assessment / grading. **(Increase HALs 1B-II - Support for Teaching Development & Growth- 2.94 Watch to 3.5)**	**Accountability:** **3 year projection** 9% - 20%
2. By June 2025, all teachers will engage in collaborative data inquiry within each inquiry cycle in order to monitor mastery of selected standards in each subject area as demonstrated on common assessments (such as Writing about Reading, End of Unit Math Assessments	**MCAS Proficiency: (MLL)** **ELA 22% - 30% (1% - 10%)** **Math 21% - 30% (4% - 10%)**

and Writing in the Content area (Science / Social Studies). **(Increase HALs 2C - I Value of Learning - 3.34 Watch; HALs 2C-II Academic Challenge - 3.27 Growth to 3.5)**	**Science 14% - 20% (3% - 10%)**
3. By June 2025, all staff will be involved and benefit from feedback from strategically conducted coaching cycles, Instructional Rounds and evaluations. **(Increase HALs 1B-II - Support for Teaching Development & Growth- 2.94 Watch to - 3.5)**	**ACCESS:** **Progress 29% - 35%** **Growth 46% - 55%** **Attainment 15% - 20%**
4. By December 2024, all teachers will have PD and support utilizing Go Formative to establish and maintain common and consistent assessment programs per grade level and content area.	**Common Formative / Summative Assessments**

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students:

Based on an MTSS model, educators provide accessible and challenging interventions and supports to optimize and promote growth; built on student assets, matching student needs, and frequently monitored.

Performance Objectives:

Year 1: Utilize diagnostic systems to enhance student growth and achievement including our TCI / TAT process.

Year 2: Refine our usage of the TCI / TAT process to establish appropriate Tier 2 & Tier 3 interventions.

Year 3: Use MTSS to support students' academic, behavioral, and social/emotional needs will be an established practice.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Modify the **academic schedule** to maximize our staff resources through the facilitation of instructional opportunities to help sustain adequate progress for all students. (Grade Level Content, ELD, SWD sections)	**6/30/24**	**Admin. / Coaches**

2.	Modify the **student schedules** to maximize engagement using student PODS to construct individualized schedules. Decrease the amount of pull-out for our SWDs and MLLs; providing the necessary support in co-taught, collaborative classrooms.	**6/30/24**	**Admin. / Coaches**
3.	Utilize diagnostic systems for progress monitoring and student reflection using Open Architects, iReady, IXL, F & P, Lexia, and Go Formative.	**Every Inquiry Cycle**	**Grade Level Teams**
4.	Strengthen the professional development & evaluation program for teachers, paraprofessionals, and tutors to ensure enhanced support for student learning as well as coordinating assessments, grading, and feedback to students and families.	**6/2025**	**Admin. Team**
5.	Provide additional professional development concerning the TCI / TAT process design to support all students and provide recommendations for interventions.	**10/9/24**	**CPT**

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Three times a year, within three weeks of completing the iReady diagnostic, 100% of teachers will conference with students individually or in small groups. In addition, using the iREADY diagnostic model, students will meet at least half a year's stretch growth (as defined by iReady norms) and increase by one year's stretch growth on the end of year diagnostic	**iReady Diagnostic Growth**
2. 80% of students will have made 60%+ progress toward their annual growth goals by winter, and 100% of students will meet their annual growth targets by June on the diagnostic (iReady) math and reading assessments	**iReady Diagnostic Growth**
3. 100% of students will make at least 50% growth on ACCESS and MCAS testing	**ACCESS / MCAS Growth**
4. Monitor Tier 2 & 3 interventions established through our TCI / TAT process; students will demonstrate 50% growth in all intended interventions	**Intervention Growth**

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: Community School Program

To create a culturally relevant social and instructional environment addressing the needs of our collective community with an emphasis placed on strategies, concepts, and procedures designed to enhance the school environment based on an understanding that social differences are the foundation for fundamental change required to meet the diverse needs of all students and staff.

Performance Objectives:

Year 1: Develop and grow our community program to incorporate inclusion into all aspects of our school.

Year 2: Strengthen our advisory program to incorporate Restorative Justice, Circles and monthly themes.

Year 3: Teaching and learning become interdisciplinary, interconnected, and experiential in all aspects of our school.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Recruit and build strong parent involvement through engagement with our **School Site Council** and **Parent Teacher Organization**. Increase communication with families through teachers utilization of newsletters and social media applications including **Remind, Class Dojo, and Talking Points.**	**10/9/24**	**CST**
2. Strengthen our PBIS program by strengthening our weekly **SEL Advisories** and an SEL class in AA to support our focus on **Circles**, **Restorative Justice** and **Peer Mediation**	**8/26/24**	**CST**
3. Continue to strengthen our **Community School Program** to connect all stakeholders to resources to enhance teaching, learning, and access to social services (Attendance Campaign, Family Welcome Packet, Welcoming Front Lobby - Hall of Flags, Multicultural Event (4/26), Gaming Room, and a Laundry Service)	**6/2025**	**CST**
4. Continue to incorporate outside service providers (e.g. Project Elevate) to support student social/emotional learning	**6/2025**	**CST**

5. Strengthen our community connections by inviting families to our monthly (weekly) student academic and SEL celebrations	6/2025	CST

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Target school social/emotional improvement by scheduling weekly advisories to incorporate SEL lessons and interpret DESSA data **(Increase HALs 2B-I Students Sense of Belong - 3.14 Growth to 3.5**	**DESSA / HALs Survey**
2. To support a shared responsibility for the improvement of culture and climate at the Sullivan School, 100% of staff will aim for the goal to attend school 96% of the time. (**HALs 1A-III Professional Community - 3.39 watch to 3.5**)	**HALS Survey**
3. Establish and monitor systems to decrease chronic absenteeism; decrease chronic absenteeism from 20% to 15% **(Increase HALs 2B-I Students Sense of Belong - 3.14 Growth to 3.5**	**Chronic Absenteeism Rate**
4. Strengthen our community connections by inviting families to our monthly (weekly) student academic and SEL celebrations and monitoring attendance.	**Family Attendance**

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		

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

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		

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=01600340&orgtypecode=6 |

| 2 | **Schoolwide reform strategies** |
| | https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600340&orgtypecode=6 |

| 3 | **Instruction by highly qualified teachers** |
| | https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600340&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/3197 |

| 7 | **Student Transition Plan** |
| | The District's Transition Plan is as follows:-
The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start.

Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy. |

The high school also coordinates a transition plan to support students from going from graduation to college or career.

8	**Measures to include teachers in the decisions regarding the use of academic assessments**
	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

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

10	**Coordination and Integration of Federal State and local services and programs**
	The district provides multiple opportunities for district and school administrators, staff , parents and the community to meet to determine the most advantageous ways to coordinate federal, state and local services and programs. Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework. District and School ILT (Instructional Leadership Teams) meet to review priorities and measure progress towards goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability and Adult Education administrators.