Washington Elementary School
Quality Improvement Plan
2024 - 2027

LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

Section 1: Executive Summary Information

1.1 School Leadership

Jeff Haines-Principal
Cate Hugo-Literacy Specialist
Krista Kubick-Social Worker
Sue McCoy-Math Specialist

1.2 School Site Council Members

Parent Representatives	*Teacher Representatives*
Donna Latham **Khadija Elabidi**	**Diane Cahill-Kindergarten** **Marcie Comtois-Content Literacy** **Laura Katz-Music**

1.3 Mission

The Washington School strives to provide a safe learning community based on mutual respect and high academic expectations for all students. With a rich curriculum based on literacy and mathematics, we focus not only on students learning grade-level concepts and skills, but also on applying them to real world situations. We believe that all students can succeed with tailored instruction and support both in the classroom and from our families and community members at large.

1.4 Core Values

We believe:

o all students can learn given the right conditions, time, and support

o all students must be immersed in a safe, respectful, and rich learning community that values and honors diversity

o all students must be developed academically, socially, emotionally, physically, and artistically

o the success of our students is the shared responsibility of the home, school, and community and therefore embrace and encourage support from all constituents of our community

School Motto- Be the Best That You Can Be!

1.5 Vision

Washington Elementary School is committed

to providing the conditions and rigor for all students to obtain the essential skills required to become successful, productive citizens in an ever-changing global community.

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

### 2.1 School Strengths and Notable Achievements 2024-2025

- Washington School has the highest attendance rate among K-4 schools in the city at 94.3 percent attendance rate.
- Good communication between teachers and Administrators
- Teachers' knowledge of students and individual needs.
- The staff all respect each other and are willing to help.
- Great sense of community with its staff and parent collaboration, parent contact
- Grade 4 Math MCAS Meet/Exceeds Category greater than the state average

2.2 School Data Profile 2024-2025

Dese 2023 data shows that 41.7% of the students are identified as Multilanguage Learners.

Title	% of School	% of District	% of State
First Language not English	49.2	45.0	26.0
English Language Learner	41.7	28.7	13.1
Low-income	70.2	72.3	42.2
Students With Disabilities	26.0	20.3	20.2
High Needs	87.2	83.5	55.8

Open Architects, which is real-time data shows that we currently have 44.2% of our students identified as Multilanguage Learners.

Student Breakdown (click on a bar to filter the student list)

By Race/Ethnicity

Asian	84
Latino	71
Multiple	50
White	33
Black	14
Pacific Island	1

By Educational Grouping

Gen Ed	97
EL	86
SPED	44
EL & SPED	26
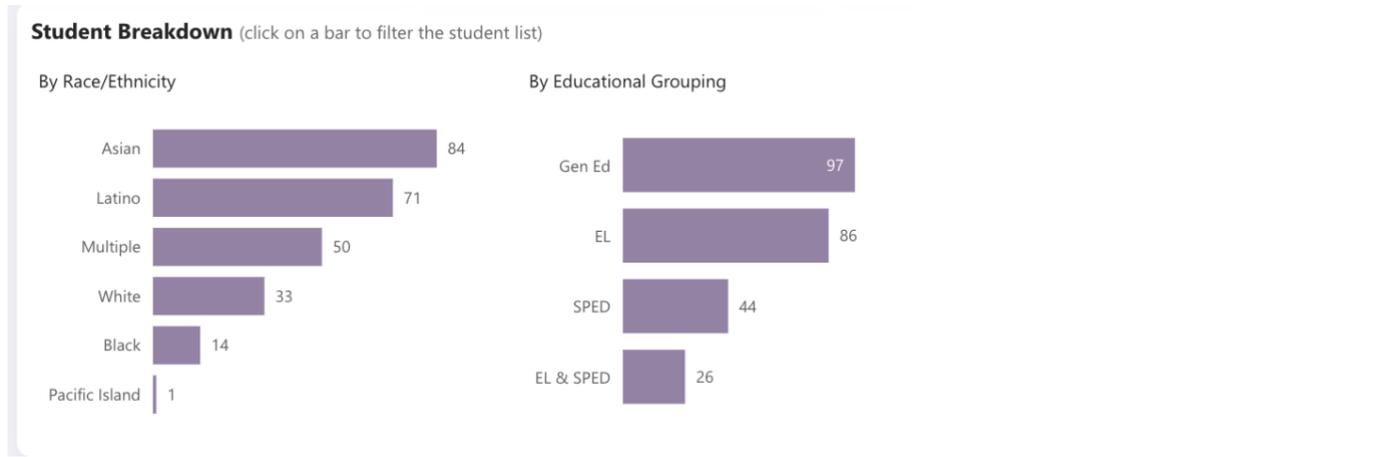
Overall Accountability Data:

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
38% - Moderate progress toward targets	32

MCAS proficiency is low compared to the state averages for ELA and comparable in Math overall but our grade 4 students exceed the state in the Meets category.

Grade and Subject	Meeting or Exceeding Expectations % School	Meeting or Exceeding Expectations % State	Exceeding Expectations % School	Exceeding Expectations % State	Meeting Expectations % School	Meeting Expectations % State	Partially Meeting Expectations % School	Partially Meeting Expectations % State	Not Meeting Expectations % School	Not Meeting Expectations % State	No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
GRADE 03 - ENGLISH LANGUAGE ARTS	24	44	0	7	24	37	47	40	29	16	38	100	483	N/A	N/A	15
GRADE 03 - MATHEMATICS	32	41	0	8	32	33	42	39	26	20	38	100	489	N/A	N/A	34
GRADE 04 - ENGLISH LANGUAGE ARTS	5	40	0	5	5	34	63	43	33	17	40	100	478	44	35	8
GRADE 04 - MATHEMATICS	48	45	0	8	48	37	33	37	20	18	40	100	493	54	35	40
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	14	42	0	7	14	35	55	39	31	19	78	100	480	44	35	12
GRADES 03 - 08 - MATHEMATICS	40	41	0	7	40	33	37	41	23	18	78	100	491	54	35	39

ACCESS:62% of our MLL population are in the Entering and Emerging phases of proficiency.

2023 ACCESS for ELLs Report
Data last updated January 25, 2024.

[More about the data](#)

**Total Tested:** 95
Participation Rate: 100%
Avg. Overall Composite Level: 2.8
Avg. years in MA: 2.6

Proficiency Level	Oral		Literacy		Comprehension		Overall	
	#	%	#	%	#	%	#	%
1 - Entering	20	21	41	43	22	23	25	26
2 - Emerging	21	22	20	21	29	31	34	36
3 - Developing	27	28	21	22	19	20	21	22
4 - Expanding	14	15	12	13	6	6	13	14
5 - Bridging	11	12	1	1	6	6	2	2
6 - Reaching	2	2	0	0	13	14	0	0

Ellevations Data Platform Pfociency Data:
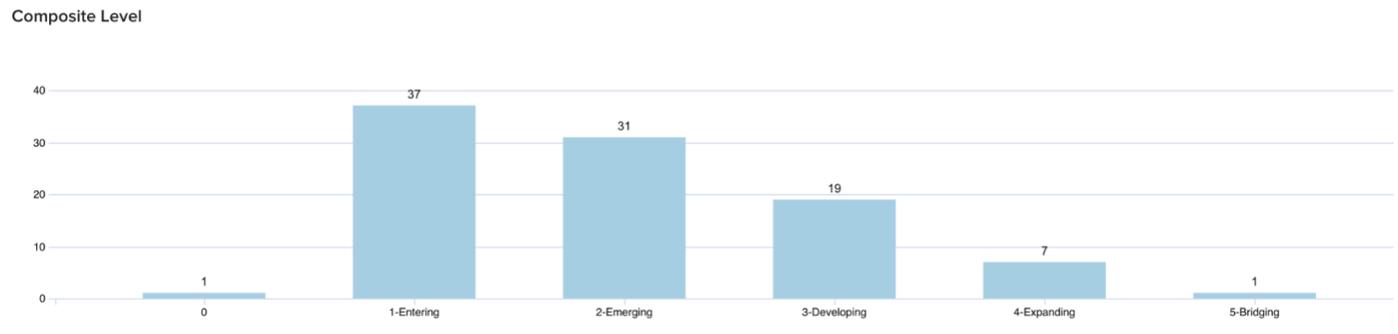

Iready Reading Data:

Fall 2023 - Scores declined from Spring 23 - this is typical with iReady, which could be due to summer slide.

Overall Placement

Students Assessed/Total: **164/221**

6%	13%	41%	23%	18%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
10 Students	21 Students	67 Students	37 Students	29 Students

Winter 2024:

Overall Placement

Students Assessed/Total: **172/221**

| 22% | 15% | 37% | 15% | 12% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
38 Students	**26 Students**	**63 Students**	**25 Students**	**20 Students**
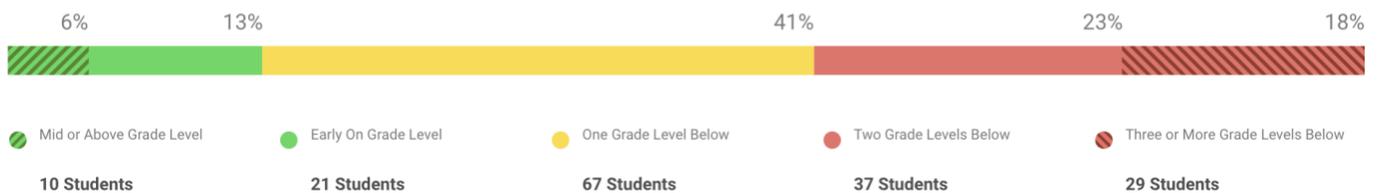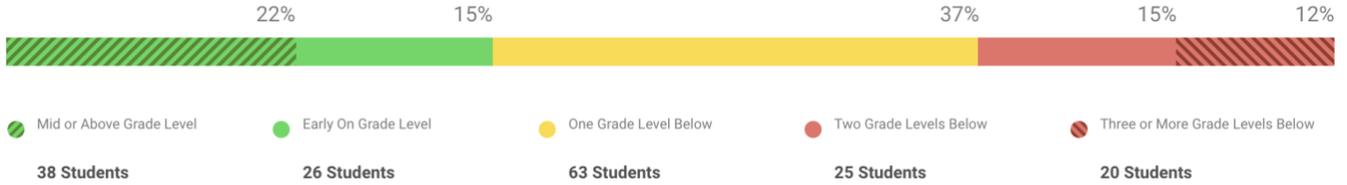
iReady Math Data:

Fall 2023:

Overall Placement

Students Assessed/Total: **164/221**

| 1% | 7% | 53% | 24% | 14% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
2 Students	**12 Students**	**87 Students**	**40 Students**	**23 Students**
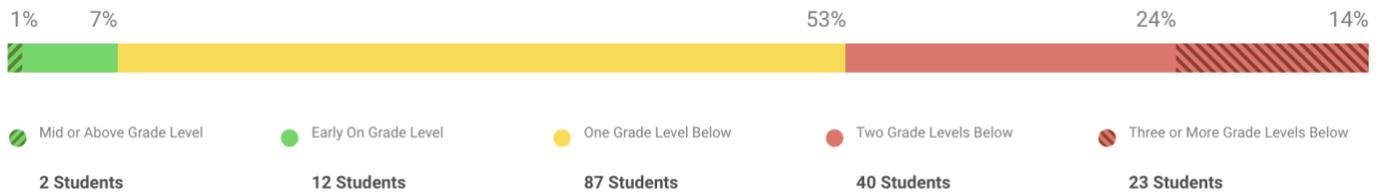
Winter 2024:

Overall Placement

Students Assessed/Total: **211/221**

| 13% | 18% | 53% | 10% | 7% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
27 Students	**37 Students**	**111 Students**	**22 Students**	**14 Students**
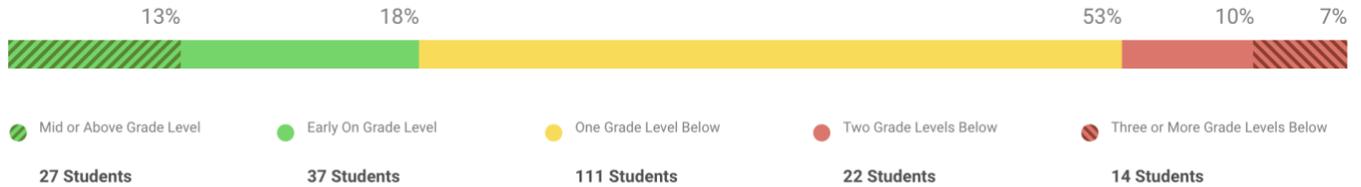
2.3 Reflection on Current Practices 2024-2025

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

During 2023-24 we prioritized the following:

ELA, Math, MLL	Our school had a focus on enhancing our students' knowledge of vocabulary. We have been participating in a book study to provide teachers and support staff with conceptual knowledge and practical application. We have been incorporating more oral language development and time for student talk throughout the day. We added tutor support for writing based on needs and teacher surveys. We incorporated the new Eureka 2.0 at all grade levels.
MLL	We held bimonthly MLL team meetings and MLL teachers met weekly with grade level teams in CPT. We invited Emily Thompson from the MLL department to provide PD and support. We monitored MLL students by conferring, progress monitoring, and observations. From this monitoring, we adjusted our practice to best respond to student needs. Monitoring included Common Planning Time, Data Summit Meetings, and MLL Team Meetings.

CLSP	This year we focused on increasing family engagement. During parent conferences and TAT meetings, we prioritized having a staff member available to communicate in families native languages. We changed our duty schedule to include staff members who speak multiple languages at the front and back doors for arrival and dismissal to assist parents.
Attendance	Our attendance continues to improve due to the efforts of our social worker who makes daily phone calls and follows up with chronic absences via parent meetings and home visits.

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

According to iReady data, students are making growth and progress from the Fall to Winter in both reading and math. We noticed that our MLL students are making progress but not at the rate we would like. The data shows us that this subgroup is still our main priority. We invited the MLL Central Office team to support us. Emily Thompson came and provided PD and support with scheduling to maximize the ELD support. MLL teachers have very small rooms and our population has greatly increased which makes it very difficult to provide the pull-out support mandated by the state. We are using the classrooms of other teachers while their students are at specials in order to service larger groups.

We are making progress on our student learning goal. On the Winter 24 iReady Diagnostic, we saw a significant increase in the Vocabulary subtest. 34% of students in grades 1-4 met or exceeded the grade level benchmark. Overall, to meet our goal, we need to have 49% of students meeting or exceeding the benchmark. We believe that with our continued time for more oral language development throughout the day and implementation of new vocabulary strategies, we will continue to increase the percentage of students meeting the benchmark on the Vocabulary subtest.

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

Growth scores on iReady from Fall to Winter show that students are progressing toward a year's worth of growth in math and reading. For reading, the school average is 91% Progress Toward Annual Typical Growth and 71% for math. The students are learning but are still below grade-level expectations.

 MLL students continue to struggle the most on all testing. With 68% of MLL students with an ACCESS score < 3.0, accessing grade-level content is challenging for MLL students. Student engagement for EL Newcomers is a challenge when the teacher's language does not match the students' languages. The school needs to continue to build understanding and implement student engagement practices for Newcomer students. We are most challenged by our third and fourth-grade newcomers who do not have literacy in their native language.

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

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

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?

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

The Washington school has Distributed/ Shared Leadership Style. ILT and MLL teams play critical roles in the decision-making and leadership activities of the school.	The Washington School has a research based, data informed Tier 1 literacy program that results in continuous growth in proficiency benchmarks.	The Washington School has a strong Tier 1 program that includes UDL supports so that all students can access the curriculum. We emply a system of tiered interventions and data collection that are effective with helping student meet proficiency targets for special populations that require safety nets to accelerate outcomes.	The Washington School develops the whole child that includes culturally responsive and sustaining practices, and strong core of SEL learning tools.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: The Washington School Staff will focus on creating an environment in which all students feel welcomed and accepted. Staff will embrace students' cultures, acknowledge the contributions of all students, and have high expectations for everyone.

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

Year 1: Staff will examine the definition of CLSP and ways to engage students from their diverse backgrounds.

Year 2: Staff will learn more about the specific cultural backgrounds of the students we serve. Staff will develop strategies and skills to better serve our student population.

Year 3: Staff will approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities. They will learn about their students and cultures, using this knowledge to build instruction that leverages prior knowledge and skills.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Administrators will lead the utilization of the MA DESE Culturally Responsive Teaching Rubric and teaching videos from the DESE's Culturally Responsive Video Library to create a combined understanding of what CSLP looks like through a pedagogical lens.	Year 1	Principal/Coaches/ Social Worker
2. Staff will determine student demographics and collaborate during P.D. time to examine cultural differences.	Year 2	All Staff
3. Continue to utilize DESE's OPTIC with CSLP at the forefront	Ongoing	Teachers/Principal
4. Examine best practices amongst staff and share during CPT and P.D.	Ongoing	Teachers/Principal/ Coaches
5. Participate in learning walks across the school using the CSLP "look fors" and rubric from DESE.	Year 3	Teachers/Principal

Intended Outcomes & Monitoring System	Key Performance Indicators
1. All indicators are observed from the CSLP rubric sometimes; or more frequently in classrooms	CSLP Rubric
2. All indicators are observed from the CSLP rubric sometimes; or more frequently in building-wide systems	CSLP Rubric
3. Students will be more engaged and feel more comfortable in their learning environment.	HALS

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:
We will foster a school climate where collaboration and strong teacher voices are the norm and highly valued by school staff.

Performance Objectives:

Year 1:
Create school-wide teams to share leadership and responsibility.

Year 2: Evaluate the effectiveness of Monthly team meetings and refine based on feedback and outcomes. Cultivate leaders among the staff to increase teacher voice.

Year 3: Based on Year 2 feedback

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. We will survey staff to determine teams beyond just the ILT team.	September 2024	Principal/Staff
2. Create teams and identify members.	September 2024	Admin Team
3. Create an annual schedule of team meetings.	September 2024	Principal
4. Plan an Edcamp PD where teachers can share strategies and learn from Teams.	April 2024	All Staff
5. Analyze teacher feedback to develop Year 2 specifics	May & Year 2	ILT/Admin/Coaches
6. Examine data with teams to determine key areas of opportunity. Work with teammates on examining data and providing them with leadership opportunities.	Years 2 & 3	All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators

1. Minimum of 8 monthly Team Meetings	Team agendas, minutes, and attendance log
2. Establish a culture of professional learning and collaboration.	HALS Dashboard Measure 1A-III Improve to Approval rating Year one - increase from 3.57 to 3.7 Year 2 - Increase to 3.85 Year 3 - increase to 4.0 or above
3. Develop Teacher leaders and support teacher development and growth. Year 1 increased rating from 3.21 to 3.3. Year to goal - 3.4. Year 3 - Approval 3.5+	HALS Dashboard Measure 1B- 11Improve to Approval rating 1A-III Improve to Approval rating Year one - increase from 3.57 to 3.7 Year 2 - Increase to 3.85 Year 3 - increase to 4.0 or above

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction — Engaged Learning:
The Washington School utilizes a lesson study program focused on improving instruction and promoting engaged learning across all grade levels with a focus on our MLL students.   Through ongoing collaboration and professional development, teachers systematically unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits.

Performance Objectives:

Year 1: Establish horizontal team collaboration within grade levels, focusing on ELA and Math lesson studies. Teachers will work collaboratively to unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits to enhance instructional practices.

Year 2: Continue horizontal team collaboration within grade levels. Ongoing ELA and Math lesson studies will be conducted, building upon the work from Year 1. Teachers will continue to refine their instructional practices, deepen their understanding of standards, and incorporate lessons learned from the previous year.

Year 3: Transition to vertical lesson studies, fostering collaboration between adjacent grade levels. This vertical collaboration will facilitate cross-grade alignment, promote continuity in instruction, and further enhance student learning outcomes.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Identify standards via a Needs Assessment and data analysis and create a schedule for all teams to participate in four Lesson Studies	**August 2024**	**Admin/ILT**
2. Develop a protocol/lesson planning template and conduct Lesson Studies	**June 2025**	**Admin/ILT**
3. Review formative/summative data, Lesson Study reflections, and needs assessments to determine standards of focus for the next school year. Create a schedule and conduct Lesson Studies	**June 2026**	**Admin/Coaches/ Teachers**
4. Review formative/summative data, Lesson Study reflections, needs assessments, and vertical trends to determine standards of focus for the next school year. Create a schedule and conduct Lesson Studies	**August 2026**	**Admin/Coaches/ Teachers**
5. Develop a protocol/lesson planning template and conduct Vertical Lesson Studies	**June 2027**	**Admin/Coaches/ Teachers**

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Improve instruction and increase student achievement on Benchmark Assessments, I-Ready, and Access.	**Increase proficiency rate by 15% on the iReady Reading and Math. ACCESS - get target from MLL team**
2. Foster a culture of collaboration and professional learning among teachers within and across grade levels. By engaging in collaborative lesson study activities, teachers will deepen their understanding of standards, share best practices, and collectively address instructional challenges.	**Lesson Study planning template and archived lessons/reflections**
3. Ensure greater alignment between grade levels and subject areas by integrating lesson	**Lesson Study planning**

study practices vertically. Through vertical collaboration, teachers will align curriculum, instruction, and assessment practices, promoting consistency and coherence in student learning experiences.	template and archived lessons/reflections

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students:
Washington School uses strategies that effectively develop students' vocabularies with a particular focus on accelerating growth in vocabulary development for our students with disabilities and our MLL learners. The development of core vocabulary skills leads to improvement across content areas for all students.

<u>Performance Objectives:</u>

Years 1-3 (Continual cycles of the following):
1. **Data Collection and Analysis:**
   - **Gather comprehensive data on student performance through assessments, observations, and anecdotal records.**
   - **Analyze the data to identify patterns, strengths, and areas for improvement for each student.**
2. **Skill and Strategy Groupings:**
   - **Group students based on their specific instructional needs, focusing on similar skill deficits or learning styles.**
   - **Create small groups that allow for targeted instruction while also considering diversity within each group.**
3. **Intervention Design:**
   - **Design interventions tailored to the needs of each group, focusing on specific skills and strategies identified through data analysis.**
   - **Utilize evidence-based instructional practices and resources relevant to the targeted skills.**
4. **Increased Opportunities for Targeted Instruction:**
   - **Provide targeted instruction within the classroom through small group activities, stations, or workshops.**
   - **Offer additional opportunities for targeted instruction outside the classroom, such as tutoring sessions or online resources.**
5. **Documentation using TCIs:**
   - **Implement TCIs to document the interventions provided to each student or group.**
   - **Record the specific instructional strategies used, student progress, and any adjustments made based on ongoing assessment data.**
6. **Monitoring and Adjustment:**
   - **Continuously monitor student progress through formative assessments and ongoing observation.**
   - **Use assessment data and feedback to adjust interventions, pacing, and instructional strategies as needed.**

Action Steps	Date for	Responsible

	Targeted Completion	Person(s)
1. Improve the use of TCIs which are an organized system of data collection to track individual/group progress	Ongoing	Teachers, tutors, coaches
2.. Create a timeline for data entries and manage and maintain data collection spreadsheets	Timeline: September Maintenance: Ongoing	Principal/Coaches/ Social Worker
3. Direct targeted instruction in the focus area for 4-6 weeks	Ongoing	Teachers, Tutors, Coaches
4. Analysis of data collected to inform future instruction and for placement of strategy/skill groupings	October and February data sessions, CPTs	Teachers, Principal/Coaches/ Social Worker
5. Collaborate with colleagues to share insights, resources, and best practices for differentiated instruction. Engage in professional development opportunities focused on effective instructional strategies, data analysis, and intervention techniques.	Ongoing	All staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. I-Ready	Improved proficiency by 15% in the vocabulary domain of the I-Ready Benchmark
2. Consistently monitoring students to ensure they are in an appropriate placement and making growth. Add in exact time increments = 4 weeks	iReady, DIBELS, Module assessments, informal assessments
3. Regularly review and update TCIs based on ongoing assessment data and student progress to ensure interventions remain targeted and effective.	X2, Tutor notes

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:
Washington School creates a safe and welcoming school environment for all students using research-based curricula to develop prosocial behaviors, increase attendance and engagement in academic learning, and celebrate the uniqueness of every child.

Performance Objectives:

Year 1: Implement Second Step lessons in all grades with fidelity.

Year 2: Further embed Second Step strategies into daily classroom routines and curriculum planning across grade levels.

Year 3: Consolidate Second Step practices as integral components of the school culture, with ongoing professional development and support.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Review Curriculum with Staff during P.D.	August 2024	Social Worker and Principal
2. Implement lessons in classes	September 2024-June 2024	Teachers/Social Worker/Principal
3. Facilitate Conversations during CPT to support SEL growth.	September 2024-June 2024	Teachers/Social Worker/Principal
4. Have peer observations for teachers to determine growth.	September 2025-June 2026	Teachers/Social Worker/Principal
5. Promote best practices, through teacher-led P.D.	August 2026	Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increased teachers' abilities to implement Second Step Lessons.	Classroom Observations

2. Improved student engagement and behavior, evidenced by reduced disciplinary incidents and increased participation in classroom activities.	Student Behavior Logs, and Teacher Feedback
3. The Washington School will decrease Chronic Attendance each from 13.2 % to 12.9% over a 3 year period. The goal is to reduce .1% each year.	Attendance Data
4. Enhanced school climate characterized by a sense of safety, joy, and inclusivity, gauged through staff and student surveys. Students will grow from 3.62 to 3.75 in year one, from 3.75 to 3.87 in year two and from 3.87 to 4.0 in year three.	HALS Survey - 2A-II
5. Development of a strong Family/School organization that recognizes the demographics of the school population. Year 1 - 4 parents and 2 staff members Year 2 - increase by 2 parents, Year 3 - increase by 2 parents	In 3 years - 8-10 members to meet monthly.

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		

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

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=01600055&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600055&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600055&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/3226

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.