



Reilly Elementary School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Ronald Fusco-Principal Maureen Ward-Nault-Assistant Principal Andrea Conway-Social Worker Marguerite Klobucher- Literacy Specialist</p>	<p><i>Parent Representatives</i></p> <p>Sonia Santos Monica Avellino Martin Gray</p>	<p><i>Teacher Representatives</i></p> <p>Amy Gillis Kelley Dunham Becky McMahon</p>
1.3 Mission	1.4 Core Values	
<p>Mission</p> <p>The Reilly Elementary School’s mission is to build positive relationships with every child as we celebrate their individuality as learners. Within our safe and responsive community, each student will be provided the scaffolded support they need in order to make academic, personal, social-emotional growth while developing their own confidence and self-advocacy skills to build up their independence and intrinsic motivation to succeed.</p>	<ul style="list-style-type: none"> ▪ A high quality education is a fundamental civil right of every child we serve. ▪ Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom. ▪ Parents are our partners. They are our students’ first teachers in the home. There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time. ▪ Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community. <p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students. ▪ Provide equitable funding and resources in support of all students. ▪ Engage all families with courtesy, dignity, respect and cultural understanding. 	
1.5 Vision		

The Reilly Elementary School's vision is to establish a community where all learners feel a sense of belonging and connection, and all children are encouraged to strive to reach their highest potential within a safe and supportive environment.

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

2.1 School Strengths and Notable Achievements 2024-2025

- The Reilly School has increased their accountability percentile 30 points over the last two school years.
- Grades 3 and 4 ELA and Math MCAS scores continue to improve, and in comparison to schools in Lowell are near the highest.
- Teachers have increased their capacity to reflect on their own practice, and work to improve their craft.
- The school culture and climate team continue to implement incentives for staff that boost morale and incentives for staff that reward positive behavior.
- The attendance team has increased incentives to combat Chronic Absenteeism.

2.2 School Data Profile 2024-2025

MATH MCAS

% Students Proficient

40% ↑ +8% vs. previous year
↓ -3% vs. state average

Average Scaled Score

494 ↑ +2 vs. previous year
↓ -1 vs. state average

Average SGP

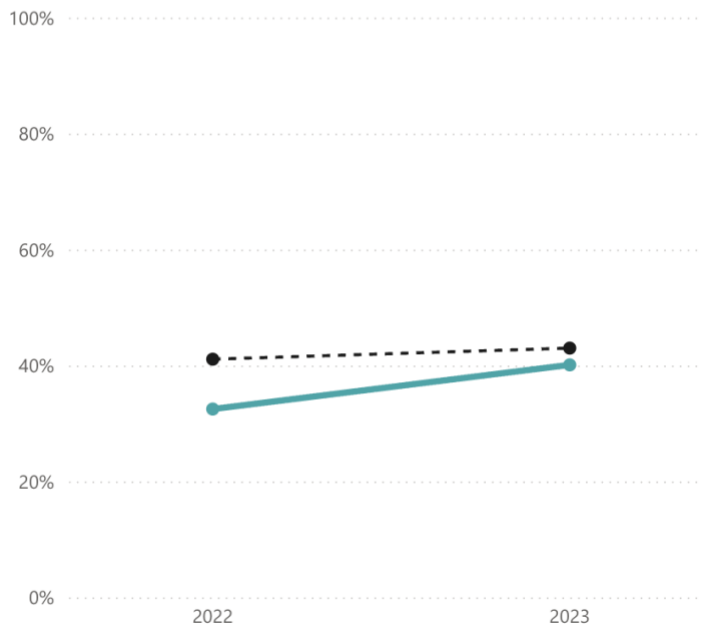
52.5 n/a vs. previous year
↑ +2.5 vs. state average

Results by Year

(1 extra filter applied)

% Proficient Avg Scaled Score Avg SGP

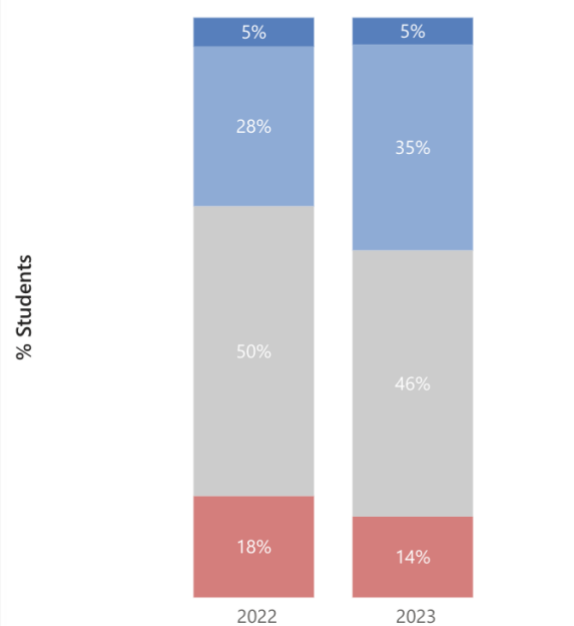
— % Proficient - - - State % Proficient



Student Performance by Year - Math

(1 extra filter applied)

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



ELA MCAS

% Students Proficient

40% ↓ -3% vs. previous year
↓ -2% vs. state average

Average Scaled Score

495 ↓ -2 vs. previous year
0 vs. state average

Average SGP

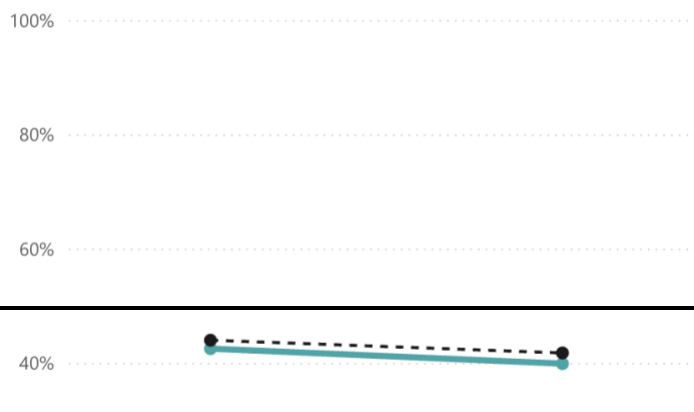
56.5 n/a vs. previous year
↑ +7.5 vs. state average

Results by Year

(1 extra filter applied)

% Proficient Avg Scaled Score Avg SGP

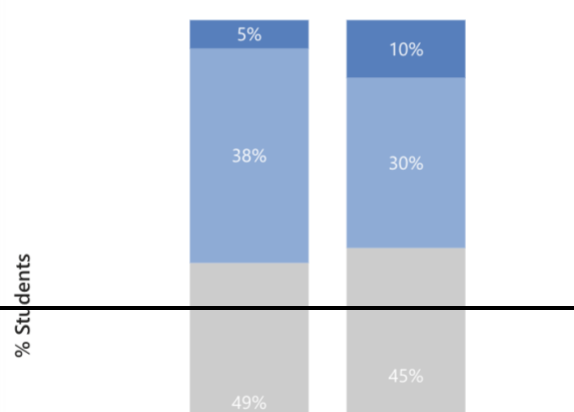
— % Proficient - - - State % Proficient



Student Performance by Year - ELA

(1 extra filter applied)

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	4.8	7.5	9.6
Asian	9.8	26.3	7.4
Hispanic	35.8	40.6	25.1
Native American	0.2	0.2	0.2
White	43.2	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	6.3	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	29.1	45.0	26.0
English Language Learner	24.3	28.7	13.1
Low-income	53.1	72.3	42.2
Students With Disabilities	18.9	20.3	20.2
High Needs	65.7	83.5	55.8

Accountability Information

Overall classification Requiring assistance or intervention

Reason for classification
 In need of focused/targeted support
 Low participation rate: Students w/disabilities

Progress toward improvement targets	Accountability percentile
77% - Meeting or exceeding targets	46

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?

Math	<p>During the 2023-2024 school year, we successfully transitioned to Eureka Math Squared as the main curriculum resource for core instruction. This was supplemented with ST Math at all grade levels and iReady instruction at grades 2-4. Lesson Studies allowed each grade level team to collaborate, implement, reflect upon, and revise practices to meet the needs of the diverse learners in our care. Through strong core instruction, blended learning, differentiation and intervention, we have been able to target student needs so that all students are engaged in content that provides the opportunity for a minimum of one year's growth and is narrowing performance gaps for our MLL subgroup. Tutor support in Math classes and a DESE-sponsored Virtual high-dose tutoring program for selected 4th graders has been utilized to assist with these goals.</p>
ELA	<p>During the 2023-2024 school year, we successfully implemented year three of a Phonemic Awareness Program(Heggerty Grade K-2) and a Phonics Program(Grade K-3). The writers of Foundations suggest that students should receive core instruction in the level that corresponds with their grade, and also receive intervention in the level that the assessments place them. Reilly students are receiving core instruction in phonics at their level as well as intervention, using UFLI(a program that teaches students the foundational skills necessary for proficient reading) as deemed eligible through Dibels testing. We are addressing the need in 4th grade by continuing to provide explicit instruction in foundational literacy skills to those who demonstrate deficits.. The I-Ready data shows substantial growth in Phonemic Awareness and Phonics, so these programs will still be implemented while keeping the integrity of the program as we continue to work to build a structured literacy program at the Reilly.</p>
ML	<p>Our ILT analyzed the SY 22-23 data and determined that our ML students were making great growth in the upper grades (based on MCAS and classroom assessments), but also continued to have high chronically absent levels. A school-wide initiative was launched (Tigeropoly) to increase attendance throughout the school, including our ML students. Also, in our continued effort to narrow the achievement gap for our ML students, our school-wide professional practice goal this year was to work with colleagues to implement ML strategies that would allow students to access grade level curriculum. We measured student growth using data from district assessments. Our goal was for students to make growth equal to or greater than the aggregate population for their grade level. As part of this work, we held lesson study cycles with each grade level team (and Allied Arts) with a focus on strategies used to support ML students in math and ELA lessons. We developed a "Look For" checklist based upon the WIDA Can Do Descriptors for each grade level cluster. We first analyzed the needs of the ML students in each classroom and developed specific strategies that we believed would aid our ML students in understanding the material taught in the math or ELA lesson. We then observed the lesson and debriefed as a team to determine takeaways for future lessons.</p>
SEL	<p>During the 2023-2024 school year, SEL remained a priority across the district and within our school. The continued integration of SEL into all parts of our school day further strengthened the foundation for student engagement in learning, positive behavior and restorative practices, and increased sense of safety and belonging for students. In each K-4 classroom, the tier I Open Circle curriculum was implemented for the 3rd year. At the tier II and III level, our SEL floating para continued to support the implementation of behavior incentive and safety intervention plans. We further developed targeted social skills groups through the use of tier II evidence-based SEL curriculum such as Character Strong. Additionally, a number of students participated in lunch bunch groups throughout the school year to promote social connection and self-esteem building. Using the DESSA, students' progress in the development of social-emotional competencies was measured at 3 points in the school year, and used to inform related interventions and supports.</p>
Instructional Practices	<p>Based on feedback from teachers from SY 22-23 we structured our work with instructional practices around lesson studies. All grade level teams of teachers participated in two lesson studies during the year. The lesson studies were focused on the accommodations we provide our MLL students in order to ensure they access the curriculum. Teachers responded positively through the feedback form administered at the end of each lesson study. The main takeaway was that this exercise prompted them to think more about unpacking the standards as a team and ensuring the appropriate supports were in place for all of their students.</p>

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?

Based on end of year I-Ready data the Reilly students continue to make great growth in the areas of high frequency words, phonological awareness, and phonics. In math our students continue to make the greatest growth in number and operations. I-ready data shows that we need to prioritize explicit vocabulary instruction, which will increase comprehension and vocabulary development. This will be accomplished by consistent IRA instruction and modeling, building up of background knowledge and direct instruction for MLL students. The SY 22-23 MCAS data for both ELA and Math exhibits great growth in all domains, with 77% of achievement targets reached (second highest in the district). Additionally our accountability percentile continues to grow (16%-46% in two school years). However, our data still stresses that we must prioritize the Hispanic population. Compared to district peers, this student subgroup is not achieving at rates attained at other elementary schools. Since covid, our school has not been as consistent with accountable talk and providing opportunities for students to participate in whole group instruction. We will bring our whole group instruction and accountable talk back up to pre-Covid levels.

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

The greatest academic gains have been made in high frequency word identification, phonemic awareness, and foundational phonics skills. This is directly related to pointed explicit instruction and intervention, using researched back curriculum, in those areas.

The least academic gains are being made with our Hispanic and MLL student population. This is directly attributed to the lack of engagement both of these student subgroups have with the school community. The attendance rate compared to that of their peers is the second lowest in the district. We have outlined several different engagement strategies for both of these student populations in next year's goals.

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

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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

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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			
<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, support, 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 support.</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>The Reilly ILT meets monthly with a focus on instructional leadership and data driven decision making. Additionally, grade level teams have a shared ownership of the school goals and meet weekly during CPT as part of the Curriculum, Instruction & Assessment Cycles (CIA). These six week CIA cycles are focused on improving student academic achievement.</p>	<p>Reilly academic coaches team meets weekly to review recent formative assessment data, and plan next steps to address student instructional needs.</p> <p>School schedule was redesigned last year to increase time on academics.</p> <p>Continue work in fostering a culture of teacher collaboration through teacher led instructional rounds with previously identified focus of student engagement.</p>	<p>Throughout the course of the year, Reilly staff participate in three data summits that assess the needs of the students during the CIA coaching cycles. The Reilly staff use data driven decision making to identify priority areas in ELA and Math. Then design and deliver interventions that target these priority areas.</p>	<p>School Climate and Culture The creation of the School Culture and Climate committee has led to a redesign of the student reward program (Eye of the Tiger) as well as the creation of monthly staff appreciation initiatives. Additionally, the committee has helped to launch the culturally responsive monthly celebrations such as Black History Month, Hispanic Heritage Month, and Women's History Month.</p>

Section 4: Action Plans and Targeted Initiatives

<p>4.1 Goal 1- CLSP: The Reilly School has increased family and community engagement through asset-based views of families' cultures.</p>
<p><u>Performance Objectives:</u></p>

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

Year 2: Implement Family Engagement Workshops

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

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Form a Family and Community Engagement Committee (FACE) - Include representatives from diverse backgrounds, parents, community members, school staff, and administrators.	SY 24/25	School
2. Administer surveys or conduct interviews with a sample of families - Identify strengths, resources, and cultural assets within the school community	SY 24/25	School
3. Create a school-based plan for engaging families and leveraging their cultural assets to support students - Plan Goals - Identify target population(s) - Strategies/ Workshops Themes (attendance, school-based supports, community resources, etc.)	SY 24/25	School/ CLSP District Team
4. Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths. - Family Circles - Family Nights - ELPACs	SY 25/26	School/ CLSP District Team
5. Assess the impact of target intervention using surveys or interviews with a sample of families to identify areas of strength and need. Continue to offer workshops for incoming families.	SY 26/27	School/CLSP District Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Enhanced Collaboration - Regular meetings of the FACE committee to discuss progress, share updates, and address challenges.	<ul style="list-style-type: none"> ● Monthly or quarterly FACE meetings ● Meeting Attendance Rate ● Diversity representation ● Action completion ● Feedback and reflection

<p>2. Increased Family Involvement</p> <ul style="list-style-type: none"> - Track metrics related to family involvement, such as attendance at school events, participation in parent-teacher conferences, participation in volunteer activities, SSC, ELPACs, PTO meetings, 	<ul style="list-style-type: none"> ● Percentage of families attending events/workshops, ● Percentage of attendees by language dominance ● Percentage of attendees by grade level ● Feedback and satisfaction surveys
<p>3. Increased Parental Skills and Knowledge</p> <ul style="list-style-type: none"> - Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school. 	<ul style="list-style-type: none"> ● Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend ● Conduct post-workshop surveys by language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels. ● Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
<p>4. Strengthened Partnerships</p> <ul style="list-style-type: none"> - Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support. 	<ul style="list-style-type: none"> ● Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics ● Monitor data growth on survey results and feedback from families to identify strengths, weaknesses, and opportunities for improvement in communication practices.

	<ul style="list-style-type: none"> • Measures of frequency of communication, response rates, and events attendance. • Percentage of interactions between the school and families. (newsletters, emails, phone calls, social media posts, and in-person meetings)
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Section 4: Action Plans and Targeted Initiatives

<p>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: The Reilly School uses a model of shared leadership through collaborative effort and structures to support a professional learning community focused on continuous improvement.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Implementation of Inquiry cycles in ILT to inform and drive continuous school improvement through the utilization of the Open Architect Data Dashboard. <i>(Admin set up systems, model structures)</i></p> <p>Year 2: Inquiry cycles are introduced to the grade level teams and utilized during CPTs. <i>(Teachers/peer leaders take over modeling structures)</i></p> <p>Year 3: Inquiry cycles are an established practice to drive all grade level CPTs. <i>(All teachers have shared stake and help each other grow in PLC)</i></p>		
Action Steps	Date for Targeted Completion	Responsible Person(s)
Define and establish structures to promote shared leadership: ILT, CPTs / PLCs	8/26/24	Admin. / Coaches
Offer targeted professional development on data informed practices through the Open Architect Data Dashboard	8/26/24	Admin. / Coaches

Leverage schedules that support common planning time for collaborative teams including SWD & MLL teachers and paraprofessionals	8/26/24	Admin. / Coaches
Construct and support grade-level, content CPTs driven by ILT members using inquiry cycles	6/2025	ILT
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 program team, and professional learning communities) will analyze data using inquiry cycles 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 weekly CPTs, using a process to align instructional expectations, support implementation of initiatives, using data to create action plans as evidenced by CPT agendas.	CPT Agendas / Notes	
3. Feedback on cycles from ILT, District, Peer Instructional Rounds, etc. to guide progress and practice. Increase HALs 1A-III Professional Community - From 4.36 to 4.5 Increased growth (1/10th per year) toward approval category on performance indicators of Professional Community and Professional Growth	Instructional Rounds Feedback / HALs Survey	

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: The Reilly School educators deliver high quality lessons that engage and provide equitable access points for all students.

Book Study/instructional rounds/lesson studies

Performance Objectives:

Year 1: Teachers will consistently utilize high quality tier I language practices in 70% of classrooms observed through learning walks, peer evaluations, and administration observations.

Year 2: Teachers will consistently utilize high quality tier-1 language practices in 80% of classrooms observed through learning walks, peer evaluations, and administration observations.

Year 3: Teachers will consistently utilize high quality tier-1 language practices in 90% of classrooms observed through learning walks, peer evaluations, and administration observations.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Develop instructional rounds protocol and determine areas of focus with Instructional Leadership Team	10/1/24	ILT
2. Engage staff in school-wide book study on MLL strategies within the classroom	4/1/25	Administration Team
3. Provide professional development on implementation of exemplary practices in areas of focus for each instructional round cycle	4/1/24	Administration Team
4. Staff will plan in monthly CPTS and participate in 3 instructional rounds with the previously determined area of focus	4/1/24	Whole Staff
5. Survey staff to evaluate effectiveness and reflect teacher practices and to develop year 2 areas of focus	5/1/24	Whole Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Student subgroup data point	
2. Teachers will adjust their practices based on findings from instructional rounds	Data collection from Instructional Rounds
3. Teachers will implement strategies from MLL book study to ensure the MLL learners are provided equitable access to curriculum.	Data collection from Instructional Rounds/Lesson Studies
4. Teachers will self-evaluate their own practices and collaborate with all stakeholders throughout the building to ensure equity for all students.	Google Survey/Hals Survey

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: The Reilly School uses a multi-tiered system of support to address the academic, social-emotional, and behavioral needs of all students.

Performance Objectives:

Year 1: Expand the continuum of services to decrease the number of identified students in tier II by 10% by the end of school year 2024-2025.

Year 2: Expand the continuum of services to decrease the number of identified students in tier II by 10% by the end of school year 2025-2026.

Year 3: Expand the continuum of services to decrease the number of identified students in tier II by 10% by the end of school year 2026-2027.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. School administration team establishes a core TAT team from all concentration areas and defines roles.	9/1/24	Administration
2. Develop a flowchart to streamline the TAT process and inform teachers of next steps, timeline, procedure for scheduling TAT meetings.	10/1/24	TAT Team
3. Train teachers on the TAT process, forms, and expectations. Then share flowchart with all stakeholders.	11/1/24	TAT Team
4. Determine criteria and implement a tiered system of intervention and monitor effectiveness of instruction.	11/1/24	Administration
5. Evaluate students to determine who meets criteria to fit into tier II.	5/1/24	Administration

Intended Outcomes & Monitoring System	Key Performance Indicators
1. To decrease the number of students who meet the criteria for tier II instruction.	School-based data, progress monitoring
2. By providing early intervention to struggling learners, we will decrease the number of Special Education referrals.	Special Education Referral numbers
3. Providing intervention to all students based on need.	I-Ready Data, Dibels
4.I-Ready data-1 grade level below by 10%	I-Ready Data

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: The Reilly School fosters a safe and supportive environment to create a sense of belonging for all students.

Performance Objectives:

Year 1: Have 100% of teachers trained in Open Circle curriculum to increase shared ownership of implementation with fidelity across the school setting.

Year 2: Expand implementation of restorative practices across the school setting, utilizing restorative practices in 25% or more of student behavioral incidents.

Year 3: Expand implementation of restorative practices across the school setting, utilizing restorative practices in 40% or more of student behavioral incidents.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. PD for staff (Open Circle, restorative practices)	9/1/2024	District
2. Common visuals and language posted/utilized throughout school building	12/1/2024	Whole staff
3. Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations for conflict resolution.	4/1/2025	Whole staff
4. Create a google survey for individual student SEL check in.	10/1/2024	ILT

5. Assess the impact of the implementation of targeted practices	6/1/2025	ILT
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Decreased conduct referrals for defiance, disrespect, disorderly/disturbed (key performance indicators) by 10% each	Incident reports	
2. Consistent implementation of Open Circle curriculum		
3. HALs - increase student emotional safety rating on HALs survey	HALs results	
4. Student self-report	Google survey, HALs	

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	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
Performance Objective:			
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=01600040&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600040&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600040&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/3221
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>