



Butler Middle School
 Quality Improvement Plan 2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Principal: Jaime Moody</p> <p>Assistant Principal(s): Donna Maluccio David Hochhesier</p> <p>Instructional Coaches: Stephen Silva Amila Colon</p>	<p><i>Parent Representatives</i></p> <p>Mara Picanco Sophie Nouv Maryrose Russell Sharon G. Laura Morse Kimberly B. + 2 Student Reps</p>	<p><i>Teacher Representatives</i></p> <p>Kevin Freeman Neyder Fernandez Tanya Swepson Jennifer Leire Johanna Rodriguez</p>
1.3 Mission	1.4 Core Values	
<p>Our mission is to empower every student through standards-based, grade-level appropriate instruction and enriching experiences that embody our school's core values. We are dedicated to bridging educational disparities and fostering accelerated growth for each student, ensuring no one is left behind on their journey to success.</p>	<ul style="list-style-type: none"> ● Cultivate Care and Community: Foster a culture of self-care, mutual support, and community engagement, embodying the values of caring for oneself, others, the school, and the local neighborhood. ● Uphold Core Values: Prioritize Diversity, Equity, Inclusion, and Justice in all decision-making processes, ensuring every voice is heard and valued. ● Embrace Inclusive Education: Focus on the holistic development of Every Child, Every Teacher, and Every Adult, every single day. ● Guiding Priorities: <ul style="list-style-type: none"> ○ Student-Centered Approach: This approach prioritizes students' best interest, strategically utilizing resources to meet individual needs, and championing a whole-child approach. ○ Pursue Excellence: Strive relentlessly for greatness, boldly addressing necessary changes, utilizing data and reflection to maintain high standards. ○ Promote Equity: Recognize diversity as a strength, advocate for others' needs, and ensure equitable access to resources for all community members. 	
1.5 Vision		
<p>Our vision is to cultivate a learning community where every student emerges at the end of each school year with demonstrable growth in academics, personal development, and community engagement, ensuring they are well-prepared to excel in both their educational journey and their contributions to society</p>		

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

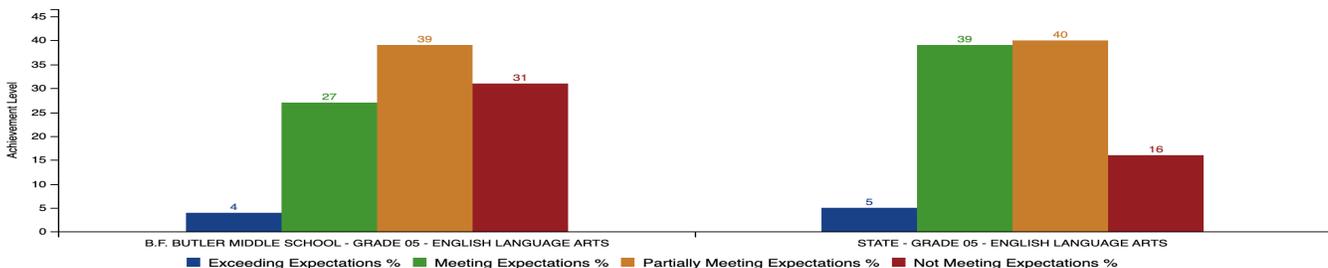
2.1 School Strengths and Notable Achievements 2023-2024

- Curriculum adoption for social studies, science, and MLL classes.
- Curriculum strengthening in Math and ELA
- Substantial iReady growth against our BOY scores and the district
- Successful February and April Vacation Academy, Saturday School, and 21st Century after-school programming.
- Strong staff-retention projections
- Gains from tier 3 reading interventions
- Continued strong attendance numbers
- EdCamp week of teacher-led professional development in August.
- PLC time is dedicated to analyzing data from standardized and classroom assessments.
- Professional development led by ILT members during Grade-Level CPTs
- Implementation of Aspen Parent Portal
- Ongoing increased enrichment activities, community partnerships, and parent involvement contribute to the school's success.
- Staff diversity, cultural competency training, student voice involvement, and a peer mediation program provide students with emotional outlets and conflict-resolution skills.
- Intentional practices, including focus groups, after-school activities, and student groups, are in place to support Latino students.
- Highlighted twice on social media and national media platforms (NPR, Telemundo, WBZ, etc) for student engagement efforts.

2.2 School Data Profile 2023-2024

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	7.9	7.5	9.6
Asian	30.7	26.3	7.4
Hispanic	39.0	40.6	25.1
Native American	0.0	0.2	0.2
White	18.8	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.6	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	47.1	45.0	26.0
English Language Learner	23.0	28.7	13.1
Low-income	71.5	72.3	42.2
Students With Disabilities	18.0	20.3	20.2
High Needs	85.1	83.5	55.8



Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
40% - Moderate progress toward targets	18

	2023
Criterion-referenced target percentage	40%
Progress towards targets	Moderate progress toward targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	2	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	2	12	60.0	4	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	3	4	-	2	4	-
	Growth total	5	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		2.6	9.6	-	4.0	7.6	-
Percentage of possible points		27%		-	53%		-
2023 Criterion-referenced target percentage		40%					

2.3 Reflection on Current Practices 2023-2024

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

The Butler School continues to focus on instruction, cultivating high-quality pedagogy and lesson planning and placing high-quality instructional materials in all classes.

Butler's growth efforts this year stem from 2023 MCAS data, iReady scores, whole school interim, ACCESS and classroom-based summative assessments, such as WAR (Writing About Reading) essays. Furthermore, we have worked with our ILT to distill feedback from the admin and content-based coaches' classroom walkthroughs and our work with co-teaching PD and observation cycles. We are focused on using content standards to improve tier-1 literacy practices in our classrooms and specialized targeted literacy support throughout our WIN blocks. Our in-house efforts during CPTs and other PD times have been strengthened via connections with LPS's content-leadership teams, long-time partnerships with DESE consultants, a "Literacy Academy" with Pamela Casna, co-teaching coaching cycles with Laurie Casna/ Christina Qualls, and a variety of learning opportunities in which faculty have taken part.

Butler has taken overarching measures to further deepen our culturally responsive environment and to ensure a universal sense of belonging with “warm but demanding” classrooms and programming. MLL students and their families have benefitted from an increase in multilingual instructors, materials, and communications. Our MLL staffing has increased, and we have targeted academic support for MLL students during and after the school day. We also provided robust partnerships to assist our non-binary students’ sense of belonging through faculty PD and a Sexuality and Acceptance program (SAGA) that is led by Lowell Community Health Center.

Our after-school options include academic support opportunities, affinity programming, and enrichment programs in fine and performing arts, restorative justice, international language, athletics, and various leadership-centered groups. Eighty percent of our students are connected to the program’s 30+ different after-school program activities, many of which are provided by outside partners. This year we increased our cultural and heritage offerings with community partners who reflect the demographics of our current student population. For example, Forteleza facilitates a young male group with focused topics such as healthy relationships and toxic masculinity. These efforts have enticed some of our chronically absent students who, to participate, needed to attend school such as the Bike Connector. With increased leadership programs students have more opportunities to participate and understand the importance of civic engagement and student voice for example our NJHS (National Jr. Honor Society).

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?

A review of the 2023 MCAS Reading and Language data indicated an overall increase in standards-based skill mastery from the year before. We support explicit and consistent literacy instruction as part of all tier-1 core classes with the support of WIN groupings. This combination has demonstrated increases of mid-year and stretch growth results across all of our subgroups (see appendix B).

Our school’s 2023 MCAS data and iReady diagnostic data is used to help identify students who would benefit from the district provided Leveled Literacy Intervention. The model for WIN (“What I Need”) has 3 reading tutors providing small group (1:6) reading interventions to students across 5th - 8th, within our targeted population. Following WIN, tutors also push into core classes to support students with reading and writing. LLI data is collected quarterly, reviewed by the IS with our tutors, and shared with teachers. Collected data indicates that students’ reading proficiency is increasing at an average rate of one reading level per quarter. We would like to continue our expansion of programming, adding targeted math acceleration and support and increasing access to literacy support.

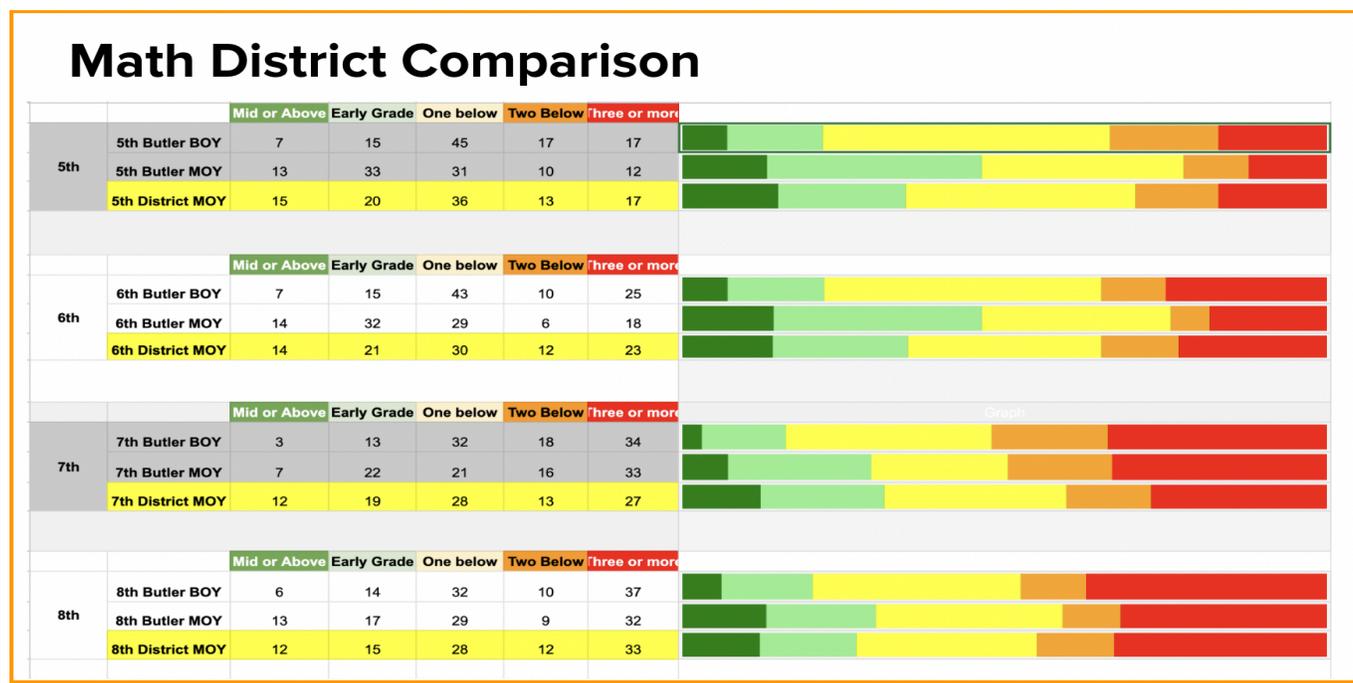
Vertical and grade-level teams are actively collaborating to foster a shared language framework aimed at enhancing Tier 1 language practices, particularly in the area of essay writing and the utilization of paragraph and sentence frames. By aligning linguistic approaches across different levels, educators are striving to streamline communication to students while ensuring consistency of instruction. This concerted effort not only facilitates smoother transitions for students as they progress through grade levels but also promotes a cohesive learning environment where best practices are reinforced and universally applied. Further, vertical content PD began the process of defining and strategizing for Tier 1 vocabulary instruction best practices, which will continue into the coming school year.

Additionally, co-taught core classes are receiving tailored PD from Laurie Casna, and we’ve continued to provide ongoing Professional Learning Group (PLG) meetings conducted and facilitated by special educators to review data, discuss professional practice, and share resources that support student learning. This year we have been able to expand on this practice with our core content academic teachers with morning PLG meetings.

Math continues to work with a new curriculum, Illustrative Math (Grades 6-8) and Eureka Math Squared (Grade 5), as well as added iReady My Path lessons based on the diagnostics and IXL for individualized skills practice. **Additionally, our 8th-grade**

math team - being one of only two teams in the district to beat the state average in 8th-grade math - is supporting other teachers alongside our MRT's coaching. Our iReady data shows significant growth when comparing BOY to MOY diagnostic test results. See Appendix C.

Appendix C shows BOY and MOY diagnostic scores and also a comparison to the district's MOY results.

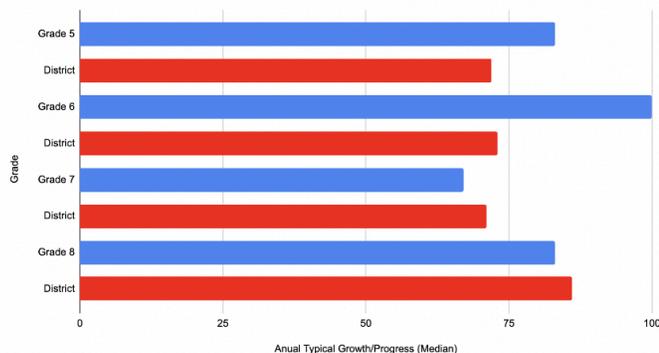


Our data also shows significant gains in students' Typical and Stretch Growths on our iReady diagnostics test. We scored above the district for grades 5 and 6 and close to the district for grades 7 and 8. See Appendix D.

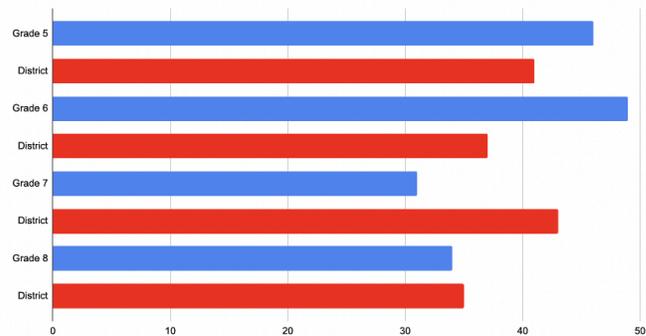
Appendix D shows School's MATH Typical and Stretch Growth vs. District's

Math Growth by Grade Level - Typical vs Stretch

Annual Typical Growth/Progress (Median)



Annual Stretch Growth



Science and Social Studies teams have been getting vertical team and content CPT support from administration and district content leads to increase their strengths with HOTS and content literacy practices. Our 6-8 social studies teams are utilizing the “Investigating History” curriculum from DESE, and 6-8 science has adopted OpenSciEd.

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

- iReady data has shown growth across the subdomains iReady assesses. All of our student groups (see appendix B) show expected and beyond expected growth, but those students who qualified for increased support during WIN grew the most from BOY to MOY. These levels of small-group, targeted interventions are clearly yielding results.

- Additional staffing in the EL department and more consistent use of individualized programming, such as Lexia English, have had a positive influence on ELL students’ English comprehension and speaking skills. Newly hired EL teachers are also bilingual and trilingual in languages spoken by our largest demographics: Spanish and Portuguese. This was part of the strategic and intensive hiring practices from the summer, as noted above.

Intensive hiring and retention practices remain, resulting in a fully staffed special education department. This has allowed us to provide targeted and individualized instruction while serving and supporting the neediest student population. We are currently in compliance and meeting IEP requirements and student needs.

- Although our WIN classes are producing strong gains for those students who are below or just achieving grade level proficiency, we are looking for additional opportunities to provide our highest achieving students in all grade levels. In addition to 8th-grade Algebra and Financial Literacy and an Elevate partnership for our 7th grade, we have added an additional Algebra class for 8th grade, Pre Algebra class for 7th grade, a humanities enrichment block, and a program that we’re looking to expand, and hope to add STEAM and other hands-on experiential learning challenges to round out this time.

- Butler is also working toward reducing student absenteeism. PBIS and SEL / family-centered wraparound measures have been taken to support families and incentivize students to attend school on time. Buoyed by our Check-in-and-Connect program, after-school offerings, and sports teams, these outreach and culture-building activities include support from teachers, and community organizations. Butler Social Workers, in collaboration with the school’s administration and school counselor, work closely to track attendance via weekly meetings and work with families on logistics and understanding the urgency of attending school daily. To further support students’ school-wide engagement, Butler utilizes Second Step, a district-approved curriculum to support students’ social and emotional growth. Butler Pride and SEL days have helped to bolster students’ sense of belonging. Our ILT has been diligently analyzing the school-culture survey data, collaborating with district consultants to gauge students’ sentiments about their school experience. It’s been truly gratifying to witness positive shifts in our data, particularly in the areas of sense of belonging and overall school culture.

Butler Pride events and SEL days are proving to be instrumental in nurturing a strong sense of belonging among our students. These initiatives underscore our unwavering commitment to fostering a supportive and inclusive environment within our school community.

As we move forward, we will capitalize on this momentum and aim for continuous growth. Our next steps should revolve around utilizing information from the school-culture HALS data, in partnership with district consultation, to gain deeper insights into how students perceive their time at school.

Armed with this valuable information, we can tailor our strategies to address any areas for improvement and further enhance the positive atmosphere and sense of belonging at Butler. By consistently striving for progress and actively engaging all stakeholders in the process, we will continue cultivating a school culture where every student feels valued, supported, and empowered to thrive.

WIN Block Positives

Group	Total	# Students Typical ELA	% Typical Growth ELA	# Students Stretch ELA	% Students Stretch ELA
Special Education	92	52	57	29	32
LLI	26	17	65	11	42
C Grid	49	31	63	20	41
MLL	140	64	46	38	27
White (English speaking, non-Hispanic)	205	117	57	81	40
Asian (by home language)	63	40	63	27	43
Hispanic (by iReady indicator)	192	113	59	81	42
Gen Ed (No MLL, SP EDU, 504)	213	125	59	101	47

Appendix B- Analysis: The WIN Block structure is proving effective. By implementing this approach, we are able to deliver targeted Tier 2 and Tier 3 instructional interventions. To bridge the opportunity gap in reading, it's critical for students to achieve their stretch growth targets on the i-Ready assessment for two to three consecutive years. Our data shows that students with the largest gaps benefit from our instructional strategies and are making significant progress toward their stretch growth goals.

The accompanying data chart clearly displays the growth and proficiency rates among our specialized populations (Multilingual Learners, Special Education) and our identified historical marginalized demographic, as well as students identified as at risk. This evidence supports the effectiveness of our interventions in enhancing educational outcomes for these groups. Given that our model demonstrates success and that the research states they must make these gains for two to three years, we will continue our WIN model.

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 to target school improvement? How can you leverage these efforts when determining school priorities?

2. What progress is your school making toward academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up the 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 to target school improvement? How can you leverage these efforts when determining school priorities?

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Student-Specific Supports and Instruction to All Students</p> <p>Administrators and teachers use frequent formative, benchmark, and summative assessments to routinely assess instructional effectiveness and identify students' individual content or standard-specific academic needs in order to provide student-specific interventions, enrichment, and support.</p>	<p style="text-align: center;">School Climate and Culture</p> <p>Provide human and financial resources to support high-quality, engaged learning for all students.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication with families and the larger Butler Middle School community.</p>
3.2 School Strategic Goals and Initiatives			
<p>By the end of the 24-25 school year, clearly define roles for teams and teams' leadership to ensure that all aspects of the school's needs are owned by an appropriate group of professionals and that those teams have accountability expectations and any needed support. This would potentially include ILT, CPTs, C&C, attendance, SST, and C&I.</p> <p>By February 2025, all academic core content teachers will participate in a 'vertical coaching day' and an individual coaching cycle.</p> <p>At the beginning of the year 2024-2025 All teachers will be a part of content-specific PLC and utilizing PLC practices. We must involve groups of teachers coming together regularly to collaborate on improving teaching skills and enhancing student learning.</p>	<p>The school will support the coaching and professional development that helps all faculty members become at least proficient on Standard 1 of DESE's teacher evaluation rubric: "The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives."</p> <p>We will use the tier 1 instructional priorities the district identifies as best able to support students' literacy growth. Coaching and professional development plans will prioritize this work, and it is then the collective responsibility of all staff members to actively implement, reflect on, and monitor student achievement data to enhance student outcomes. This initiative was directly started during school-wide vertical PD, in the spring 2024.</p>	<p>We strive to have 100% of students achieve a passing score of 70% or better on all Unit-End Academic Assessments across Science, Social Studies, Math, and ELA.</p> <p>All students not meeting this goal will be discussed for strategic intervention, which will involve placing and arranging groups with appropriate classroom teachers, special educators, tutors, social workers, and school administrators.</p> <p>By March 15, 2025, 100% of Butler's students will be proficient with grade-level work in all content areas or be placed on a targeted intervention plan, such as TCI.</p>	<p>By the end of school year 2025, the school leadership will establish a culture of learning by implementing systems of awareness and providing resources to enhance the quality of instruction and levels of engagement. Furthermore, they will foster a culture of open communication and actively embrace feedback loops to continuously improve teaching and learning practices.</p> <p>Teachers will undergo a PD Series on ensuring Culturally and Linguistically Responsive Practice and creating inclusive spaces so that all students receive the necessary support and opportunities to meet expectations on grade-level standards.</p> <p>Administration and teachers will work together to identify 1) the information that can tell us whether or not our programs are effective 2) the assessments that can generate the information we want and 3) time to reflect, process, and plan actions around the generated data.</p>

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Foster a Culturally and Linguistically Sustaining Environment

Performance Objectives: By the end of the academic year 2025, implement practices that celebrate and support the diverse cultural and linguistic backgrounds of our middle school community, ensuring equitable access to learning opportunities for all students

Year 1: Cultivate Inclusive School Community:

- Cultivate a sense of belonging and acceptance among the entire school community by fostering a school environment where all students feel affirmed and respected for their cultural identities.
- Organize cultural heritage celebrations, guest speakers, and community events that showcase the rich contributions and diversity of our school community and promote understanding and appreciation across cultures.

Provide Professional Development:

- Offer professional development opportunities for staff to increase awareness of cultural and linguistic diversity; define, develop and model culturally responsive teaching practices; and effectively support students from diverse backgrounds.
- Facilitate ongoing dialogue and weekly reflection among staff to continuously improve our practices and ensure inclusivity in all aspects of school life.

Engage Families and Build Community Partnerships:

- Establish regular communication channels and monthly affinity group opportunities for families to share their cultural traditions, languages, and experiences with the school.
- Collaborate with community organizations, cultural institutions, and local leaders to provide resources that support students' academic success and overall development.
- Build strategic, sustainable partnerships that enhance student outcomes, foster long-term growth, and increase family efficacy.
- Prioritize strategies that boost students' and families' sense of belonging while ensuring greater access to academic success and overall well-being.

Year 2: Develop and Evaluate Culturally Responsive Curriculum:

- Collaborate with teachers to review and revise curriculum materials to include diverse perspectives, voices, and experiences.
- Integrate culturally relevant texts, resources, and examples across all subject areas to make learning meaningful and relatable for students from diverse backgrounds.

Promote Multilingualism and Language Diversity:

- Support language acquisition and maintenance for Multilingual Learners (MLLs) by providing resources and opportunities for language development in both English and their home languages.
- Encourage, through collaboration with the aforementioned affinity groups, the celebration of linguistic diversity through events, activities, and classroom practices that value and honor the languages spoken by our students and their families.

Provide Professional Development:

- Offer professional development opportunities for staff to increase awareness of cultural and linguistic diversity, define, develop and model culturally responsive teaching practices, and effectively support students from diverse backgrounds.
- Facilitate ongoing dialogue and weekly reflection among staff to continuously improve our practices and ensure inclusivity in all aspects of school life.

Year 3: Continued focus

- Provide Professional Development
- Engage and Expand Family and Community Partnerships
- Develop and Evaluate Culturally Responsive Curriculum
- Promote Multilingualism and Language Diversity

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Cultivate a sense of belonging and acceptance among the entire school community by fostering a school environment where all students feel affirmed and respected for their cultural identities.	SY 24/25	All staff (train the trainer)
2. Organize cultural heritage celebrations, guest speakers, and community events that showcase the rich contributions and diversity of our school community and promote understanding and appreciation across cultures.	SY 24/25	All staff (eg lunch and learns)
3. Facilitate ongoing dialogue and reflections among staff to continuously improve our practices and ensure inclusivity in all aspects of school life.	SY 24/25	Admin, CSM and team leads.
4. Establish regular communication channels and create opportunities for families to share their cultural traditions, languages, and experiences with the school community through affinity groups.	SY 24/25	Admin, CSM, team leads and community partners.
5. Collaborate with community organizations, cultural institutions, and local leaders to create connections and resources that support the academic success and holistic development of all students.	SY 24/25	Admin, CSM and team leads and community partners

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Regularly assess the effectiveness of our culturally and linguistically sustaining practices through student, family, and community surveys, staff feedback, and academic performance data disaggregated by race, ethnicity, language, and other relevant factors.	-Parent feedback surveys - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
2. Continuously assess and analyze our strategies to refine and adapt them, ensuring that we are consistently progressing towards our overarching objective of establishing an inclusive and equitable learning environment that caters to the needs of all students. By systematically evaluating our approaches, we can identify areas for improvement and	- Peer observation tool(s) - Coaching days - Professional development

<p>implement necessary adjustments further to enhance inclusivity and equity within our educational framework. This iterative process enables us to remain responsive to the evolving needs of our student body and effectively promote a supportive and accessible learning environment for everyone.</p>	
<p>3. Establish opportunities for cultural affinity groups and families to share their traditions, languages, and experiences within the school community.</p>	<ul style="list-style-type: none"> -Community Schools Manager in collaboration with Climate and Culture team progress monitoring protocols - Cultural heritage events - Lunch and learns

Section 4: Action Plans and Targeted Initiatives

<p>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: Over the next three years, , we will clearly define the roles for teams and their leadership to ensure that all aspects of the school’s needs are effectively managed by the appropriate groups of professionals. Each team will have established accountability expectations and receive any necessary support. This will include the Instructional Leadership Team (ILT), Common Planning Teams (CPTs), Climate & Culture (C&C), Attendance, Student Support Team (SST), Curriculum & Instruction (C&I), Multilingual Learners (MLL) team, and subject-specific teams.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Prompt all active teams to craft a mission statement and a plan for both shared leadership and participation. Mission statements should be compared across teams to make sure each has distinct roles and responsibilities; make adjustments as necessary. Review agenda-writing and note-taking systems to ensure efficiency and maximum participation of all team members.</p> <p>Year 2: Consider all teams through the DEI lens. Use a rubric, either found or created, to evaluate teams through the DEI lens. Possible considerations: diversity of team members, equitable treatment of students, norms for all team voices to be heard and norms for conflict resolution through restorative justice.</p> <p>Year 3: Accountability Framework - Develop specific accountability measures for each team, including regular reviews and assessments of team performance against set objectives using data from the previous two years. This may include professional development, administrative support, and access to relevant data and tools.</p>		
<p>Action Steps</p>	<p>Date for Targeted Completion</p>	<p>Responsible Person(s)</p>
<p>1. Identify those systems, structures, and committees that are tasked with moving</p>	<p>SY24/25</p>	<p>Administration, ILT,</p>

us toward actualizing the school’s vision and mission.		leaders of existing teams
2. Craft statements of purpose and operating norms for each.	SY24/25	Team leaders
3. Identify gaps and/or redundancies in the “coverage” of school goals and tasks.	SY24/25	ILT
4. Analyze work to ensure equity and representation of all voices.	SY24/25	Administration, ILT, Team leaders
5. Enhanced collaboration -Teams will operate cohesively, with defined interdependencies and collaboration points to support school-wide goals.	SY24/25	Team leaders
6. Increased accountability—Clear roles and responsibilities will allow for better tracking of individual and team contributions towards meeting objectives.	SY24/25	Team leaders

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Regular Progress Reviews: Schedule monthly check-ins to assess how well teams are adhering to their agendas and meeting set goals	Administration ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
2. Feedback Mechanism: Establish a feedback loop that allows team members to report on teams’ efficacy and suggest improvements.	ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
3. Adjustments and Updates: Based on annual evaluations and feedback, make necessary team adjustments to better support team needs and school goals.	ILT progress monitoring protocols

Section 4: Action Plans and Targeted Initiatives

<p>4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: The school will support the coaching and professional development that helps all faculty members become at least proficient on Standard 1 of DESE’s teacher evaluation rubric. We will continue to progress with a cohesive PD across all subjects, where teachers collectively infuse key language practices (Vocabulary, Reading, Writing, Speaking, Listening) into their lessons. This entails integrating subject-specific vocabulary with an emphasis on tier 2 words, reading comprehension tasks, writing exercises, speaking opportunities, and active listening exercises into daily instruction.</p>
<p><u>Performance Objectives:</u></p> <p>Year 1: Establish a clear instructional focus and shared expectations for employing the best instructional practices tailored to meet specific student needs. Teachers will plan when and how to utilize formative assessments throughout launch, explore, and summary to assess students meeting lesson learning targets. Ensure that a standard set of instructional practices drives students’</p>

learning experiences in all classes.

Year 2: Ensure all staff members take collective responsibility in actively implementing, reflecting on, and monitoring student achievement data.

Year 3: Continuously improve student outcomes by refining instructional practices based on reflections and data monitoring. Continuously improve student outcomes by refining instructional practices based on universal data assessment (iReady), formative data, and student reflections and goal setting.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. CORE & MORE WIN (What I Need) Intervention Block to provide targeted support to students who are not performing at grade level <ul style="list-style-type: none"> Through CPT, ILT members use Teach Like a Champion to ensure teachers have a common understanding of effective usage of formative assessments and develop a common understanding to Implement tier-1 instructional 'best practices'. 	SY 24/25	Administration/Coaches/ ILT
2. Emphasize effective lesson planning. <ul style="list-style-type: none"> Establish a common practice and tool for students to reflect on their learning and set goals. 	SY 24/25	Administration/Coaches/ ILT
3. Use multiple assessments to gauge student understanding and progress. <ul style="list-style-type: none"> Establish a common practice and tool for students to provide feedback to teachers on units of study. 	SY 24/25	Administration/Coaches/ ILT
4. Use coaching cycles (90-day sprints) to develop instructional skills and observe practices in the classroom. <ul style="list-style-type: none"> Develop a plan for onboarding new staff and students in the data reflection cycle used schoolwide. 	SY 24/25	Coaches/ ILT
5. We will leverage our "Maximizing Time on Learning" rubric to develop and standardize our expected teaching practices.		Administration/Coaches/ ILT
6. Collaborate with colleagues to share resources and best practices. (PLC) and utilize data cycles to develop action plans and reflect on student performance. <ul style="list-style-type: none"> Reflect on student feedback to teachers. 	SY 24/25	Administration/Coaches/ ILT

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Colleague observations - Teachers will adjust practices based on data as captured in teacher walkthroughs that reflect the utilization of formative assessments	- Teacher feedback surveys - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
2. Collaborative lesson planning includes alignment of	- Teacher feedback surveys

<p>school-wide instructional strategies and practices provide students with consistent learning experiences throughout the building.</p> <ul style="list-style-type: none"> Teachers will provide tier 1 support during CORE instruction to students based on formative assessments captured in teacher walkthrough data collection that reflects the utilization of tier one supports. 	<ul style="list-style-type: none"> - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
<p>3. Data from iReady Diagnostic Assessments will be used to evaluate student's progress to help teachers adjust their instructional practice.</p> <ul style="list-style-type: none"> - We will increase the percentage of students who meet their typical growth in 2023-204 in Reading and Math, respectively from 54% and 57% to 75% each. - We will increase the percentage of students who meet their stretch growth in 2023-204 in Reading and Math, respectively from 23% and 27% to 45% each. 	<ul style="list-style-type: none"> - ILT progress monitoring protocols - Quarterly data reviews of proficiency benchmarks to gauge progress as expected on the following scale: _____ (i-Ready)

Section 4: Action Plans and Targeted Initiatives

<p>4.4 Goal 4- Student-Specific Supports and Instruction to All Students: We strive to have 100% of students achieve a passing score of 70% or better on all Unit-End Academic Assessments across Science, Social Studies, Math, and ELA. All students not meeting the goal of obtaining passing grades or identified as needing additional support on universal screeners will be discussed for a TCI that includes strategic interventions and placed in targeted WIN class. All students achieving grade level or above will be provided enrichment opportunities in WIN.</p>		
<p>Performance Objectives: 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) to provide student-specific support with both interventions and enrichments.</p>		
<p>Year 1: Determine appropriate assessments for universal screening and design a schedule of interventions, progress monitoring, and routine for placement.</p>		
<p>Year 2: Teachers will provide opportunities for students to reflect on and analyze data to track their progress toward learning targets and set goals. The i-Ready assessment window and C&I (Curriculum & Instruction) meetings will guide student grouping and regrouping throughout the year based on the results.</p>		
<p>Year 3: Through community partnerships, WIN activities will be expanded to include STEM and the ARTs. Students will be provided an opportunity to choose enrichments based on interests and encouraged to expand their interests.</p>		
<p>Action Steps</p>	<p>Date for Targeted Completion</p>	<p>Responsible Person(s)</p>
<p>1. Strategies and interventions that match students' needs and measurably improve student achievement and growth.</p> <ul style="list-style-type: none"> Identify a WIN committee and meeting schedule. 	<p>SY 24/25</p>	<p>Admin, Coaches, ILT, Team Leads</p>

<p>2. Establish a common practice for tracking and sharing progress with students.</p> <ul style="list-style-type: none"> Identify ELA and Math classes being provided during WIN across grade levels. 	<p>SY 24/25</p>	<p>Admin, Coaches, ILT, Team Leads</p>
<p>3. Identify assessments and assessment schedules for students</p> <ul style="list-style-type: none"> Provide opportunities for students to reflect on their progress and work. 	<p>SY 24/25</p>	<p>Admin, Coaches, ILT, Team Leads</p>
<p>4. Create classes, set progress monitoring with Flashlight 360 and i-Ready benchmark data, and train MLL staff to implement the new Bridge curriculum.</p> <p>Level 1, 2</p> <ul style="list-style-type: none"> Level 1 and 2 students will take the Flashlight 360 Assessment Regroup students to reflect updated beeline data over 2024 ACCESS Train MLL staff on the new Bridge curriculum and implement <p>Level 3+</p> <ul style="list-style-type: none"> January 2024 ACCESS data as the baseline 50% of MLL Students will achieve the 2025 state-assigned progress target i-Ready progress monitoring December, March, June (targeted populations) <p>To gather comprehensive data on student proficiency using Flashlight 360 and i-Ready benchmark assessments for Level 1 and 2 students.</p> <ul style="list-style-type: none"> Action Steps: <ul style="list-style-type: none"> Administer Flashlight 360 assessments for all Level 1 and Level 2 MLL (Multilingual Learners) students by [insert date]. Review and analyze i-Ready benchmark data for all MLL students to identify areas of strength and improvement. Cross-check results with 2024 ACCESS testing data to ensure alignment and consistency in student proficiency levels. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> Improved language proficiency for Level 1 and 2 MLL students, as demonstrated by growth in Flashlight 360, i-Ready benchmarks, and Beeline data. Effective use of data to drive instructional decisions and student groupings. MLL staff fully trained and implementing the new Bridge curriculum, leading to enhanced instruction and support for MLL students. <hr/> <p>By aligning assessment data with targeted instruction and professional development, this plan ensures that all MLL students receive the support they need for continuous improvement.</p> <ul style="list-style-type: none"> Using the targets outlined above, reflect on student progress with 	<p>SY 24/25</p>	<p>Admin, Coaches, ILT, Team Leads</p> <ul style="list-style-type: none"> C & I team and instructional specialists every two weeks.

colleagues to plan effective next steps. CPT will focus on monitoring weekly students' progress, TCI/ Student success plans		
5. Design a program review for WIN <ul style="list-style-type: none"> CORE & MORE, WIN (What I Need) Intervention Block to provide targeted support to students who are not performing at grade level 	SY 24/25	Admin, Coaches, ILT, Team Leads
Intended Outcomes & Monitoring System		Key Performance Indicators
1. For MLL students levels 1 and 2: Flashlight Check-in points to ensure students are on target to make the growth level expected by DESE on Access. 2. For SWDs and MLL students levels 3 and above: iReady check-in points after each of the district-assigned diagnostic windows <ol style="list-style-type: none"> After the second diagnostic, 100% of our students will reach at least 50% of their growth target for “typical growth,” with 45% percent of those hitting at least 50% of their stretch growth target. Adjust and refine student placement based on their reaching their growth goals as mentioned in point 4 above. 		- Teacher feedback surveys - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
3. Students requiring targeted tier 2 and tier 3 supports will have a TCI, 504, IEP, which is monitored and updated as appropriate. Aspen portal access reflection sheet is utilized and implemented across all grade levels.		- Teacher feedback surveys - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)
4. Successful teams share and teach effective practices regarding supporting and monitoring student progress. Peer observation(s) and PD? Conduct a program review and make necessary adjustments.		- Teacher feedback surveys - ILT progress monitoring protocols - Regular data reviews (Aspen, iReady, MCAS, etc)

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: We establish a culture of learning by constructing systems of awareness and offering resources to bolster high-quality instruction and engagement levels. Additionally, we reinforce a culture of open communication and actively embrace feedback loops.

Performance Objectives: By the end of the school year 2025, the school leadership will establish a culture of learning by implementing systems of awareness and providing resources to enhance the quality of instruction and levels of engagement. Furthermore, they will foster a culture of open communication and actively embrace feedback loops to continuously improve teaching and learning practices.

Year 1: Foster a culture of agency, collegiality, and learning: students, staff, and families.

Year 2: Provide space to focus on social-emotional learning (SEL) tools.

Year 3: Implement comprehensive professional development programs focused on pedagogical innovation and differentiated instruction techniques tailored to meet diverse student needs. Additionally, structured reflection sessions should be established for faculty and staff to analyze and refine instructional practices based on collected feedback and assessment data.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. All students receive the necessary support and opportunities to meet grade-level standards.	SY 24/25	Whole School Focus
2. All new staff will train in Restorative Justice and PBIS practices.	SY 24/25	Social Workers C & C Team Admin Team
3. Inclusive and Restorative Justice practices will fully drive our school's culture and climate.	SY 24/25	C & C Team Admin Team
4. We will foster social/emotional growth for all students as part of our core learning values.	SY 24/25	Whole School Focus
5. Early release days will focus on SEL, community building, and cross-curricular activities (REACH days).	SY 24/25	Admin Team, Team Leads, Social Workers
6. All communication will be accessible to all families.	SY 24/25	Admin Team Community Partners Coord., Clerk
7. Foster a deeper understanding and collaboration between community and core academic work.	SY 24/25	Whole School Focus

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Schedule monthly check-ins to assess how well PBIS and RJ practices adhere to school goals and priorities (specific to defiant and disrespect)	Teacher feedback surveys - C & C Team progress monitoring protocols - Regular data reviews (Aspen, OA, etc)
2. Establish a feedback loop that allows the C & C team members to report on the teams' efficacy and suggest improvements.	Teacher feedback surveys - C & C Team progress monitoring protocols - Regular data reviews (Aspen, OA, etc)
3. Based on quarterly evaluations and feedback, make necessary adjustments to the	Teacher feedback surveys

REACH Day to better support the team's needs and school goals.	- C & C Team progress monitoring protocols - Regular data reviews (Aspen, OA, etc)
4. Create a monitoring system to assess accessibility and accountability for grade reporting during the year's first quarter.	Teacher feedback surveys - C & C Team progress monitoring protocols - Regular data reviews (Aspen, OA, etc)

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 ▾		

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 Requirement

1	<p>A comprehensive needs assessment of the entire school</p> <p>https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600310&orgtypecode=6</p>
2	<p>Schoolwide reform strategies</p> <p>https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600310&orgtypecode=6</p>
3	<p>Instruction by highly qualified teachers</p> <p>https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600310&orgtypecode=6&</p>
4	<p>In accordance with section 1119...</p> <p>Please use this Quality Improvement Plan (QIP) to respond to this section.</p>
5	<p>Strategies to attract highly qualified teachers to high-need schools</p> <p>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</p>
6	<p>Strategies to increase parental involvement in accordance with section 1118</p> <p>https://www.lowell.k12.ma.us/domain/3186</p>
7	<p>Student Transition Plan</p> <p>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.</p> <p>Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate the transition from Grade 8 to the Freshman Academy.</p>

	The high school also coordinates a transition plan to support students 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 implementing and monitoring 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 toward goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability and Adult Education administrators.</p>