



Morey Elementary School
Quality Improvement Plan
 2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
Kathleen McLaughlin, Principal Keliann Woodlock, Assistant Principal	<i>Parent Representatives</i> Jessica Guriev Ester Hernandez Lan Shaun Murray Sarahvy Nourn Courtney McSparron, Mill City Grows, Community Partner	<i>Teacher Representatives</i> Beth Ann Armstrong Julie Gillis Danielle Savoie Susan Uvanni

1.3 Mission	1.4 Core Values
<p>The C.W. Morey School develops students as thinkers who learn skills and strategies to apply to new situations and build their own agency as learners through our implementation of a standards-based, research-based curriculum and through the workshop model in literacy. We provide our students with a voice in order to develop our school community, to develop student thinking and ideas, to develop academic vocabulary, to develop agency, to develop empathy and social skills, and to develop the ability to advocate for themselves. We don't just teach content, rather students learn information, skills, and strategies and most importantly, how to effectively match the best strategy to each novel task. We, students and faculty, value feedback and effort so that we all continuously learn and grow.</p> <p>We want our students to be engaged, resilient, and flexible. We want them to be armed with many strategies and the confidence to tackle challenges. We want them to develop personal traits, such as justice and empathy, to engage with the world around them. We want our students to derive happiness as adults from using their skills, characteristics, and reasoning for personal, academic, and work-related pursuits.</p>	<p>Our district's Core Values:</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. ▪ Improving learning requires hard and steady work over time. ▪ Every adult in our community is accountable for the success of our students. ▪ We are committed to eliminating achievement and opportunity gaps among all students. ▪ We are committed to using available funding and resources to meet the needs of all of our students. ▪ We are committed to engaging all students and families with courtesy, dignity, respect, and cultural understanding.

1.5 Vision
<p>The C.W. Morey School empowers all students to embrace learning with active and creative minds, achieve their personal best with effective effort and develop their intellectual, emotional, social, and physical well-being.</p>

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

2.1 School Strengths and Notable Achievements 2024-2025

- Our DESSA ratings indicate that our students are typically developing social emotional strategies and self-regulation skills. Only 5 students need intensive intervention. This helps our students be ready to learn and fewer discipline issues leads to more instructional time.
- As of the most recent administration of the HALS student survey, our students rate their **engagement in school** in the “approval” range (avg. 4.26). We have been focusing on various aspects of student agency since the pandemic and are seeing results in survey data and through observations. Our staff and students rate our School Culture in the approval range in all measures.
- This year, DESE recognized our students’ progress as measured by MCAS with a School of Recognition designation on our accountability status. Ninety-one percent of our 2022-2023 third and fourth graders progressed so much that they met or exceeded DESE targets.
- This year, we transitioned from PK-4 LEAP-focused sub separate classrooms to a PreK CSA program. Our staff worked incredibly hard to create welcoming physical spaces to accommodate preschool students and learn and implement the PreK curriculum.
- Our End-of-Year iReady **ELA** diagnostic results indicate that our students made growth and closed gaps. Our school’s Annual Typical Growth is 142% and the Annual Stretch Growth is 90%. In terms of achievement, 60% of our students tested in the Tier 1 range (up from 25%), 28% in the Tier 2 range (down from 45%), and 12% in the Tier 3 range (down from 29%).
- Our End-of-Year iReady **Math** diagnostic results indicate that our students made growth and closed gaps. Our school’s Annual Typical Growth is ?% and the Annual Stretch Growth is ?%. In terms of achievement, ?% of our students tested in the Tier 1 range (up from 13%), ?% in the Tier 2 range (down from 55%), and ?% in the Tier 3 range (down from 32%).

2.2 School Data Profile 2024-2025

The C.W. Morey School has 501 students.

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	5.6	7.5	9.6
Asian	56.9	26.3	7.4
Hispanic	20.3	40.6	25.1
Native American	0.6	0.2	0.2
White	11.7	21.1	53.0
Native Hawaiian, Pacific Islander	0.2	0.1	0.1
Multi-Race, Non-Hispanic	4.6	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	42.7	45.0	26.0
English Language Learner	31.8	28.7	13.1
Low-income	69.9	72.3	42.2
Students With Disabilities	18.4	20.3	20.2
High Needs	81.4	83.5	55.8

Accountability Information 2023

Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	58

MCAS 2023

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	41	44	3	7	39	37	45	40	13	16	75	99	493	N/A	N/A	42
GRADE 03 - MATHEMATICS	32	41	3	8	29	33	56	39	12	20	75	99	496	N/A	N/A	54
GRADE 04 - ENGLISH LANGUAGE ARTS	33	40	3	5	29	34	48	43	19	17	89	99	491	60	83	39
GRADE 04 - MATHEMATICS	46	45	8	8	38	37	43	37	11	18	89	99	498	68	83	54
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	37	42	3	7	34	35	47	39	16	19	164	99	492	60	83	41
GRADES 03 - 08 - MATHEMATICS	40	41	5	7	34	33	49	41	12	18	164	99	497	68	83	57

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?

- We instituted Individual Data Summits three times per year to analyze progress and plan instruction/intervention for every K-4 student in the whole school. These meetings help us form intervention groups by like need and inform our Tier 1 instructional practices.
- We have Mathematics and Literacy Instructional Leadership Teams to analyze data, make action plans, and evaluate progress. We are excited to return to the early release schedule for next year to ensure that we have more meetings and can include all faculty members.
- We have a fully operationalized Literacy Intervention Program with systematic interventions taught by the Literacy Specialist, Tutors (5), Interventionists (2), and ML Teachers. We have developed Intervention TCIs, progress monitored and reported findings in TCIs, and are in the process of developing intervention note taking in Open Architects.
- We have instituted a Math WIN Block where every classroom has extra support from the Math Resource Teacher, Interventionists (2), Classroom Teachers and Paraprofessionals to provide intervention, ST Math/IXL, and enrichment. We want to build on this to create a more formalized math intervention program like our literacy program.

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?

Data can be viewed at: [Data Story Presentation May 2024](#)

An informal goal for our school has been to return to “pre pandemic” levels of achievement. Our iReady data indicate that our student end-of-year outcomes are back to pre-pandemic levels; however, we are still starting the year at lower levels as compared to pre-pandemic levels. Our multiple levels of instruction are accelerating growth, but we need to figure out how to prevent summer slide. We are currently reapplying for our 21st Century Grant to have a six-week summer program. We move all of our grade-level book nooks to the lobby and have children exchange books all summer (even those who do not attend summer programming). We have the next year’s teacher “assign” the summer reading and math from the district to add a layer of accountability.

We are making a lot of progress towards our formal goals. The data indicated we met or exceeded 91% state accountability targets. We are in the upper half of schools in Massachusetts. The majority of our students not only make annual growth as measured by the median reading iReady growth (142%) and the median math iReady growth (109%) but also accelerated growth as measured by the median annual stretch growth for reading (90%) and math (72%).

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

The majority of our students are making accelerated growth as measured by multiple sources. We do have some subgroups that do not make the same gains as the aggregate.

Our students with chronic or concerning attendance rates are also not making the same gains as the aggregate. About a third of these students are missing large spans of time due to family trips abroad, but the others have frequent, intermittent absences

throughout the whole year. Even though many of these students are even assigned to intervention groups, their attendance issues impede their progress.

Our students with IEPs are not achieving at similar levels to our aggregate. More than 80% of SWD are scoring below grade level in both Reading and Math iReady since the pandemic. Similarly, roughly 30% of our ML students are scoring at or above grade level in both Reading and Math iReady since the pandemic.

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

2.4 School Strengths and Notable Achievements 2025-2026

2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026

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

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

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

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

2.7 School Strengths and Notable Achievements 2026-2027

2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027

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

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
Leadership, Shared Responsibility, and Professional Collaboration 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.	Intentional Practices for Improving Instruction – Engaged Learning School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Student-Specific Supports and Instruction to All Students Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	School Climate and Culture Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
We will use available collaboration time (common planning, early release, vertical teams) to improve our implementation of new and updated district curricula. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency.	We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources across the Tier 1 curriculum to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds.	We will continue to provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading using our current data analysis, group planning and monitoring, and documentation process. We will further refine our mathematics WIN block to create a math intervention component over the next three years.	To further develop our two-way communication with new families about grade-level learning expectations, school attendance/norms and vital information about their children's learning and to build genuine reciprocal relationships, we will implement specific family-school relationship strategies to create improved systems.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: We will implement research-based strategies on student agency and elements of UDL to further develop learning environments to increase the engagement of all students, especially multilingual (ML) students.

Performance Objectives:

Year 1: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 mathematics.

Year 2: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 writing workshop.

Year 3: Develop tools (graphic organizers, checklists, rubrics, etc.) to support ML student independent application in Tier 1 reading workshop.

Action Steps *Written for Year 1 Mathematics Goal, but will be similar each year with a shift to Writing in Year 2 and Reading in Year 3	Date for Targeted Completion	Responsible Person(s)
1. Allocate as much CPT as possible to looking at student data related to Tier 1 mathematics curriculum and create/gather tools to support independent application for ML students	August 2024	Administration
2. PD on related elements of UDL - focused on mathematics and ways to include multimodal forms of input and output that can allow students of varying skill levels to access the lessons	August 2024	Administration & Math Resource Teacher
3. Grade level PD on the effective progression of skills in numbers and operations, and the different strategies and forms of representation students may use in a given unit	December 2024	Math Resource Teacher
4. Develop systems with students around independent use of mathematics tools	September 2024	Teachers & Students
5. Use data to target instruction by creating/selecting/adapting scaffolds and tools for instruction and to support independent application for ML students	September 2024, December 2024, March 2025	Teachers, Math Resource Teacher, Administration
6. Ongoing work to codify student resources and teaching tools related to grade-level math standards and align them vertically	June 2025	Teachers, Administration, Vertical Content Teams

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Google Drive Morey Math Folder of collaboratively agreed-upon tools (graphic organizers, checklists, rubrics, etc.) to support independent application for ML students per math unit	Developed student tools iReady scores/growth each term Math Module data
2. Grade level data meetings to determine student needs while collaboratively planning instruction using elements of UDL	Agendas/Notes from data meetings
3. Direct instruction of student agency strategies and independent use of scaffolds and tools	Classroom Observations

provided	
4. Positive reinforcement for demonstration of agency and independent use of scaffolds and tools	Classroom Observations HALS Engagement in School Student Indicator (Grow from 4.13 to 4.6)
5. Vertically aligned math scaffolds and tools to support independent application for ML students as they move up grade levels	Work Products of Math Instructional Leadership Team

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: We will use available collaboration time (common planning, early release, vertical teams) to improve our implementation of new and updated district curricula. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency to ultimately increase student achievement.

Performance Objectives:

Year 1: We will use available collaboration time (common planning, early release, vertical teams) to refine mathematics instruction in our second year of Eureka Squared implementation. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency.

Year 2: We will use available collaboration time (common planning, early release, vertical teams) to improve our implementation of newly updated district writing curricula and the workshop model. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency.

Year 3: We will use available collaboration time (common planning, early release, vertical teams) to improve our implementation of newly updated district reading curricula and the workshop model. Using student data, focus standards, and pedagogical content knowledge, we will plan/supplement modules and develop tools (graphic organizers, checklists, anchor charts) to increase student engagement and agency.

Action Steps *Written for Year 1 Mathematics Goal, but will be similar each year with a shift to Writing in Year 2 and Reading in Year 3	Date for Targeted Completion	Responsible Person(s)
1. Allocate as much CPT as possible to looking at student data related to Tier 1 mathematics curriculum and create/gather tools to support independent application for all students	August 2024	Administration
2. Unpack modules by standards, align lessons to standards, plan appropriate sequences of modules and lesson progressions at each grade level	August 2024	Math Resource Teacher & Grade Level Faculty
3. Grade level PD on the effective progression of skills in numbers and operations, and the different strategies and forms of representation students may use in a given unit	December 2024	Math Resource Teacher

4. Use data to target instruction by creating/selecting/adapting scaffolds and tools for instruction and to support independent application for all students	September 2024, December 2024, March 2025	Teachers, Math Resource Teacher, Administration
5. Ongoing work to codify student resources and teaching tools related to grade-level math standards and align them vertically	June 2025	Teachers, Administration, Vertical Content Teams
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Team Module Planning Implementation Unpacking modules by standards, align lessons to standards, plan appropriate sequences of modules and lesson progressions	Work Products in Morey Math Google Folder	
2. Improve teacher perceptions of support for teaching development and growth	HALS Indicator of Support for Teaching Development and Growth from 3.3 to 3.9 over 3 years	
3. Agendas for CPT and PD will focus on planning, collaboration, and work products	Agenda/Work Products in Morey Math Google Folder	
5. Vertically aligned math scaffolds and tools to support independent application	Work Products of Math Instructional Leadership Team	

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources across the curriculum to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds.		
<u>Performance Objectives:</u>		
<p>Year 1: We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources in mathematics to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds which will ultimately increase the percentage of students who are proficient on the EOY iReady assessment from 55% to 70% and our school progress to Annual Typical Growth will be at least 100%.</p> <p>Year 2: We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources in writing workshop to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds which will ultimately increase the percentage of students who are proficient (scaled score of 3 or more) on the informational process writing rubric assessment to at least 80% (baseline data will updated during the 2024-2025 SY to set a more specific target).</p> <p>Year 3: We will incorporate teacher-student collaboration strategies to develop accessible learning environment resources in reading workshop to promote strong student agency, and increase student engagement and responsibility for learning and using scaffolds which will ultimately increase the percentage of students who are proficient on the EOY iReady assessment from 60% to 75% by the end of the year.</p>		
Action Steps	Date for	Responsible Person(s)

*Written for Year 1 Mathematics Goal, but will be similar each year with a shift to Writing in Year 2 and Reading in Year 3	Targeted Completion	
1. Work together as teams to implement lessons that are accessible for all students (especially students with disabilities or beginning English)	June 2025	Whole Faculty
2. Collaborate as teams to identify and create resources for students to access and utilize strategies in Tier 1	June 2025	Grade Level Teams with Coaches and Administration
3. Analyze and use IREADY data to adjust instruction and monitor progress	September 2024, December 2024, March 2025	Whole Faculty
4. Direct instruction of student agency strategies and independent use of scaffolds and tools provided and positive reinforcement when students demonstrate agency and independent use of tools	June 2025	Teachers & Students
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Individual data meetings three times per year to analyze data and make adjustments to instruction/interventions as per TCIs.	Deliverables: Data Meeting Notes, Number of TCIs	
2. Grade level created toolkits for student agency and accessibility	Deliverable: Morey Math Google Drive Folder	
3. Students more readily utilizing tools to access grade level standards	Classroom Observations & Classroom Environment Evidence	
4. Increase the percentage of students who are proficient on the EOY iReady assessment from 55% to 70% and our school progress to Annual Typical Growth will be at least 100%	iReady Math Growth and Proficiency Scores	

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: We will continue to provide targeted, data-based Tier 2 intervention and Tier 3 specialized instruction in reading using our current data analysis, group planning and monitoring, and documentation process. We will further refine our mathematics WIN block to create a math intervention component over the next three years.

Performance Objectives:

Year 1: We will use collaborative, vertical number sense and algebraic thinking assessments to make intervention groups in Grades 1 through 4. With improved targeted interventions, we will increase our percentage of students in the Tier 1 category from 42% to 55% as measured by the iReady Math diagnostic.

Year 2: We will develop an OA system for math intervention (similar to what we do for literacy) by identifying focus areas, continuum of skills, and notetaking/documentation. With improved targeted interventions, we will increase our percentage of ML students scoring on or above grade level from 32% to at least 50% as measured by the iReady Math diagnostic.

Year 3: We will implement a TCI Intervention process for mathematics with our literacy process as a model. With improved

targeted interventions, we will increase our percentage of students with IEPs scoring on or above grade level from 18% to at least 40% as measured by the iReady Math diagnostic.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Continue the recently established WIN block and continually build improvements over the next three years as stated below.	September 2024-May 2027	Whole Faculty
2. Use protocols as appropriate from <i>Math Assessment and Intervention in a PLC at Work</i> , 2nd ed. (2024). Make vertical decisions about number sense and algebraic thinking assessments for the purpose of making intervention groups.	May 2025	Math Resource Teacher & Math Instructional Leadership Team
3. Develop OA system for math intervention by collaboratively identifying global areas for intervention, the continuum of skills, and how intervention providers will document progress.	May 2026	Math Resource Teacher & Math Instructional Leadership Team
4. Develop TCI protocols for intervention and entering results	May 2027	Math Resource Teacher & Whole Faculty
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Agreed upon, research-based intervention assessments in use (May 2025) Agreed upon global intervention areas, continuum of skills, and notetaking system in place (May 2026) Agreed upon TCI protocol for math intervention in place (May 2027)	Deliverables: Assessments, Groups based on Assessments, Agendas of Math Team, Work Products	
2. Increased percentage of students in the Tier 1 category from 42% to 55% as measured by the iReady Math diagnostic	Math iReady May 2025 scores	
3. Increased percentage of ML students scoring on or above grade level from 32% to at least 50% as measured by the iReady Math diagnostic	Math iReady May 2026 scores	
4. Increased percentage of students with IEPs scoring on or above grade level from 18% to at least 40% as measured by the iReady Math diagnostic	Math iReady May 2027 scores	

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- **School Climate and Culture:** To further develop our two-way communication with new families about grade-level learning expectations, school attendance/norms and vital information about their children's learning and to build genuine reciprocal relationships, we will implement specific family-school relationship strategies to create improved systems.

Performance Objectives:

Year 1: We will collaboratively design and implement a new family intake process and attendance education plan (with native language support if needed).

Year 2: We will develop an ML Parent Advisory Council to collaborate with multilingual families.

Year 3: We will use feedback to refine the family intake process (with native language support if needed) and the family attendance meetings (and add further documents/videos in different languages).

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Continue to translate important school documents, use technology applications to translate	Summer 2024	Administration, ML Team, & Faculty
2. Adapt the Special Education Considerations for Multilingual Learners information to develop new family intake process and protocol	September 2024	Administration & ML Team
3. Implement new family intake process throughout the year and ask families and faculty for feedback	September 2024 - June 2025	All Faculty
4. Begin ML Parent Advisory Council meetings	October 2025	ML Lead Teacher, ML Teachers, Administration
5. Use feedback from parents and staff to improve family intake process	September 2026-June 2027	Administration & ML Team
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Hold Intake Family Meetings within the first 30 days of attending with all newcomer students.	Frequency of Intake Family Meetings	
2. Develop a clear protocol for intake meetings (developmental history, educational background, medical history, interests, strengths, needs, etc.)	Deliverable: Family Intake Protocol	
3. Instituting regular ML PAC Meetings during the SY 2025-2026	Frequency of ML PAC Meetings & Numbers of Parents in Attendance	
4. Increase Family Survey participation from 82 families to 150 families.	Morey School Family Survey Results	
5. Maintain 90% agree/strongly agree view of family/school relationships.	Morey School Family Survey Results	

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 star... ▾		
2: Year 1 Performance Objective:	Not star... ▾		
3: Year 1 Performance Objective:	Not star... ▾		
4: Year 1 Performance Objective:	Not star... ▾		
5: Year 1 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 1 Performance Objective:	Not star... ▾		
3: Year 1 Performance Objective:	Not star... ▾		
4: Year 1 Performance Objective:	Not star... ▾		
5: Year 1 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 1 Performance Objective:	Not star... ▾		
3: Year 1 Performance Objective:	Not star... ▾		
4: Year 1 Performance Objective:	Not star... ▾		
5: Year 1 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 1 Performance Objective:	Not star... ▾		
3: Year 1 Performance Objective:	Not star... ▾		
4: Year 1 Performance Objective:	Not star... ▾		
5: Year 1 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 2 Performance Objective:	Not star... ▾		
3: Year 2 Performance Objective:	Not star... ▾		
4: Year 2 Performance Objective:	Not star... ▾		
5: Year 2 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 2 Performance Objective:	Not star... ▾		
3: Year 2 Performance Objective:	Not star... ▾		
4: Year 2 Performance Objective:	Not star... ▾		
5: Year 2 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 2 Performance Objective:	Not star... ▾		
3: Year 2 Performance Objective:	Not star... ▾		
4: Year 2 Performance Objective:	Not star... ▾		
5: Year 2 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 2 Performance Objective:	Not star... ▾		
3: Year 2 Performance Objective:	Not star... ▾		
4: Year 2 Performance Objective:	Not star... ▾		
5: Year 2 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 3 Performance Objective:	Not star... ▾		
3: Year 3 Performance Objective:	Not star... ▾		
4: Year 3 Performance Objective:	Not star... ▾		
5: Year 3 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 3 Performance Objective:	Not star... ▾		
3: Year 3 Performance Objective:	Not star... ▾		
4: Year 3 Performance Objective:	Not star... ▾		
5: Year 3 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 3 Performance Objective:	Not star... ▾		
3: Year 3 Performance Objective:	Not star... ▾		
4: Year 3 Performance Objective:	Not star... ▾		
5: Year 3 Performance Objective:	Not star... ▾		

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 star... ▾		
2: Year 3 Performance Objective:	Not star... ▾		
3: Year 3 Performance Objective:	Not star... ▾		
4: Year 3 Performance Objective:	Not star... ▾		
5: Year 3 Performance Objective:	Not star... ▾		

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=01600030&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600030&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600030&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/3214
7	Student Transition Plan The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start. Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy. The high school also coordinates a transition plan to support students from going from graduation to college or career.
8	Measures to include teachers in the decisions regarding the use of academic assessments Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document

	(QIP).
--	--------

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

10	Coordination and Integration of Federal State and local services and programs
	<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>