LOWELL
PUBLIC SCHOOLS

Equity, Excellence, Empowerment.

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members

1.1 School Leadership

Kimberley Clements, Principal
Alisha Silvestrone, Assistant Principal
Amanda Delworth, Social Worker
Sara Espinal, Social Worker
Julie Buchanan, Literacy Specialist
Jennifer Maynard, Math Coach

1.2 School Site Council Members

Parent Representatives	*Teacher Representatives*
Sarah Bedard	**Julie Buchanan**
Lisa Caten	**Heather Delucia**
Cathy Dillon	**Gina Doucette**
Sarah Ros	**Elizabeth Ridenour**
Amy Zahareas*	

1.3 Mission

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

1.5 Vision

1.4 Core Values

Core Values

❖ A high-quality education is a fundamental civil right of every child we serve.

❖ Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.

❖ Parents are our partners. They are our students' first teachers in the home.

❖ There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time.

❖ Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

Commitments

❖ Eliminate the racial, ethnic, and linguistic achievement and opportunity gaps among all students.

❖ Provide equitable funding and resources among the district's diverse schools.

❖ Engage all families with courtesy, dignity, respect, and cultural understanding.

At the Bailey School, the goal for all students is to work hard to be successful in their learning; to show respect for themselves, for their school, and for everyone around them; and to stay safe throughout the day.
Learning - Respect - Safety- Responsibility

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

2.1 School Strengths and Notable Achievements 2024-2025

- Twenty-one (21) MLL students transition to FLEP, results of Winter 2024 ACCESS testing.
- Middle of the year iReady Reading scores, 46% of students are at or above grade level, 18% of students are two or more grade levels below.
- Middle of the year iReady Math scores, 32% of students are at or above grade level, 13% of students are two or more grade levels below.
- 2023 ELA MCAS 56% of students' scores improved from the previous year, 41% of students scored proficient, average SGP 58.5 which is 8.8 points higher than the state average.
- 2023 Math MCAS 49% of students scored proficient.
- Collaborative spirit and strong partnership between dedicated staff and engaged parents.
- Teachers' knowledge of students' unique strengths and individualized needs.

2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	5.9	7.5	9.6
Asian	38.1	26.3	7.4
Hispanic	27.5	40.6	25.1
Native American	0.0	0.2	0.2
White	22.8	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	5.6	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	42.0	45.0	26.0
English Language Learner	34.1	28.7	13.1
Low-income	63.0	72.3	42.2
Students With Disabilities	20.3	20.3	20.2
High Needs	77.4	83.5	55.8

Grade and Subject	Meeting or Exceeding Expectations % School	State	Exceeding Expectations % School	State	Meeting Expectations % School	State	Partially Meeting Expectations % School	State	Not Meeting Expectations % School	State	No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
GRADE 03 - ENGLISH LANGUAGE ARTS	38	44	10	7	27	37	49	40	13	16	77	100	496	N/A	N/A	52
GRADE 03 - MATHEMATICS	51	41	10	8	41	33	37	39	13	20	79	100	501	N/A	N/A	67
GRADE 04 - ENGLISH LANGUAGE ARTS	44	40	3	5	41	34	34	43	22	17	88	100	494	58	78	50
GRADE 04 - MATHEMATICS	48	45	6	8	42	37	35	37	17	18	88	100	499	45	80	57
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	41	42	7	7	35	35	41	39	18	19	165	100	495	58	78	51
GRADES 03 - 08 - MATHEMATICS	49	41	8	7	41	33	36	41	15	18	167	100	500	45	80	66

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
62% - Substantial progress toward targets	58

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?**

ELA/Math: Structured intervention groups targeting individual student needs based on formal and informal assessments.

ELA: Interactive read-alouds focus on students using academic vocabulary while engaging in texts with rich language.

SPED: Implementing SPIRE curriculum into special education classrooms grades K - 4 and progress monitor with current data.

MLL: Using Ellevations platform, MLL team meetings centered around students needs, MLL curriculum.

CLSP: Use of translators and translation apps/companies for special education, TATs, and teacher/parent conferences, Emily Thompson provided PD and support with Ellevations platform.

Attendance: Use of Open Architect data to track trends, increased ownership among families and staff to reduce chronic attendance.

We will continue to center our work around data analysis and targeted instruction. We will leverage teachers' knowledge of students' unique strengths and individualized needs along with the collaborative spirit and strong partnership between dedicated staff and engaged parents.

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?**

While the Bailey School community as a whole is making commendable strides towards our academic goals, we recognize the importance of addressing specific populations that continue to face challenges in achieving academic progress. Notably, our special education population is currently demonstrating lower performance rates compared to our typical standards. To address one concern, we have implemented the SPIRE curriculum for reading instruction. We will continue to design math, reading, and writing instruction within smaller groupings to optimize instruction for all students, allowing us to tailor teaching methods to individualized student needs more effectively.

Additionally, our data highlights another significant area of concern: supporting students with social and emotional needs. It has become evident that these students require additional support to thrive in the classroom environment. Equally essential is providing our dedicated staff with comprehensive professional development opportunities aimed at enhancing their ability to effectively manage and address the diverse social and emotional needs of our students. By prioritizing these areas, we aim to create a more inclusive and supportive learning environment where every student can succeed.

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

Greatest academic gains:

ELA: Students in grades 2 and 3 have the largest number of students in Early On and On or Above (Grade 2- 54%, Grade 3- 55%).

Math: Students in grades 3 and 4 have the largest number of students in Early On and On or Above (Grade 3- 34%, Grade 4- 52%).

Least academic gains:

ELA: Students in grades 3 and 4 have the largest number of students in Below and Well below. Specific groups of students continue to be impacted by the disrupted foundational years due to the pandemic (Grade 3- 34%, Grade 4- 20%) .

Math: Students in grades 2 and 3 have the largest number of students in Below and Well below. (Grade 2- 18%, Grade 3-19%)
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SPED: Only one special student has scored Meeting on ELA 2023 MCAS (13 not met/partially met). Only three special students have scored Meeting on Math 2023 MCAS (11 not met/partially met).

iReady ELA MOY data by grade level:

Grade K		12%	35%	53%	0%	0%	17/86
Grade 1		19%	11%	66%	4%	0%	79/84
Grade 2		31%	23%	29%	18%	0%	84/89
Grade 3		23%	32%	11%	20%	14%	79/85
Grade 4		24%	18%	39%	6%	14%	80/86

iReady Math MOY data by Grade level:

Grade K		12%	35%	53%	0%	0%	17/86
Grade 1		19%	11%	66%	4%	0%	79/84
Grade 2		31%	23%	29%	18%	0%	84/89
Grade 3		23%	32%	11%	20%	14%	79/85
Grade 4		24%	18%	39%	6%	14%	80/86

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

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2.9 Reflection on Current Practices 2026-2027

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

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives

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

3.2 School Strategic Goals and Initiatives

100% of Bailey teachers and administrators will systematically work together on teams to address the school's strategic goals and make adjustments to the plans if necessary. Teams will systematically share the work by having each team choose an area of challenge and work to problem solve and improve outcomes for students. Six times a year, staff will increase their ability across teams by analyzing student performance data and identify trends within academics, PBIS and SEL components in order to build a shared understanding of strong student support systems.	Utilizing Scarborough's Reading Rope, continue building skills around Word Recognition (Phonological Awareness, Decoding and Sight Recognition) and increase student opportunities around Language Comprehension (Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge). 50% of students in grades 1-4 will make their stretch growth goal on I-Ready Reading.	Design specific, differentiated interventions based on student needs to be utilized within the classroom and intervention setting. Utilize data to differentiate instruction for students using skill and strategy groupings to target student-specific instructional needs. Increase opportunities for students to receive targeted instruction inside and outside the classroom and record interventions using TCIs. 50% of students in grades 1-4 will make their stretch growth goal on I-Ready Reading and Math.	Incorporate resources, strategies and lessons into Morning Meeting that address the district/school vision around CLSP, SEL and PBIS. By providing students with targeted lessons to build coping skills, we will be able to have 80% of students requiring Tier II and Tier III interventions on a less restrictive plan within a year.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: The Washington Model and Culturally Responsive Teaching Rubric will be used by all staff members when lesson planning and when making school/classroom based decisions.(i.e. When planning school-wide events, when celebrating student work, when choosing a read aloud, when communicating with families etc.) All classroom materials and lessons will have been vetted for biases and responsiveness. All students will see themselves

proportionally represented throughout their daily lessons and activities.

Performance Objectives:

Year 1: The staff will establish a baseline rating using the DESE Culturally Responsive Teaching Rubric. (Focusing on the Indicator Students have opportunities to engage in discourse)

Year 2: Staff will calibrate similar observational notes when using the DESE Culturally Responsive Teaching Rubric (Focusing on the Indicator Students have opportunities to engage in discourse) ; supplemental curriculum material will be audited with the Washington Model.

Year 3: Staff will be able to identify and adjust practices in their classroom instruction, materials, and building-wide systems in order to ensure they are culturally sustaining according to the DESE Culturally Responsive Teaching Rubric.(Focusing on the Indicator Students have opportunities to engage in discourse)

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Administrators will lead the utilization of the MA DESE Culturally Responsive Teaching Rubric and teaching videos from the DESE's Culturally Responsive Video Library to create a combined understanding of what CSLP look like through a pedagogical lens (Focusing on the Indicator Students have opportunities to engage in discourse) ; administrators will designate at least five PDs to this focus.	Year 1	Administrative Team/Coaches
2. Staff will utilize the MA DESE Culturally Responsive Teaching Rubric and teaching videos from the DESE's Culturally Responsive Video Library to create a combined understanding of what CSLP look like through a pedagogical lens.	Year 2	Staff
3. Utilize the Washington Model to audit any supplemental curriculum or extension lessons outside the LPS-approved curriculum	Ongoing	Teachers, Coaches, Administrative Team
4. Continue to utilize DESE's School Improvement Network videos with CSLP at the forefront; Use these lessons at least three times a year for calibration.	Ongoing	Teachers
5. Participate in learning walks across the school using the CSLP "look fors" and rubric from DESE; one peer observation year one, two in year two, and three in the final year.	Year 1-3	Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
1. All curricula presented to students are limited in biases	Washington Model Audit
2. All indicators are observed from the CSLP rubric sometimes by year two and frequently by year three.	CSLP Rubric

3. All indicators are observed from the CSLP rubric sometimes by year two and more frequently in building-wide systems by year three.	CSLP Rubric

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: 100% of Bailey teachers and administrators will systematically work together on teams to address the school's strategic goals and make adjustments to the plans if necessary. Teams will systematically share the work by having each team choose an area of challenge and work to problem solve and improve outcomes for students. Six times a year, staff will increase their ability across teams by analyzing student performance data and identify trends within academics, PBIS and SEL components in order to build a shared understanding of strong student support systems.

Performance Objectives:

Year 1:
ILT: Facilitate discussions during team meetings that center on curriculum development, alignment with standards, instructional strategies, and assessment practices. Train staff members to analyze student performance data regularly, identify trends, and use data to inform instructional decisions and interventions.

PBIS 1 & 2: Provide training and resources on evidence-based behavior management strategies, proactive classroom management techniques, and interventions to support positive behavior. Train staff members to analyze student performance data regularly, identify trends, and use data to inform instructional decisions and interventions.

FACE: Introduce topics related to equity, diversity, and inclusion during team meetings, fostering awareness and understanding among staff members. Train staff members to analyze student performance data regularly, identify trends, and use data to inform instructional decisions and interventions.

Year 2: Evaluate the effectiveness of monthly team meetings and refine meeting processes based on feedback and outcomes from the previous year. Continue to analyze targeted data to enhance the targeted goal of the team. Identify team members interested in taking on a leadership role within the team structure. Provide targeted professional development opportunities to staff members as needed on topics related to curriculum design, data analysis, behavior support, and equity in education. Foster collaboration and engagement with families and community partners by sharing meeting notes and soliciting input and feedback on school improvement efforts.

Year 3: Evaluate the effectiveness of monthly team meetings and refine meeting processes based on feedback and outcomes from the previous year. Ensure that practices established in the previous years, including monthly team meetings, data analysis, behavior management strategies, and equity initiatives, are embedded into the school culture and routines. Cultivate leadership capacity among staff members by providing opportunities for mentorship, peer coaching, and leadership roles within school improvement teams.

Action Steps	Date for Targeted Completion	Responsible Person(s)

1. Create teams and monthly meeting times, designate roles and norms for teams, create team leaders for each team	October of each year	Team members
2. Create a Google document shared with staff for team transparency	Monthly	Team Leader
3. Designate and work on a project for improved student outcomes	Ongoing	Team members
4. Foster collaboration with families and outside stakeholders to support team goals.	Year 2	Team members
5. Identify team facilitators/leaders for ILT, PBIS 1/SEL, PBIS2 and FACE.	Year 3	Team members

Intended Outcomes & Monitoring System	Key Performance Indicators
1. ILT- Growth in students' ability to read and write independently. Across grade-levels (1-4) the number of students meeting the Annual Stretch Growth on iReady will be at least 50%.	iReady, Writing rubrics
2. PBIS1/SEL- Establish clear expectations for school-wide routines and behaviors. Increase from 4.55 to 4.70 in School Culture- Relationships as measured by HALS.	DESSA, X2 data
3. PBIS2- Establish a clear protocol and language base for managing Tier 2 behaviors. 10% reduction in behavioral referrals.	DESSA, X2 data
4. FACE- Establish a culture where equity and social-emotional learning are priorities. Increase from 4.55 to 4.70 in School Culture- Relationships as measured by HALS.	HALS, X2 data

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: Utilizing Scarborough's Reading Rope, continue building skills around Word Recognition (Phonological Awareness, Decoding and Sight Recognition) and increase student opportunities around Language Comprehension (Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge). Incorporate explicit writing instruction through intentional exercises following a scope and sequence. 50% of students in grades 1-4 will make their stretch growth goal on I-Ready Reading.

Performance Objectives:

Year 1:

Word Recognition:
- Phonological Awareness: Implement daily phonological awareness activities focusing on segmenting, blending, and manipulating sounds. (Heggerty/UFLI) Use games, songs, and multisensory activities.
- Decoding: Introduce systematic phonics instruction, starting with letter-sound correspondences and progressing to more complex phonics patterns. Provide explicit instruction on decoding strategies. (Letterland/UFLI/SPIRE)
- Sight Recognition: Integrate high-frequency word instruction into daily routines, using flashcards, word walls, and interactive activities.

Language Comprehension:
- Background Knowledge: Engage students in rich, content-based discussions and activities to build background knowledge across various topics.
- Vocabulary: Implement vocabulary instruction using explicit strategies such as semantic mapping, word webs, and context clues.
- Language Structure: Teach grammar and syntax explicitly, focusing on sentence structure, parts of speech, and sentence variety.

Writing Instruction:
- Scope and Sequence: Develop a scope and sequence for writing instruction, starting with foundational skills such as letter formation and sentence structure.
- Intentional Exercises: Provide explicit instruction in writing conventions, including punctuation, capitalization, and paragraph structure. Model and scaffold writing processes through shared writing activities.

Year 2:

Word Recognition:
- Phonological Awareness: Build on phonological awareness skills with more complex activities such as phonemic segmentation and manipulation.
- Decoding: Expand phonics instruction to include multisyllabic words, prefixes, suffixes, and word roots. Provide opportunities for decoding practice in authentic texts.
- Sight Recognition: Increase exposure to high-frequency words through guided reading activities and independent reading.
- Encoding: Apply phonics, spelling rules and patterns to accurately apply letter-sound relationships to write and spell words accurately.
- Morphology: Expand morphology instruction to teach the structure and forms of words through the use of morphemes. Explicitly teach prefixes and suffixes and roots to add to the understanding of word meanings and grammatical functions.

Language Comprehension:
- Vocabulary: Extend vocabulary instruction to include academic and domain-specific vocabulary. Use strategies such as word maps, word sorts, and vocabulary journals.
- Language Structure: Introduce more advanced concepts of grammar and syntax, including sentence combining, complex sentence structures, and figurative language.

Writing Instruction:
- Genre Study: Introduce various genres of writing (narrative, expository, persuasive) and teach specific features and structures of each genre.
- Writing Process: Teach students the writing process (prewriting, drafting, revising, editing, publishing) through explicit instruction and guided practice. Provide opportunities for independent writing with teacher feedback.

Year 3:

Word Recognition:
- Phonological Awareness: Reinforce phonological awareness skills through word games, oral rhyming activities, and auditory discrimination tasks.

- Decoding/Encoding: Provide opportunities for application of decoding and encoding skills in authentic reading and writing experiences, focusing on fluency and automaticity.
- Sight Recognition: Encourage independent reading with a wide variety of texts to further develop sight word recognition and fluency.

Language Comprehension:
- Verbal Reasoning: Engage students in higher-order thinking activities such as inferencing, predicting, and synthesizing information from texts.
- Literacy Knowledge: Teach metacognitive strategies for comprehension monitoring, such as summarizing, questioning, and clarifying.

Writing Instruction:
- Writing Across the Curriculum: Integrate writing instruction across content areas, providing opportunities for students to apply writing skills in science, social studies, and other subjects.
- Publishing and Presentation: Guide students through the process of revising and editing their writing for publication. Provide opportunities for students to share their writing through presentations, portfolios, or digital platforms.

By following this three-year plan, students will have a scaffolded and comprehensive approach to developing both reading and writing skills, grounded in research-based practices and aligned with Scarborough's Reading Rope framework.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide teachers with resources around Language Comprehension (Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning and Literacy Knowledge) and Writing.	Ongoing	Buchanan, Silvestrone, Clements
2. Provide all students with opportunities for targeted instruction within the classroom around the various domains.	Ongoing	Teachers
3. Provide opportunities for teachers to participate in peer observations in order to take a deeper dive into student discourse and vocabulary being used during instruction and student to student discourse.	Ongoing	Administrative team, ILT
4. Provide professional development to staff around best practices for providing students with targeted instruction across the curriculums.	Ongoing	Buchanan, Maynard
5. Utilize the ILT and The Writing Revolution PLC group to determine next steps for writing instruction.	Year 1	Administrative team, ILT

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Reduce the number of students with a Composite score on DIBELS falling within the Well-Below range and reduce the number of students who are 2 or more grade levels below on iReady by 10%.	DIBELS, iReady
2. Expanded vocabulary and language fluency through oral interactions with peers and staff. (K-2)80% or more of K-2 students will be at the 50% or higher in the area of Oral Language	iReady, Early Bird, conferencing, ACCESS

Comprehension(this encompasses Word Matching, Following Directions, Expressive Vocabulary and Oral Sentence Comprehension) on the EarlyBird Assessment. (3-4) 85% of students in Grades 3-4 will be in the Green or Yellow bands as measured by iReady.	
3. Written responses to reading will include synthesis and analysis. Using diagnostic assessments 3 times a year to gauge the increase of specific learned strategies, 80% of students will increase 1 level.	IRA, MCAS
4. 80% of students will increase by 1 level on district rubrics as students practice organizing and conveying their thoughts effectively in written form.	Rubrics, MCAS

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: Design specific, differentiated interventions based on student needs to be utilized within the classroom and intervention setting. **Utilize data to differentiate instruction for students using skill and strategy groupings to target student-specific instructional needs. Increase opportunities for students to receive targeted instruction inside and outside the classroom and record interventions using TCIs. 50% of students in grades 1-4 will make their stretch growth goal on I-Ready Reading and Math.**

Performance Objectives:

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

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

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Reduce the number of students with a Composite score on DIBELS falling within the Well-Below range and reduce the number of students who are 2 or more grade levels below on iReady by 10%.	DIBELS, iReady
2. Students will be assessed formally and informally every 6-8 weeks for regrouping based on progress. 100% of students falling within the Below and Well-Below will be progress monitored within their intervention groups.	iReady, Early Bird, Module assessments, informal assessments
3. Monthly review and update of TCIs based on ongoing assessment data and student progress to ensure interventions remain targeted and effective.	X2, Tutor notes

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: Incorporate resources, strategies and lessons into Morning Meeting that address the district/school vision around CLSP, SEL and PBIS. By providing students with targeted lessons to build coping skills, we will be able to have 80% of students requiring Tier II and Tier III interventions on a less restrictive plan within a year.

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

Year 1: Design morning meeting lessons that address specific skills or competencies identified in the district/school SEL framework, CLSP, and PBIS strategies, integrating interactive discussions, role-plays, or cooperative games into Morning Meeting activities. Allocate resources to address the social, emotional, and academic needs of students.

Year 2: Evaluate the effectiveness of Year 1 morning meeting lessons in addressing SEL competencies and supporting CLSP and PBIS strategies. Identify students who may require additional social-emotional support based on data from Year 1 assessments, observations, and teacher input and implement targeted interventions and support services, such as small group counseling, social skills training, or behavior plans, to address specific needs.

Year 3: Provide ongoing support and resources for teachers to deepen their understanding of CLSP, SEL and behavioral strategies, refine their instructional practices, and stay updated on research and best practices. Encourage teacher leadership and innovation in lesson implementation by recognizing and empowering educators who demonstrate expertise and dedication in promoting student well-being.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Provide ongoing professional development opportunities to enhance skills in engaging teaching methods, effective communication, and building positive relationships with students and families.	Ongoing	Admin, coaches, social workers
2. Incorporate diverse literature, music, and artifacts into Morning Meeting to reflect the cultural backgrounds and languages of students in the classroom.	Ongoing	Teachers
3. Organize workshops, events, and outreach programs to involve parents and community members in supporting student learning and well-being.	Ongoing	SEL/Equity Team, PTO
4. Implement PBIS strategies such as proactive teaching of behavioral expectations during Morning Meeting to promote a positive and supportive classroom climate and build coping skills.	Ongoing	PBIS Teams, staff
5. Gather feedback from students, teachers, and staff to identify areas for improvement and areas of strength.	Ongoing	Admin, PBIS Teams, SEL/Equity Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Foster a culture of reflection and continuous improvement by encouraging teachers to share successes, challenges, and lessons learned related to Morning Meeting implementation.	Staff meetings, CPTs, HALS
2. 10% reduction in behavioral referrals.	X2 data
3. All indicators are observed from the CSLP rubric sometimes; or more frequently in classrooms and building-wide systems; In addition staff will take a pre and post survey on their perspective of CSLP practices in their own classrooms as well as building-wide	CLSP Rubric; Staff Survey

systems.

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		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 6: Title 1 Schoolwide Requirements

1	**A comprehensive needs assessment of the entire school**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600002&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600002&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600002&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/3202

7	**Student Transition Plan**
	The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start. Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy. The high school also coordinates a transition plan to support students from going from graduation to college or career.

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

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

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