



**Bartlett Community Partnership School**  
**Quality Improvement Plan**  
**2024 - 2027**

**Section 1: Executive Summary Information**

<b>1.1 School Leadership</b>	<b>1.2 School Site Council Members</b>	
<p>Principal: Dr. Mathew McLean  Assistant Principal: Dina Mancini  Assistant Principal: Brian Duffey</p>	<p><i>Parent Representatives</i></p> <p>Safeena Niazi  Nicole Ross  Erika Montero  Pat Fontaine (Community Rep)</p>	<p><i>Teacher Representatives</i></p> <p>Jaquelin Dias Gauthier  Carl Foss  Hannah McCue</p>
<b>1.3 Mission</b>	<b>1.4 Core Values</b>	
<p>With every student and in every classroom, we nurture unlimited potential, celebrate effort, progress, achievement, and resilience.</p>	<p>The Dragon's ROAR:</p> <p>R- Respect  O- Ownership  A- Achievement  R- Responsibility</p> <p style="text-align: center;"><i>Respect</i></p> <p style="text-align: center;">We recognize and appreciate every person for who they are.  We celebrate diversity in our community.  We treat each other with respect.</p> <p style="text-align: center;"><i>Ownership</i></p> <p style="text-align: center;">We take pride in our work and have fun while doing it.  We celebrate each other and our success.</p> <p style="text-align: center;">We create an inclusive environment that brings out the best in others.</p> <p style="text-align: center;"><i>Achievement</i></p> <p style="text-align: center;">We consistently set and achieve our goals with heart and hard work.  We pursue audacious ideas beyond our comfort zone.  We engage in rigorous academic tasks.</p>	
<b>1.5 Vision</b>		

<p>At the Bartlett Community Partnership School, we learn and teach in the pursuit of growth with passion and creativity.</p>	<p style="text-align: center;"><i>Responsibility</i></p> <p style="text-align: center;">We do the right thing, even when it's hard. We are proud of our school building and are responsible caretakers, leaving all spaces better than we found them.</p>
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**Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth**

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

For the 23-24 school year, BCPS's chronic absence data for grades 1-8 in quarters 1-3 is 13.4%. This is the lowest it has been since the 2017/2018 school year.

Between BOY and MOY iReady Reading assessments, the total number of students reading on or above grade level nearly doubled.

We have seen marked improvement in the iReady Reading growth of students in the LEAP program. The MOY assessment in 2021 saw zero students in this population making at least 50% of annual growth. The MOY assessment in 2023 saw 54% of students in this population making at least 50% of their annual growth.

The Bartlett Drama Club performed the first stage production at the Bartlett in over 10 years.

**2.2 School Data Profile 2024-2025**

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Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	10.4	7.5	9.6
Asian	34.0	26.3	7.4
Hispanic	37.9	40.6	25.1
Native American	0.4	0.2	0.2
White	13.5	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.8	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	47.5	45.0	26.0
English Language Learner	31.5	28.7	13.1
Low-income	76.5	72.3	42.2
Students With Disabilities	30.0	20.3	20.2
High Needs	88.1	83.5	55.8

**Overall classification** Requiring assistance or intervention

**Reason for classification**

In need of focused/targeted support  
 Low student group performance: Asian  
 Low participation rate: Students w/disabilities

**Progress toward improvement targets**

44% - Moderate progress toward targets

**Accountability percentile**

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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	17	44	2	7	15	37	30	40	52	16	46	98	476	N/A	N/A	5
GRADE 03 - MATHEMATICS	7	41	0	8	7	33	37	39	57	20	46	100	469	N/A	N/A	3
GRADE 04 - ENGLISH LANGUAGE ARTS	19	40	0	5	19	34	28	43	53	17	47	100	477	45	44	6
GRADE 04 - MATHEMATICS	26	45	2	8	23	37	40	37	34	18	47	100	483	51	43	17
GRADE 05 - ENGLISH LANGUAGE ARTS	17	44	0	5	17	39	61	40	22	16	41	92	481	48	38	9
GRADE 05 - MATHEMATICS	8	41	0	5	8	36	68	46	25	13	40	92	480	43	37	10
GRADE 05 - SCIENCE AND TECH/ENG	15	42	3	8	13	33	50	40	35	19	40	92	478	N/A	N/A	11
GRADE 06 - ENGLISH LANGUAGE ARTS	21	42	0	8	21	34	44	34	35	24	48	96	482	41	41	25
GRADE 06 - MATHEMATICS	15	41	0	7	15	34	60	42	25	17	48	96	483	40	42	21
GRADE 07 - ENGLISH LANGUAGE ARTS	14	40	2	8	12	33	51	40	35	19	51	100	479	49	44	18
GRADE 07 - MATHEMATICS	8	38	0	8	8	31	51	40	41	22	51	100	478	51	44	20
GRADE 08 - ENGLISH LANGUAGE ARTS	40	44	2	10	38	34	38	34	22	22	55	97	492	69	49	47
GRADE 08 - MATHEMATICS	13	38	0	7	13	30	64	42	23	20	56	98	485	63	50	32
GRADE 08 - SCIENCE AND TECH/ENG	13	41	0	6	13	35	57	40	30	19	56	98	481	N/A	N/A	21
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	22	42	1	7	21	35	42	39	36	19	288	97	482	51	216	16
GRADES 03 - 08 - MATHEMATICS	13	41	0	7	12	33	53	41	34	18	288	98	480	50	216	13
GRADES 05 & 08 - SCIENCE AND TECH/ENG	14	41	1	7	13	34	54	40	32	19	96	95	480	N/A	N/A	15

**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?**

This is the second year we have used the Foundations program for phonics in K-2, and the first year we have implemented the program in Grade 3. In fourth grade, we used students' grade 3 data to determine which students were most in need of phonics instruction and created a class of approximately 25 students who received direct instruction in phonics from the Reading Teacher every day. We adjusted the schedules of our Middle School Special Education teachers so that one teacher focuses on Reading/ELA goals and one focuses on Math goals. The teacher who is providing specialized instruction to students with disabilities in grades 5-8 is Wilson certified.

The goal of adjusting schedules was to allow this teacher to focus on reading goals and achievement. One Middle School ELA teacher is a certified Reading teacher and she is currently providing direct reading instruction to two groups of students. We built a schedule that allows for targeted groups to receive the instruction they need from the most qualified teachers. The Reading Teacher remains a priority in the budget as we focus our efforts on foundational reading skills at the Elementary level. We also use our tutors to support our efforts toward reading achievement. The three tutors work with students in grades K-3 with the goal of helping more students read on grade level by the third grade. Additional tutors would allow us to

support more students in more grades, and to provide more reading intervention for students in grades four and above.

This year, we welcomed an additional 23 students in the LEAP program to bring us to a total of 65 as of April 30, 2024. We have worked to assess these students with all available assessments when appropriate. Many of the students came to us without reading data in X2 or Open Architects. The Literacy Specialist completed the DIBELS assessment for all elementary students in the LEAP program who are verbal in order to gather baseline data and to be able to track progress for as long as the students are with us. All students in the LEAP program who are able to attend to the task completed the iReady assessment, and most students in LEAP who are verbal completed the F&P assessment. We are making every effort to collect and use data for ALL students at the Bartlett in order to better provide instruction and intervention.

A shift to reading instruction based on the Science of Reading requires us to prioritize the use of data to group and regroup students and provide targeted small-group instruction to support phonics skills. We need to prioritize the use and purchase of decodable texts in order to support this work.

### *Steps to Improve Math Scores*

One approach to improving Math scores is to increase the time on Math instruction for students in all grades, and the schedule for 2024-2025 includes that time. In the 2023-2024 school year, we did not have a Math Intervention Teacher from November to the end of the year. We have hired a full-time teacher to fill that role for 2024-2025 and that person will target the improvement of fundamental math skills of our Elementary students. We have budgeted for a Middle School Math tutor in order to support small group work in grades 5-8. We also have a schedule that provides a second teacher for some Math blocks so that students can receive more targeted instruction.

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 momentum that should be addressed?**

### *Accountability*

DESE's 2023 Accountability report indicates that the Bartlett is in the 16th percentile, and making 'moderate progress toward targets' (44%). The percentile is higher than in 2022 (12th) and higher than it was prior to the pandemic (9th). However, numerous data points around student achievement are low and/or stagnant. On the 2023 MCAS, 22% of our students were in the categories of 'meeting or exceeding expectations,' and only 13% of our students reached these categories in Math. Zero students with disabilities were in those categories, and only one student classified as ML was in those categories.

February 2024 iReady data shows that 30% of our students are on or above grade level in Reading, with 21% of students on or above grade level in Math. The MOY assessment in 2023 showed 35% of students on or above grade level in Reading and 31% on or above grade level in Math.

The BOY assessment this year resulted in 64 students achieving on or above grade level in Reading. By MOY, there were 126 students in that category- nearly doubling the number since September. But, this same time last year, we had 158 students on or above grade level. As we add more students with disabilities to the building, we are seeing decreasing numbers of students reading at grade level.

### *Access to Tier 1*

Bartlett needs to prioritize access for all students in order to see achievement by all students. In grade 4, five students with disabilities hit 100% of their annual growth by mid-year. Six SWD made more than 50% of their annual growth. But, five students with disabilities made no growth between BOY and MOY. In Grade

6, Nine SWD made more than 100% of their annual growth by MOY. Three made more than 50%. But, five SWD made no growth. iReady data indicates that students who are one level below grade level in Grade 3 often fall to two grades below in Grade 4, and three or more in Grade 5.

This indicates that even if we are able to see significant growth from BOY to MOY and even to EOY, we do not see the growth ‘hold’ as students move up grade levels. “Desired progress” would mean that all students show growth, and even accelerate progress toward grade level, and then maintain grade level performance. In addition to the goal of providing access and achievement for SWD, reading achievement for all students needs to be a priority supported by scheduling, staffing, and other means.

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

*Greatest Academic Gains*

*Reading:* iReady Reading data shows that students in Grade 7 made 200% progress toward typical annual growth between BOY and MOY. Students in Grade 8 made 139% growth in this period. These two grades showed the highest growth. This year, we tried a new model that allowed the 7th and 8th grade ELA teachers to co-teach some sections, and allowed the 7th grade teacher, who is a certified reading teacher, to teach small group reading classes. This model appears to have benefitted students in these grades.

*Math:* iReady Math data shows that Grade 5 had the highest percentage of growth (92%) between BOY and MOY. This year, our schedule included double blocks of Math for the first time in many years, which may account for improved performance. The first iReady assessment of this school year saw only 35 students in the building on or above grade level in Math. By MOY, we had 90 students on or above grade level, and 36% of students met their typical growth as set by iReady. We had 52% of our students in the red for the BOY Math assessment and that number decreased to 37% at mid-year. Students in Grade 5 made the most growth in Math with 44% of the students meeting their typical growth target by MOY.

*Least Academic Gains*

*Reading:* In terms of the least academic gains, zero students with disabilities met expectations on MCAS in the 2022-2023 school year, and 1 student in the ML program met expectations on MCAS. Students in these identified sub groups are not performing at high levels according to MCAS and other assessments. In order to meet grade level standards, students in these populations deserve and need high quality instruction that incorporates a variety of instructional strategies, access to grade level curriculum, and universally designed lessons with entry points to access the standards, and options for engagement, representation, and expression. A continued focus on varied instruction and universal design during professional development sessions will support planning lessons that meet the needs of all students. We will also shift the responsibilities of one of our elementary ML teachers to include work with grades 5- 8 in order to provide services to more students in this program.

*Math:* The MOY iReady shows that 36% of our students were still in the red. We saw the least amount of growth in our fourth grade. MCAS Math scores in that cohort were low in 2023 and that group continues to struggle.

**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?

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

<b>2.7 School Strengths and Notable Achievements 2026-2027</b>
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<b>2.8 School Data Profile 2026-2027</b>
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<b>2.9 Reflection on Current Practices 2026-2027</b>
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1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
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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?
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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
<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>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.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>

#### 3.2 School Strategic Goals and Initiatives

<p>Bartlett will restructure internal teams to elevate instructional discourse, data analysis and strategic planning to ensure student academic achievement is the primary focus of professional collaboration. The internal teams include ILT, Attendance Team, Student Support, PBIS, ML, Team.</p>	<p>Bartlett educators intentionally plan lessons that incorporate district-identified, tier-1 language practices.</p>	<p>Bartlett educators consistently use and analyze classroom formative assessments in order to provide appropriate supports and scaffolds so that all students access <a href="#">grade level standards</a>, as measured by end of unit formal and performance assessments.</p>	<p>Student and staff connections to school are strengthened through our safe and supportive school practices that include Restorative Justice circles, Open Circle, trauma informed practices, and the Bartlett Beautification Project.</p>
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## Section 4: Action Plans and Targeted Initiatives

### 4.1 Goal 1- CLSP:

Bartlett educators identify their position on the [cultural responsive teaching self-efficacy scale](#) then engage in professional development to adapt to the diversity and the cultural contexts of communities they serve.

#### Performance Objectives

Year 1: Bartlett staff complete the [cultural responsive teaching self-efficacy scale](#). ILT analyzes data and determines instructional focus for professional learning. Professional development during early release staff meetings includes exploring the [WIDA Guiding Principles of Language development](#)

Year 2: ILT reviews updated survey data and determines CLSP Focus for professional development based on findings. Bartlett educators explore the differences between deep and surface culture and the role of perspective on teacher practice and student learning.

Year 3: ILT reviews updated survey data and determines CLSP Focus for professional development based on findings. ILT surveys students and families to determine impact of CLSP professional development.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Bartlett educators complete the <a href="#">cultural responsive teaching self-efficacy scale</a> . ILT analyzes results and selects a professional development path for the school year.	September 2024	Principal Literacy Specialist Math Resource Teacher
2. Survey staff, students, and families to assess current culture.	September 2024	Principal, SSC, PTO
2. Bartlett staff explore the work of <a href="#">Edward T. Hall's analogy of The Cultural Iceberg</a> and concepts associated with surface and deep culture. Close reading practices are modeled for staff through reading scholarly informed articles on CLSP.	May 2025	Principal All Staff
3. Bartlett staff learn/relearn the <a href="#">WIDA Guiding Principles of Language development</a> to sustain cultural practices. Scholarly articles including from <a href="#">Ladson-Billings</a> , <a href="#">Gay</a> , <a href="#">Nieto</a> , <a href="#">Paris</a> will inform the work. Close reading strategies modeled for staff.	May 2025	Principal All Staff
4. Teachers participate in classroom <b>lab sites</b> to observe and reflect on model lessons that demonstrate best practices for culturally responsive teaching.	June 2026	Principal Instructional Coaching Team
5. Survey staff, students, and families to measure impact of PD.	May 2027	ILT, SSC, PTO

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Teachers evaluate their location on the culturally responsive teaching self-efficacy scale. The learning is used to adjust classroom structures to better support student agencies. HALs indicators 2B-1- <i>Student Sense of Belonging</i> will increase from 3.74 to 4.25. 2b-2 <i>Student Teacher Relationship</i> will increase from 3.25 to 3.8	CRTSE survey HALs indicators
2. Students and staff report increase in cultural responsiveness in curriculum. HALs 3B-2 increases from 3.53 to 3.75.	HALs Survey
3. Exit Tickets from PD/Staff meetings	CRTSE survey

#### Section 4: Action Plans and Targeted Initiatives

<p><b>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:</b> Bartlett will refocus internal teams to elevate instructional discourse, data analysis, and strategic planning to ensure student academic achievement is the primary focus of professional collaboration. The internal teams include ILT, Student Support, Attendance Team, PBIS, ML Team, and the trauma informed practices steering committee.</p>		
<p><b><u>Performance Objectives:</u></b></p> <p>Year 1: The Bartlett Instructional Leadership Team (ILT) trained in collecting, analyzing, and using data to inform instruction, intervention, and other school initiatives. CPT agendas reviewed and standardized in collaboration with LPS curriculum department for all teams. Objective is to include student data analysis, planning and action step components.</p> <p>Year 2: All Bartlett teams improve data analysis skills.. Team members directly collect and inform colleagues about instructional data and analysis. Teams support progress monitoring at the classroom level.</p> <p>Year 3: ILT analyzes three years of data to analyze areas of strength and opportunity, and to plan school wide goals and initiatives for the following school year (27-28).</p>		
<b>Action Steps</b>	<b>Date for Targeted Completion</b>	<b>Responsible Person(s)</b>
1. Create specific objectives for all Bartlett teams in 24-25.	August 2024	Principal Literacy Specialist Math Resource Teacher APs, Social Workers, Guidance Counselor
2. Populate calendar and plan objectives for each internal team meeting for 24-25. All meetings are prescheduled and each meeting connects to a relevant data source for analysis.	August 2024	Principal MRT Literacy Specialist APs, Social Workers, Guidance Counselor

3. Agendas for CPTs reviewed and standardized to include regular data analysis. CPT agendas aligned to reflect priorities outlined in QIP.	September 2024	Principal MRT Literacy Specialist APs, Social Workers, Guidance Counselor
4. Provide professional development for ILT, PBIS and trauma informed practices team members to effectively use Open Architects.	September 26, 2024	Principal Coordinator for Data Analysis
5. Instructional coaches track cohorts based on DESE subgroup categories and use Open Architect to track progress over time.	October 2024	Principal Literacy Specialist MRT
5. Review and select protocol(s) for consistent approach to analyzing data.	October 2024	Internal Teams
6. Use selected protocols to analyze school data and plan instruction/ intervention/other initiatives accordingly.	May 2025	Internal Teams
7. Write goals for the 2025-2026 school year.	June 2025	Internal Teams

Intended Outcomes & Monitoring System		Key Performance Indicators
1. CPT agendas and notes reflect a consistent structure that indicates collaborative input. HALs Measure 1B-2 Support for Teaching, Development and Growth increases from 3.21 to 3.5 as a result of		HALs CPT Agendas
2. ILT and other Bartlett teams are proficient with data analysis and disseminate findings that impact instruction to teams.		80% of staff will “agree” that ILT supports instruction as determined by PD exit ticket.

#### **Section 4: Action Plans and Targeted Initiatives**

<p><b>4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:</b></p> <p>Bartlett educators intentionally plan lessons that incorporate district-identified, tier-1 language practices.</p>
<p><u>Performance Objectives:</u></p>

Year 1: Bartlett educators learn, practice and reflect on four “best practices” for tier 1 language acquisition. [Lab site model](#) introduced and teachers are scheduled to participate in 1-3 cycles. One tier 1 language practice will be focused on in-depth each quarter. Evaluators establish common look-fors and provide feedback to individual educators regarding use of strategy.

Year 2: Best practices for tier 1 language are reinforced and expanded. Lab Site model used to deepen understanding of strategies and to further embed practices into daily instruction. Evaluators continue to provide feedback regarding use of strategies.

Year 3: Bartlett teachers regularly use tier-1 language acquisition strategies. Lab site model used to reinforce and deepen quality of tier 1 instruction. Lab site model applied to additional instructional reforms as established by ILT data analysis. Increase teacher leadership in Tier 1 language acquisition strategies at the team level.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Instructional Leaders explicitly teach and model one instructional practice each academic quarter in 2024-2025.	Term I, Term II Term III, Term IV	Principal, Assistant Principals Literacy Specialist MRT
Middle school teachers calibrate academic expectations. Students and families provided increased transparency regarding data that supports report card grade.	September 2024	Principal Assistant Principal Guidance Counselor Math Resource Teacher Literacy Specialist
Schedule <a href="#">lab site learning</a> visits for each teacher to observe and reflect on modeling of tier 1 language practices. Lab site protocol is introduced and practiced. Educators review the process of lab site learning.	June 2026	Principal, Assistant Principals, MRT, Literacy specialist
Evaluators calibrate “look fors” and provide individual feedback on use of strategies in tier 1 instruction.	May 2025	Principal, Assistant Principals
Early release staff meetings provide direct instruction on effective use of tier 1 language acquisition strategies. Bartlett Journal reinforces professional learning.	May 2025	Principal MRT, Literacy Specialist

Intended Outcomes & Monitoring System	Key Performance Indicators
One CPT per grade level to train teachers in one tier 1 language practice. HALS indicator 1B-2, <i>Support for teacher development and growth</i> will increase from 3.21 to 3.8 in June 2025	HALS Survey
One lab site visit per teacher.	Bartlett calendar and exit ticket
Proficiency Rates in I-Ready--increase 5% annually over 3 years.	I-Ready Assessment
By October 31, 2024, evaluators observe 15 classrooms in the providing category of Indicator 11. District Walkthrough Tool indicates 10 classrooms ranked in the providing category.	District Walkthrough Tool
By January 31, 2026, evaluators observe 25 of classrooms in the providing category of indicator 11.	District Walkthrough Tool
By May 31, 2026, evaluators observe 30 classrooms in the providing category of indicator 11.	District Walkthrough Tool

#### Section 4: Action Plans and Targeted Initiatives

##### 4.4 Goal 4- Student-Specific Supports and Instruction to All Students:

Bartlett educators consistently use and analyze classroom formative assessments in order to provide appropriate supports and scaffolds so that all students access [grade level standards](#), as measured by end of unit formal and performance assessments. Student support staff use and analyze relevant data (DESSA, conduct, and Attendance) to provide appropriate supports and interventions.

##### Performance Objectives:

**Year 1:** Teachers consistently use I-Ready and formative assessments to provide data informed instruction to students. Teachers learn how to use data analysis tools via I-Ready and Open Architect. Two additional tutors hired to increase intervention opportunities including for middle school students. In a change of practice, classroom cohorts are created by admin and instructional cohorts to group students based on intervention needs and to provide uninterrupted tier 1 instruction in core academic blocks.

ELA iReady EOY: The total percentage of students on grade level for reading will increase from 38% to 44%.  
Math iReady EOY: The total number of students on grade level for math will increase from 40% to 45%.

##### **Year 2:**

ELA iReady EOY: The total percentage of students on grade level for reading will increase from 44% to 50%.  
Math iReady EOY: The total number of students on grade level for math will increase from 45% to 50%.

##### **Year 3**

ELA iReady EOY: The total percentage of students on grade level for reading will be above 50%.  
Math iReady EOY: The total number of students on grade level for math will be above 50%.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Two additional tutors hired to bring the total number of Bartlett 15 hour per week tutors to 5. This provides the opportunity to expand our intervention services into middle school.	September 2024	Principal Assistant Principals Literacy Specialist Math Resource Teacher
Teachers and paraprofessionals participate in Bartlett designed professional development regarded Targeted Classroom Interventions for students in Core Instruction.	December 2024	Principal Guidance Counselor Math Resource Teacher Literacy Specialist Social Workers Teachers Paraprofessionals
Interventions are planned outside of core instructional blocks to ensure all students have access to tier 1 instruction. <a href="#">Classroom cohorts</a> are organized by the instructional leadership team with a focus on academic data.	June 2024	Assistant Principals Literacy Specialist Math Resource Teacher
Teachers and paraprofessionals participate in Bartlett designed professional development on using assessment data to inform instruction. Follow up support will be provided throughout the year through CPTs and early release days.	December 2024	Principal Guidance Counselor Math Resource Teacher Literacy Specialist Social Workers Teachers Paraprofessionals
CPTs will be focused on data informed decision making as evidenced by CPT agendas and notes.	June 2025	Principal Guidance Counselor Math Resource Teacher Literacy Specialist Social Workers Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
By the end of the 2024-2025 school year, the percentage of students on grade level in Reading will increase to 45%.	I-Ready Open Architect
By the end of the 2024-2025 school year, the percentage of students on grade level in Math will increase to 30%.	I-Ready Open Architect
Through the use and analysis of data, the chronic absence rate will reduce by 2.5% from the 24/25 school year.	Open Architects
Through the use and analysis of data, DESSA data will show a decrease in students in need from 12% to 9% by the end of the 24/25 school year.	DESSA
Through the use and analysis of data, students identified in need of tier 2 or tier 3 behavior supports reduce the rate of conduct referral each subsequent month.	Open Architects

## Section 4: Action Plans and Targeted Initiatives

### 4.5 Goal 5- School Climate and Culture:

Student and staff connections to school and each other will be strengthened by co-constructing a [Safe and Supportive School Community](#) that is bolstered by middle school restorative justice circles, and school wide trauma sensitive instruction, PBIS tiered programming, Community Schools, and the Bartlett Beautification Project.

#### Performance Objectives:

Year 1: Barriers to learning are reduced as Bartlett implements consistent rules, trauma informed practices, PBIS tiered supports and Community School sponsored interventions to support a [Safe and Supportive School Community](#).

Year 2: Student growth is accelerated as Bartlett co-constructs a safe and supportive school community. Bartlett Beautification project builds pride, ownership and connection to school. Trauma informed practices committee establishes a new focused goal based on feedback. Bartlett Beautification team focuses on creating visually pleasing entrance and exits upgrades as well as to common spaces.

Year 3: Deliberately and methodically building a safe and supportive school community with the combined efforts of the Bartlett Beautification Team, Student Support Team, Trauma Informed Practices steering committee and Community Schools will lead to students reporting increased levels of safety and security. HALs indicator 2A-1 and 2A-2 will indicate ratings consistently will indicate Approval for questions related to physical and emotional safety. The results will be seen in a 10% reduction in daily absences and tardies will be reduced.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Each Bartlett team that supports a safe and supportive school community will develop clear goals and objectives for each team.	October 2024	Principal, Assistant Principals
Safe, Respectful, and Responsible: Principal visits every Bartlett homeroom to implement 3 school rules across all grades that provide consistent language and expectations with regards to behavior. Principal reinforces rules on announcements and via classroom walkthroughs.	November 2024	Principal Assistant Principals
Trauma informed practices steering committee: steering committee analyzes student SEL and school data to identify phase 1 of Trauma informed practices.	November 2024	Trauma Informed Practices Steering Committee
PBIS Team: The PBIS team returns to analyzing conduct data at monthly meetings. Analysis informs design of Tier 1 interventions and programming to maintain safe, respectful, and responsible school.	June 2025	PBIS Team
Community Schools: CS manager provides tiered interventions for students identified as needing support to reduce barriers to instruction. CS manager manages connection with UML.	June 2025	Community School Manager
Student Support: The principal, assistant principals, social workers and guidance counselor meet weekly to identify and progress monitor students in need of support, based on available data sources, to improve access to instruction.	June 2025	Principal Assistant Principals Guidance Counselor Social Workers
Bartlett Beautification Team: Team identifies specific locations to improve Bartlett aesthetics and budgets accordingly. Nvidia partners paint main floor and second floor in fall. Teachers declutter classrooms, e-waste is removed, and curriculum and custodial storage locations are identified.	June 2025	Principal Bartlett Beautification Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. By June 2025, 20% Reduction in student conduct reports labeled as “disruptive” school-wide when compared to 2023-2024 conduct data.	Aspen Conduct Data
2. Staff survey assessing teacher perceptions on disruption in June 2024 and June 2025 shows a marked reduction in disruptions to learning.	ILT develops pre and post survey to track perceptions.
3.School designed PBIS survey is used to determine effectiveness and value of restorative justice practices. Staff PBIS survey shows 20% increase in staff reporting All students are treated fairly by the adults at my school. HAL’s Student Emotional survey measurement 2A-1 increases from 3.27 to 3.4.	HALs Survey Data 2A-1 Bartlett PBIS Survey
4. The combined influence of our CLSP goal and our School Climate goals will lead to increased student and staff agency in terms of negotiating conflict. When the knowledge is applied, the school climate and culture will experience positive transformations. HALs Survey Data 2A-1 and 2A 2 Safety will increase from 3.59 to 4.2.	HALs Survey Data 2A-2 Student Emotional Safety  HALs Survey Data 2A-1 Student Physical Safety

### 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: CLSP	Not started		
2: Year 1 Performance Objective: Leadership and Shared Responsibility	Not started		
3: Year 1 Performance Objective: Intentional Practices for Improving Instruction	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
4: Year 1 Performance Objective: Student Specific Supports	Not started		
5: Year 1 Performance Objective: School Climate and Culture	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		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
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	Not started		

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

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

### Section 5: Quarterly Progress Monitoring Review

#### 5.5 2025-2026 Quarter 1

<b>Goal</b>	<b>Status</b>	<b>Progress Notes</b> (Actions Completed, Actions Remaining, Challenges, Successes)	<b>KPI Data</b>
<b>1: Year 2 Performance Objective:</b>	Not started		
<b>2: Year 2 Performance Objective:</b>	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
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	<b>A comprehensive needs assessment of the entire school</b> <a href="https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600090&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600090&amp;orgtypecode=6</a>
2	<b>Schoolwide reform strategies</b> <a href="https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600090&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600090&amp;orgtypecode=6</a>
3	<b>Instruction by highly qualified teachers</b> <a href="https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600090&amp;orgtypecode=6&amp;">https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600090&amp;orgtypecode=6&amp;</a>
4	<b>In accordance with section 1119...</b> Please use this Quality Improvement Plan (QIP) as a response to this section.
5	<b>Strategies to attract highly qualified teachers to high-need schools</b> 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	<b>Strategies to increase parental involvement in accordance with section 1118</b> <a href="https://www.lowell.k12.ma.us/domain/3202">https://www.lowell.k12.ma.us/domain/3202</a>
7	<b>Student Transition Plan</b> The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start.  Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy.

	The high school also coordinates a transition plan to support students from going from graduation to college or career.
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	<b>Measures to include teachers in the decisions regarding the use of academic assessments</b>
8	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

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

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