LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.

Cardinal O'Connell Early Learning Center
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership
Carolyn Rocheleau, Principal

1.2 School Site Council Members

Parent Representatives	*Teacher Representatives*
Jerubi Romero **Vannhi Belizaire** **Saoleng Sing**	**Lisa Tenczar (Teacher)** **Lynn Stead (Paraprofessional)** **Jen Williams (Social Worker)**

1.3 Mission

The Cardinal O'Connell Early Learning Center is committed to providing high-quality early education to all children through rich content and active learning. We are committed to collaborating with families and other specialists to strengthen practice and children's school readiness skills in school, at home, and in the community to ensure ALL students enter kindergarten with prerequisite skills that are predictive of later school achievement.

1.4 Core Values

We believe:
All children can learn when given opportunities, experience, time, and support.
A respectful environment values diversity and inclusivity.
A safe, respectful learning environment is a reflection of our school community.
We promote the development of the whole child – physically, socially, cognitively, linguistically and artistically.
Educating young children is a shared responsibility between home, school, and the community.

1.5 Vision

The Cardinal O'Connell School is committed to

providing children three to five years old with and without disabilities intentional opportunities for learning through rich content that engages students in practicing skills through center-based learning and explicit instruction in young children's academic, social & emotional, and physical development. Educators will partner with families to foster children's individual development to achieve our school's vision. The school culture and climate will encourage family and student engagement to promote achievement, belonging, and community.

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

2.1 School Strengths and Notable Achievements 2024-2025

1. Comprehensive Integration of LAMP: Across all classrooms, there's a notable emergence of the LAMP augmentative communication system, facilitating enhanced communication and engagement for students.
2. Effective Literacy Assessment with PELI: The Preschool Early Literacy Indicators (PELI) has replaced the PALS assessment, providing a more comprehensive tool to evaluate literacy indicators among students.
3. Data-Driven Approach to Language and Literacy Goals: Leveraging data from the Spring 2024 PALS assessment, the school has established targeted language and literacy goals, ensuring a tailored approach to student development.
4. Promotion of Authentic Writing: Writing is authentically integrated across classrooms, fostering literacy skills and creative expression among students.
5. Enhanced Circle Time Routines: Circle time routines have been optimized to incorporate student voice and choice, as well as to promote dialogic reading practices, enriching the learning experience.
6. Successful Implementation of Building Blocks Math Curriculum: The Building Blocks math curriculum has been fully implemented, complemented by software resources, to support comprehensive math instruction and learning.
7. Establishment of Collaborative Leadership Framework: A collaborative leadership framework has been established, fostering inclusivity among families and staff members. This framework facilitates shared leadership and enables continuous improvement efforts throughout the school community.
8. Nurturing a Vibrant School Culture: The school culture is enriched by initiatives that support

staff members in suggesting and implementing various activities, such as appreciation days, end-of-year celebrations, in-house field trips, and engaging family events. These initiatives contribute to a positive and inclusive school environment.

These notable achievements underscore the school's commitment to holistic student development, collaborative leadership, and a vibrant, nurturing school culture.

2.2 School Data Profile 2024-2025

Selected Populations (2023-24)

Title	% of School	% of District	% of State
First Language not English	45.2	45.0	26.0
English Language Learner	31.7	28.7	13.1
Low-income	75.0	72.3	42.2
Students With Disabilities	50.0	20.3	20.2
High Needs	94.2	83.5	55.8
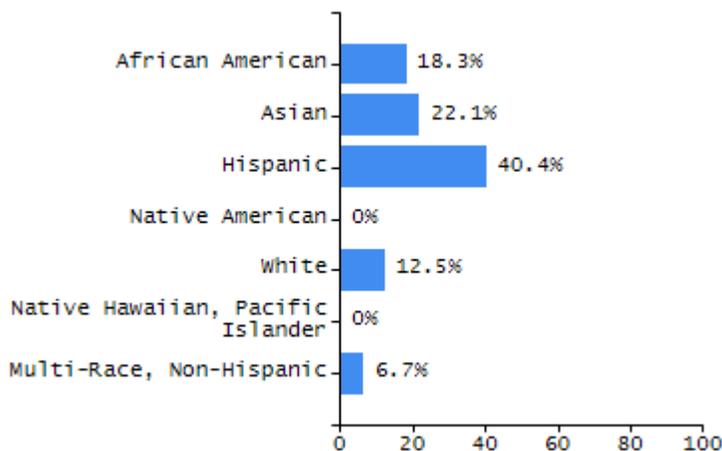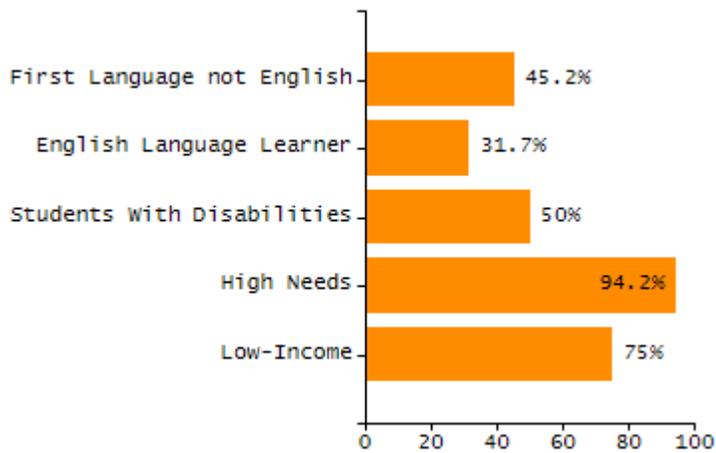
Enrollment Data

Enrollment by Race/Ethnicity (2023-24)			
Race	% of School	% of District	% of State
African American	18.3	7.5	9.6
Asian	22.1	26.3	7.4
Hispanic	40.4	40.6	25.1
Native American	0.0	0.2	0.2
White	12.5	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	6.7	4.1	4.5

Enrollment by Gender (2023-24)			
	School	District	State
Female	38	6,820	442,952

Male	66	7,448	470,307
Non-Binary	0	6	1,700
Total	104	14,274	914,959

The Cardinal O'Connell serves 119 preschool students ages 3-5 years. Over 50% (51.2%) of all students are identified as having a disability and are on an Individualized Education Plan (IEP). The school has nine classrooms; four are sub-separate Classrooms for Students with Autism (CSA). The other five classrooms offer full-day (3 classrooms) and half-day (2 classrooms) integrated preschool programs for students with and without disabilities. Reflective of the district's enrollment, our students are predominantly high-needs (94.2%) and low-income (75%), and nearly 50% of students' first language is not English (Massachusetts School and District Profiles, 2023). The student's first languages are primarily Spanish, Portuguese, and Khmer.

The school's demographic makeup largely mirrors the city's diversity, with 41% Hispanic, 22% Asian, and 12% White students. African-American students account for 18% of the student body, whereas the district-wide enrollment reports only 7.2% of African-American students (Massachusetts School and District Profiles 2023). This substantial disproportionality reflects broader research indicating the overrepresentation of African-American students in disability identifications, often influenced by social, behavioral, cultural, and linguistic factors. Of the 60 students with Individualized Education Programs (IEPs), 27% (16) are Black.

The school employs ten full-time certified teachers and 24 paraprofessionals facilitating learning across nine classrooms. Typically, each classroom is supported by one teacher and 2-3 paraprofessionals, maintaining a ratio of 1:3 for students with autism and 1:5 for integrated pre-K classrooms. The staff includes two speech therapists, a BCBA (behavioral specialist), a social worker, and a special educator. All of the school's teachers are white, and 60% of the paraprofessionals are non-white and speak languages such as Spanish, Hindi, and Arabic. Although the teachers have been trained in culturally and linguistically sustaining practice, this factor highlights a pronounced disparity, creating a gap between the professional educators and the diverse spectrum of students and families we aim to support.

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?**

Our ongoing endeavors are geared towards enhancing educator capabilities for classroom teachers and paraprofessionals across several key areas:

1. Curriculum Implementation: We're fostering a collaborative approach among teachers, paraprofessionals, and other classroom staff to ensure the effective execution of curriculum

modules. This involves fostering consistency in utilizing new vocabulary, understanding unit goals, and making accommodations for students with disabilities.

2. Augmentative Communication Utilization: We're actively promoting the adoption of the LAMP augmentative communication system. This includes regular integration of LAMP words into communication and supporting language use during center time with guidance from teachers and paraprofessionals.

3. Positive Behavior Management focuses on equipping educators with effective behavior management strategies. This involves training in CPI techniques, de-escalation methods tailored for inclusion classrooms, and implementing PBIS strategies to foster a positive learning environment.

4. Enhanced Special Education Collaboration: We're dedicated to strengthening ties with the special education department through consistent engagement. This includes regular leadership team meetings involving Educational Therapy Consultants (ETCs), District Autism Specialists, and School Psychologists to ensure a seamless connection and alignment of efforts.

By leveraging these efforts, we can systematically assess and prioritize school needs, ensuring that resources are directed towards areas where they can impact student success and overall school improvement.

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?**

75% of LPS third graders are below or partially meeting reading expectations. PALS data highlights trends: out of 65 students who underwent both fall and winter PALS tests for letter identification, limited growth was observed. Among them, 24 students fell below the minimum growth threshold of 2 points, 10 achieved growth within the expected range, and 29 exceeded expectations.

Classroom observations reveal certain areas requiring attention: Teachers frequently write children's names for them, indicating limited implementation of evidence-based practices. Of the 64 students assessed in PALS, 30 fell below the range for name writing, while 34 scored within the range.

Similarly, there is a noted shortfall in effectively implementing the Building Blocks Mathematics program. Consistent core curriculum implementation remains challenging, with teachers often making adaptations that fail to address all learning objectives.

Adoption of a tiered intervention process for students with behavioral and mental health concerns is needed. Staff do not consistently use the Second Step curriculum, and teachers' feedback indicates that it does not meet the students' needs.

Teachers must improve data collection methods to collect data on students more consistently. Particularly regarding the new TCI/TAT process required before referring a student to special education

Effective communication among teachers is crucial to facilitating inclusion and ensuring uniform access to the curriculum across different settings. Data-sharing protocols must be established to ensure students receive consistent support and accommodations across classrooms for inclusion.

To address these issues, the following actions will be implemented:

- Provide targeted professional development to strengthen teachers' understanding and implementation of evidence-based literacy and mathematics instruction practices.
- Offer support and resources to enhance the consistent implementation of core curriculum, focusing on aligning adaptations with learning objectives.
- Facilitate collaborative efforts among teachers to develop and implement data-sharing protocols and ensure consistent support and accommodations for all students.
- Provide ongoing coaching and support to teachers to promote effective instructional practices and address individual student needs.
- Monitor progress regularly through data analysis and classroom observations, adjusting strategies as needed to improve student outcomes.
- Provide staff PD on tied interventions and SEL. The school hopes to pilot a new SEL curriculum, Slumberkins, on 24/25, and we will utilize the support from the district SEL coordinator.

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

Greatest Academic Gains:

1. Pre-Kindergarten Inclusion Expansion: The noticeable academic gains are observed in students exposed to increased inclusion opportunities before kindergarten entry. By fostering an inclusive environment from an early age, students benefit from enhanced social interaction, tailored support, and exposure to diverse learning experiences, laying a strong foundation for academic growth.
2. English Learner (EL) Support: Significant progress is evident among EL students, attributable to dedicated intervention from EL specialists. Implementing targeted interventions addresses language barriers and provides tailored support, facilitating improved language acquisition and academic performance.
3. English Language Arts (ELA) Proficiency: Students exhibit substantial growth in ELA proficiency, as evidenced by analysis of PALS data and portfolio assessments. The comprehensive approach, including standardized assessments and portfolio-based evaluations, ensures a holistic understanding of students' literacy skills, enabling targeted instruction and intervention strategies to bolster academic achievement.

Least Academic Gains:

1. Mathematics Proficiency: Limited academic gains are observed in mathematics proficiency due to

challenges in curriculum implementation and inadequate data collection for informed decision-making. Some teachers may not fully implement the curriculum, resulting in inconsistencies in instruction and learning outcomes. To address this, reinstating access to Building Blocks online resources on iPads can provide interactive and engaging math instruction, supplementing classroom learning and promoting conceptual understanding.

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

2.4 School Strengths and Notable Achievements 2025-2026

1. Curriculum Implementation:
   - Goal: Foster even greater collaboration among teachers, paraprofessionals, and other classroom staff to enhance curriculum execution.
   - Objectives:
     - Ensure all staff members are proficient in utilizing new vocabulary and understanding unit goals through targeted professional development.
     - Strengthen accommodations for students with disabilities by providing ongoing training and resources to support inclusive practices.
     - Implement regular progress monitoring measures to assess the effectiveness of curriculum implementation and adjust strategies as needed.
2. Augmentative Communication Utilization:
   - Goal: Expand the integration of augmentative communication systems to further support student communication and engagement.
   - Objectives:
     - Increase the frequency and consistency of LAMP word integration across all communication settings, including center time activities.
     - Provide additional training and resources for teachers and paraprofessionals to enhance their proficiency in supporting language use during various classroom activities.
     - Collaborate with speech-language pathologists to assess student needs and tailor augmentative communication strategies accordingly.
3. Positive Behavior Management:
   - Goal: Strengthen educators' capacity in positive behavior management techniques to foster a supportive and inclusive learning environment.
   - Objectives:
     - Offer advanced training in CPI techniques and de-escalation methods, focusing on addressing the unique needs of students in inclusion classrooms.
     - Implement regular feedback mechanisms to gather insights from staff on the effectiveness of PBIS strategies and identify areas for improvement.
     - Foster a school-wide culture that promotes positive behavior reinforcement and proactive intervention strategies.
4. Enhanced Special Education Collaboration:
   - Goal: Further enhance collaboration with the special education department to ensure coordinated support for all students.

- Objectives:
  - Expand the scope of leadership team meetings to include input from a wider range of stakeholders, such as parents and community members.
  - Develop a comprehensive plan for sharing resources and expertise between general and special education staff to promote inclusive practices.
  - Regular evaluations of collaborative efforts should be conducted to assess their impact on student outcomes and adjust strategies as necessary.

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	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

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
Strategic Goal: Leverage Distributed Leadership to Enhance Collaboration and Curriculum Implementation This goal leverages the existing distributed leadership structures (Technical Assistant Teams, Instructional Leadership Team, Common Planning Time, Cross-Subject and Inclusion Collaboration) to achieve two key objectives: **Objective 1: Foster a Collaborative Learning Environment** **Action:** Teams (Technical Assistant, Instructional Leadership, Common Planning) will utilize dedicated meeting time to plan collaboratively, share best practices, and problem-solve around curriculum implementation. **Action:** CSA and Inclusion	Strategic Goal: Maximize Student Engagement Through Evidence-Based Instruction and In-Class Coaching **Objective 1: Enhance Engagement in All Instructional Components** ● **Action:** Educators will utilize evidence-based practices to design and implement activities within each schedule component (Introduction to Centers, Dialogic Reading, Whole Group, Centers, Small Groups) to increase student participation and motivation. ● **Action:** In-class coaching will focus on effectively supporting educators in implementing these	Strategic Goal: Increase Inclusion Success Rates Through Data-Driven Differentiation and Engagement This goal leverages existing data sources (PALS, Building Blocks Trajectories, TCI/TAT) and collaborative practices to ensure the successful inclusion of CSA students before kindergarten. **Objective 1: Enhance Inclusion Readiness Through Differentiated Instruction** ● **Action:** Utilize PALS, Building Blocks Trajectories, and TCI/TAT data to inform the creation of small groups within inclusion classrooms. ● **Action:** Develop student-specific interventions based on TCI/TAT data, focusing on addressing individual	Strategic Goal: Foster Inclusive Communication and Community Engagement with Linguistically Diverse Families This goal focuses on creating a welcoming and informative environment for families from diverse linguistic backgrounds. **Objective 1: Enhance Communication Accessibility Through Translation Resources** ● **Action:** Increase utilization of Lionbridge and explore additional translation resources for all written communication with families, including school announcements, newsletters, website content, and classroom materials. ● **Action:** Develop a system for identifying preferred languages for families and ensuring translated materials are

teachers will hold regular meetings to revise and improve the Inclusion Plan, ensuring seamless collaboration and support for all students.

Evidence: Meeting minutes documenting collaborative activities and decision-making will be uploaded to a central location (e.g., Google Drive) for easy access and progress tracking.

Objective 2: Ensure Consistent and Effective Curriculum Delivery with Differentiated Instruction

- **Action:** Teams will utilize expertise from specialists and administrators (Technical Assistant Teams, Instructional Leadership Team) to support curriculum adaptation based on student needs identified through IEPs, TCI, and TAT data.
- **Action:** Staff will implement the District's Preschool Curriculum with fidelity, making limited adaptations based on the aforementioned data to ensure accessibility and address diverse learning styles.
- **Evidence:**
- Documentation of differentiated instruction strategies used in classrooms.
- Monitoring and evaluation data reflecting consistent curriculum implementation with appropriate adaptations.

evidence-based practices. Coaches will model strategies, provide feedback, and collaborate with educators to adapt activities for all learners.

Evidence:

- Lesson plans demonstrate the alignment of activities with evidence-based practices for engagement.
- Observation data from in-class coaching sessions documenting the use of evidence-based strategies and their impact on student engagement.
- Student engagement assessments or anecdotal notes reflect increased participation and focus across the various instructional components.

needs identified for CSA students.

Evidence:

- Documentation of differentiated instruction strategies used within inclusion settings, aligned with data from PALS, Building Blocks Trajectories, and TCI/TAT.
- Progress monitoring data demonstrating growth for CSA students in inclusion settings.

Objective 2: Foster Transparency and Collaboration with the School Community

- **Action:** Expand TAT data collection and analysis to include information about CSA student inclusion readiness.
- **Action:** Develop a system for sharing anonymized TAT data and relevant resources with the community through Google Drive or other accessible platforms.
- **Action:** Facilitate open communication and collaboration opportunities with the community around inclusion practices and student progress.

Evidence:

- Updated TCI/TAT data collection process that captures information on CSA student inclusion readiness.
- Accessible and informative resources on Google Drive or other platforms related to inclusion practices and student progress

readily available.

Evidence:

- Increased usage data for Lionbridge and other translation resources.
- A system is in place to document family-preferred languages and ensure that translated materials are accessible.

Objective 2: Strengthen Family-School Connections Through Diverse Engagement Strategies

- **Action:** All staff will commit to participating in at least one non-mandatory school activity focused on family engagement each year. This could include events, workshops, or communication initiatives to welcome and connect with linguistically diverse families.
- **Action:** Teachers will continue to utilize ClassDojo as a primary channel for regular communication with families.
- **Action:** The administration will expand communication methods by exploring additional channels, like social media with translated content, and offering family meetings with interpretation support.

Evidence:

- Records of staff participation in family-focused school activities.
- Documented use of ClassDojo for consistent communication with families.
- Evidence of expanded communication channels for families,

		based on TAT data. ● Documentation of engagement activities focused on supporting successful inclusion for CSA students.	including translated social media content and meetings with interpretation support.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Provide cultural competency training for staff to ensure a deeper understanding of the community's diverse assets.

Performance Objectives:

Year 1: Facilitate initial cultural competency training sessions for all staff members, including teachers, administrators, support staff, and other school personnel.

Year 2: Implement target workshops, seminars, webinars, and professional learning communities to reinforce and expand staff members' cultural awareness and skills.

Year 3: Systematically build staff capacity in cultural competency to promote inclusivity and equity and leverage the diverse assets within the community to support student success.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Baseline assessment to identify staff perceptions, knowledge, and attitudes towards cultural diversity and inclusion - Staff surveys	SY 24/25	School
2. Identify relevant and engaging training themes, materials, and activities with the support of district cultural brokers	SY 24/25	School
3. Explore intersectionality, implicit bias, culturally responsive teaching, and trauma-informed practices to deepen understanding and address complex issues. - Content prepared/ delivered by CLSP district team	SY 24/25 SY 25/26	School/ CLSP District Team
4. Conduct periodic feedback sessions to assess the impact of cultural competency training on staff attitudes, behaviors, and practices. - Staff survey to identify areas of strength and needs - Content delivery continues	SY 25/26 SY 26/27	School/CLSP District Team

5. Use survey findings and feedback to refine and enhance cultural competency training initiatives, ensuring responsiveness to evolving community demographics, cultural dynamics, and educational priorities.	SY 26/27	School/CLSP District Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Authentic Representation - Ensure cultural and linguistic representations are authentic, accurate, and respectful, avoiding stereotypes or misrepresentations.	● Rates on the absence of stereotypes, inclusive language, and representation of diversity in the sampled materials
2. Equity and Inclusion - Promote a sense of belonging and validation for students from diverse cultural and linguistic backgrounds, fostering an inclusive learning environment.	● Use Likert scale ratings to identify the quality of peer relationships among students from diverse backgrounds and whether they feel accepted and included by their peers.
3. Professional Development - Provide training and professional development opportunities for educators to increase their awareness and understanding of cultural and linguistic diversity and its importance in curriculum development.	● Participation rate ● Pre- and post-survey ● Changes in attitudes and beliefs survey
4. Cultural Awareness and Appreciation - Increase students' and staff's awareness and appreciation of diverse cultures, histories, and languages to foster respect and understanding.	● Participation in Cultural Events

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: Our school strives to enhance our collaborative leadership opportunities, fostering teamwork between administrators and teachers.

Year 1: Strengthen Collaborative Planning

- **Objective:** Revise Common Planning Time (CPT) to create integrated teams of general education (GE) and CSA teachers, ensuring at least 90 % teacher participation. Teams will collaboratively plan and learn across grade levels (full-day, half-day, CSA). Develop a system to track participation and document collaborative planning activities (e.g., lesson plans, meeting minutes).

Year 2: Cultivate Teacher Leadership

- **Objective:** Develop and deliver monthly professional development sessions during CPT focused on building teacher leadership skills and knowledge in curriculum development, effective instruction, and data analysis. Track participation and measure the impact of these programs through teacher surveys and feedback on their implementation of leadership skills.

Year 3: Empower Teacher Ownership

- **Objective:** Increase teacher participation in facilitating and planning professional development (PD) opportunities. Implement a system to track the number of teacher-led PD sessions and evaluate their effectiveness through participant surveys and feedback. Refine the peer observation model based on feedback and data to ensure ongoing collaboration and improvement in teacher practice.

Performance Objectives:

Year 1: Strengthen Collaborative Planning

- **Objective:** Revise Common Planning Time (CPT) to create integrated teams of general education (GE) and CSA teachers for collaborative planning and learning across grade levels (full-day, half-day, CSA).
- **Success Measures:**
    - Increased participation in CPT by CSA teachers (data on attendance)
    - Evidence of integrated planning across grade levels and programs (e.g., lesson plans, meeting minutes)
- **Objective:** Implement a new model for cross-collaborative opportunities among teachers
- **Success Measures:**
    - Participation data in cross-collaborative teams
    - Teacher feedback on the effectiveness of the new model

Year 2: Cultivate Teacher Leadership

- **Objective:** Develop training programs to support teacher leadership skills and knowledge.
- **Success Measures:**
    - Increased teacher participation in leadership development programs
    - Implementation of teacher-led initiatives or projects in the school
- **Objective:** Introduce a formal peer observation and collaboration model.
- **Success Measures:**
    - High participation rate in peer observations
    - Teacher feedback indicating the model fosters collaboration and professional learning

Year 3: Empower Teacher Ownership

- **Objective:** Increase teacher participation in planning and facilitating professional development (PD) opportunities.
- **Success Measures:**
    - Number of teacher-led PD sessions offered

- Teacher feedback on the effectiveness of teacher-led PD
- **Objective:** Refine and institutionalize the peer observation model to ensure ongoing collaboration and improvement.
- **Success Measures:**
  - Data showing sustained use of peer observation model
  - Teacher feedback indicating the model continues to be valuable for professional growth

Action Steps	Date for Targeted Completion	Responsible Person(s)
YEAR 1 Form a committee with representatives from GE, CSA, and administration to review the current CPT structure and identify areas for improvement.	August 2024	Principal
Research best practices for collaborative planning models with integrated teams.	September 2024	Leadership Team
Develop a revised CPT schedule and guidelines for integrated team planning (including grade level and program collaboration).	October 2024	Principal
Communicate the revised CPT plan to all staff through meetings, professional development sessions, and written materials.		
Provide training and support for teachers regarding collaborative planning strategies (e.g., co-teaching, lesson study).	August-October 2024	Principal, Leadership Team
Implement a system to track CSA teacher participation in CPT (e.g., sign-in sheets) and collect evidence of collaborative planning activities through a shared folder or platform. Create a common planning schedule with an agenda, minutes, and specific dates designated for leadership attendance.	November 2024 -June 2025	Leadership Team
YEAR 2 **Planning and Development** **Identify Teacher Leaders:** Conduct a needs assessment to identify teacher leadership development priorities (curriculum development, effective instruction, data analysis). Recruit a team of teacher leaders with expertise in the identified areas		Principal
Develop PD Schedule and Materials: Collaborate with the teacher leader team to develop a calendar for monthly PD sessions within CPT. * Offering a mix of formats (e.g., presentations, workshops, case studies) to cater to	August-Sept 2025	Principal/Leadership Team

different learning styles. Sessions are focused on building practical leadership skills that teachers can apply in their classrooms or collaborative teams. Develop session materials (handouts, templates, resources) that teachers can use beyond the PD. **Communication and Logistics:** Communicate the PD program to all staff through meetings, newsletters, and the school website. Clearly outline the objectives, schedule, and format of the sessions. Develop a system to track teacher participation in PD sessions (e.g., sign-in sheets, online forms). **Implementation and Feedback** **Facilitate Monthly PD Sessions :** Implement the PD program schedule according to the plan. Each month, a member of the teacher leader team facilitates a session during CPT, focusing on one of the leadership areas. Active learning and participation through discussions, peer collaboration activities, or opportunities for teachers to practice leadership skills. **Gather Feedback:** Distribute pre- and post-session surveys to gauge teachers' understanding and perceived impact of the PD on their leadership development.	November 25 -March 26	Principal/Leadership Team
Evaluation and Improvement **Analyze Data:** Analyze participation data and feedback from teacher surveys. Identify areas for improvement or adjustments to the PD program (content, format, delivery).	May/June 2026	
Refine Program for Next Year: Based on the analysis, refine the PD program for the following year. Consider offering differentiated sessions for teachers at various leadership development stages. Explore ways to involve other teachers in facilitating future sessions to encourage wider participation and ownership. **Recognition and Celebration:** Acknowledge and celebrate teachers who actively participate and demonstrate leadership skills within the school.	June 2026	Principal/Leadership Team
Year Three **Establish Structures and Support** **Develop PD Proposal System:** Create a system for teachers to submit proposals for leading PD sessions. The proposal system will outline clear guidelines regarding session topics, format, duration, and expected learning outcomes. Offer templates or workshops to guide teachers in developing strong proposals.	Sept/Oct 26 Sept 26	Principal/Leadership Team
Provide Support and Resources: Offer workshops or coaching sessions to equip teachers with skills for facilitating and planning effective PD sessions. Develop a resource bank with materials and templates to support teachers in PD development.	Sept/Oct 26	Principal/Leadership Team

Implementation and Data Collection	Nov 26-March 27	Principal/Leadership Team
Review Proposals and Select Sessions: Establish a review committee (including teachers and administrators) to evaluate submitted proposals based on established criteria (alignment with school needs, clarity of learning objectives, feasibility). Select a variety of high-quality proposals to create a diverse PD program.	November 26	Principal/Leadership Team
Support PD Development: Provide ongoing support and feedback to selected teachers as they finalize their PD session plans. Ensure teachers have access to the necessary resources and technology for their sessions.	Nov-Dec 26	
Track Participation: Implement a system to track the number of teacher-led PD sessions offered. This could involve an online calendar, session sign-in sheets, or a designated contact person.	Nov 26-Feb 27	Principal/Leadership Team
Gather Participant Feedback : Develop and distribute surveys or short feedback forms for participants to evaluate the effectiveness of teacher-led PD sessions. Gather feedback on session content, delivery, and overall impact on their learning and practice.	Nov 26-Feb 27	Principal/Leadership Team
Evaluation and Refinement		
Analyze Data Analyze participation data and feedback from teacher-led PD sessions. Identify trends in popular topics, session formats, and teacher preferences. Analyze feedback on the overall effectiveness of the program and areas for improvement.	Feb 27	Principal/Leadership Team
Refine PD Proposal Process: Based on the analysis, refine the system for soliciting teacher proposals the following year. Consider offering differentiated support structures for teachers at different stages of PD development.	March 27	
Refine Peer Observation Model: Analyze data from existing peer observation practices to identify areas for improvement. Consider incorporating feedback from teachers on the effectiveness of the current model in supporting collaboration and professional growth. Collaborate with teachers to refine the peer observation model, potentially including elements from successful teacher-led PD sessions.	March/April 27	Principal/Leadership Team
Promote Continuous Improvement: Share key findings from the analysis with all teachers through meetings or newsletters. Highlight successful examples of teacher-led PD sessions and peer observation practices. Encourage ongoing feedback and collaboration to continue improving the	April 27	Principal/Leadership Team
Planning for the Next Year		
Develop Calendar for Next Year's PD Program Based on the refined proposal system and teacher feedback, develop a calendar for teacher-led PD sessions in the following year.	May/June27	Principal/Leadership Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1. In three years, the Cardinal will use effective data to inform both sub-separate and inclusive classroom curricula.	HALS
2. Professional Community HALS data currently 3.91 , end of year 1 4.0	
3.	
4.	

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:

Goal: Enhance Engaged Learning Through Intentional Practices and Differentiated Instruction

This goal focuses on creating classrooms where all students are actively engaged in learning through intentional practices and differentiated instruction.

Success Indicators:

- All classrooms will incorporate a daily schedule with components such as Dialogic Reading, Center introductions, Small group work time, and intentional curriculum alignment with center activities.
- Teachers will utilize a variety of instructional strategies, including "I Do, We Do, You Do" and "First: Then" frameworks, to introduce new concepts and provide opportunities for students to practice new vocabulary and skills within center activities.
- Increased access to the general curriculum will be evident for all students, supported by:
  - Regular walkthroughs and observations.
  - Coaching
  - Collaborative reflection on student progress using data from PALS, report cards, and Child Outcome Summary (COS) data.
  - Progress monitoring data informing decisions on increasing time in inclusive settings for students in sub-separate classrooms.
  - Developed and implemented transition planning tools facilitating communication across classrooms or programs serving the same students.

Performance Objectives:

Year 1: Establish Foundational Practices

Objective 1: Implement a daily schedule with core components (Dialogic Reading, Center introductions, Small group work time) in 80% of classrooms by the end of the school year.

- **Success Measure:** Classroom observation data indicating the presence of the core components in the daily schedule.

Objective 2: Train all teachers on the "I Do, We Do, You Do" and "First: Then" instructional frameworks and provide opportunities for practice during professional development sessions.

- **Success Measure:** Teacher participation and completion of PD sessions, along with post-training surveys indicating understanding of the frameworks.

Objective 3: Implement a system for walkthroughs and observations to monitor curriculum fidelity and student engagement (frequency to be determined).

- **Success Measure:** Documented walkthroughs and observations with feedback provided to teachers.

Year 2: Deepen Implementation and Differentiation

Objective 1: Increase the percentage of classrooms implementing the core daily schedule with intentional alignment to curriculum objectives to 90%

- **Success Measure:** Classroom observation data with evidence of alignment between daily schedule components and learning objectives.

Objective 2: Implement coaching cycles for teachers to support the use of "I Do, We Do, You Do" and "First: Then" frameworks in differentiated instruction within centers.

- **Success Measure:** Documented coaching sessions focused on differentiated instruction and evidence of its use in classroom observations.

Objective 3: Develop and pilot transition planning tools for students transitioning between classrooms or programs serving them.

- **Success Measure:** Completed transition planning tools piloted with a selected group of students and feedback from teachers involved.

Year 3: Refine and Sustain

Objective 1: Achieve 100% implementation of the daily schedule with core components and intentional curriculum alignment.

- **Success Measure:** Consistent classroom observation data demonstrating all classrooms incorporate the core components with alignment to learning objectives.

Objective 2: Refine and implement transition planning tools for all students transitioning between classrooms or programs.

- **Success Measure:** Documented transition plans used for all students transitioning with feedback from teachers and families.

Objective 3: Analyze progress monitoring data to inform decisions regarding increasing time in inclusive settings for students in sub-separate classrooms.

- **Success Measure:** Implementation of data-driven decisions to increase inclusive settings based on progress monitoring data and documented in student records.

Objective 4: Conduct a school-wide survey to assess student engagement and teacher satisfaction with the implemented practices.

- **Success Measure:** Survey data indicating positive student engagement and teacher satisfaction with the established practices for engaged learning.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Year 1: Establish Foundational Practices **Objective 1: Implement core daily schedule components (80% of classrooms by Year-End)** ● Develop a model daily schedule with core components (Dialogic Reading, Center introductions, Small group work time). ● Train teachers on the model daily schedule and its benefits for student engagement. ● Conduct walkthroughs and observations to monitor the implementation of the core components. ● Provide targeted support and resources to teachers facing challenges implementing the schedule. ● Analyze data from walkthroughs and observations to identify areas for improvement and celebrate successes.	October 24 November 24 December 24 Jan - April 25 May-June 25	Principal and Instuctional Leadership Team
Objective 2: Train teachers on instructional frameworks (all teachers by Year-End) ● Develop professional development (PD) sessions on "I Do, We Do, You Do" and "First: Then" frameworks. ● Deliver PD sessions to all teachers, ensuring opportunities for practice and application. ● Distribute follow-up resources and materials to support ongoing implementation.	Sept/Oct 24 October/ November24 December 24	Principal and Instuctional Leadership Team
Objective 3: Implement walkthroughs and observations (frequency to be determined) ● Develop observation protocols focusing on curriculum fidelity and student engagement. ● Establish a schedule for walkthroughs and observations throughout the year.	Sept/Oct 24 October/ November24	Principal and Instuctional Leadership Team

● Conduct walkthroughs and observations, providing constructive feedback to teachers.	Ongoing	
Year 2 **Deepen Implementation and Differentiation** **Objective 1: Increase daily schedule implementation with curriculum alignment (90% by Year-End)** ● Analyze Year 1 data to identify classrooms needing support in curriculum alignment. ● Provide targeted professional development and coaching on aligning center activities with daily learning objectives. ● Conduct walkthroughs and observations with increased emphasis on curriculum alignment.	Sept/Oct 25 October/ November25 Ongoing	Principal and Instuctional Leadership Team
Objective 2: Implement coaching cycles through TNTP (ongoing) ● Establish a system for coaching cycles with TNTP coaches focused on differentiated instruction within centers. ● Begin coaching cycles focused on utilizing the frameworks for differentiation. ● Collect data from coaching sessions and document progress in teacher implementation.	Sept/Oct 25 October 25/ June 26 Feb/March 26	Principal and Instuctional Leadership Team
Objective 3: Develop and pilot transition planning tools (ongoing) ● Form a team of teachers and specialists to develop draft transition planning tools. ● Pilot the transition planning tools with a selected group of students transitioning between classrooms or programs. ● Gather feedback from teachers and families involved in the pilot and refine the transition planning tools.	Sept/Oct 25 Nov/Dec 25 Feb/March 26	Principal and Instuctional Leadership Team
Year 3: Refine and Sustain **Objective 1: Achieve 100% daily schedule implementation with curriculum alignment** ● Analyze Year 2 data and identify any remaining challenges in classroom implementation. ● Provide ongoing support and resources to ensure all classrooms consistently implement the core components and curriculum alignment. **Objective 2: Refine and implement transition planning tools (ongoing)** ● Based on pilot feedback, finalize the transition planning tools. ● Train all teachers on the use of the refined transition planning tools.	Sept/Oct 26 October 26- June 27 Sept/Oct 26	Principal and Instuctional Leadership Team

● Implement transition planning tools for all students transitioning between classrooms or programs. **Objective 3: Utilize progress monitoring data for inclusive settings (ongoing)** ● Establish protocols for analyzing progress monitoring data to inform inclusive setting decisions. ● Analyze progress monitoring data regularly and use it to make data-driven decisions about increasing time in inclusive settings for students in sub-separate classrooms. ● Document decisions made regarding inclusive settings and progress toward student success. **Objective 4: Conduct a school-wide engagement survey (Year-End)** ● Develop a survey to assess student engagement and teacher satisfaction with the implemented practices. ● Administer the survey to students and teachers. ● Analyze survey data and identify areas for continued improvement.	October 26 Nov 26-June 27 Sept/Oct 26 October 26 May/June 27 May/June 27	Principal and Instuctional Leadership Team Principal and Instuctional Leadership Team Principal and Instuctional Leadership Team

Intended Outcomes & Monitoring System	Key Performance Indicators
1.	
2.	
3.	
4.	

Section 4: Action Plans and Targeted Initiatives

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

Goal: Foster a Data-Driven Learning Environment to Meet the Needs of All Students

Key Components:

- **Student-Centered Focus:** Instruction and interventions are tailored to address students' individual strengths.
- **Data-Driven Decision Making:** Formative and summative assessments guide the development of targeted intervention and enrichment initiatives.
- **Continuous Professional Development:** Teachers are equipped with the skills and knowledge necessary to implement data-driven instruction.
- **Collaborative Culture:** Teachers work together to share best practices and support each other in meeting student needs.

- **Individualized Support:** Every student receives appropriate support and opportunities for growth through a Multi-Tiered System of Supports (MTSS) framework.
- **Progress Monitoring:** Teachers consistently track student progress using various tools (school-wide conferencing notes, timely TCI updates, PELI assessments).

Benefits:

- Improved academic achievement for all students.
- Increased student engagement and motivation.
- Effective identification and support for students needing intervention or enrichment.
- Enhanced collaboration and communication among teachers.
- Data-driven decision making for continuous improvement

Performance Objectives: Data-Driven Learning Environment

Year 1: Building the Foundation

Objective 1: Implement MTSS Framework

- **Success Measure:**
  - MTSS framework manual completed and adopted by school leadership.
  - 80% of teachers participate in MTSS professional development sessions.

Objective 2: Design Core Instruction and Interventions Success Measure:

  - Tier 1 core instruction aligned with curriculum standards is developed.
  - Intervention plans for Tier 2 and Tier 3 students are created based on student needs.

Objective 3: Enhance Formative Assessment Practices

- **Success Measure:**
  - 90% of teachers participate in formative assessment training sessions.
  - Common formative assessments are implemented in at least two classrooms
  - Evidence of teachers using formative assessment data to modify lesson planning and instruction (e.g., lesson plan revisions, anecdotal notes).

Objective 4: Standardize Progress Monitoring Procedures

- **Success Measure:**
  - School-wide progress monitoring tools are selected and implemented.
  - A schedule for regular progress monitoring is established.
  - 80% of teachers demonstrate proficiency in interpreting and using progress monitoring data to inform instruction.

Year 2: Deepening Implementation and Collaboration

Objective 1: Refine MTSS Framework

- **Success Measure:**
  - MTSS data analysis identifies areas for improvement in interventions.
  - Tier 1 core instruction and interventions are refined based on data analysis.

Objective.2: Foster Collaboration on MTSS

- **Success Measure:**
  - Professional Learning Communities (PLCs) are established with active participation by teachers focused on MTSS implementation.
  - Evidence of collaboration within PLCs to share best practices and support each other in meeting student needs.

Objective 3: Integrate Data Analysis into PD

- **Success Measure:**
  - 80% of teachers participate in data analysis workshops.
  - Teachers demonstrate skills in using data to differentiate instruction in response to student needs (e.g., lesson plans with differentiated activities).
  - Increased collaboration between teachers and leadership on analyzing school-wide data trends.

Objective 4: Utilize Technology for Data Management

- **Success Measure:**
  - A data management system is implemented to store and analyze student performance data.
  - 70% of teachers demonstrate proficiency in using the data management system to track student progress.
  - Data visualizations are used to communicate progress to stakeholders (e.g., staff meetings, parent-teacher conferences).

Year 3: Sustainability and Growth

Objective 1: Expand Family and Community Engagement

- **Success Measure:**
  - Communication strategies are developed and implemented to inform families about MTSS and student progress.
  - Increased family participation in data discussions and goal-setting meetings for their children.
  - Partnerships established with at least two community organizations to support interventions and enrichment opportunities.

Objective 2: Conduct School-Wide Needs Assessment

- **Success Measure:**
  - Surveys and data collection tools are developed and implemented to assess student needs, teacher satisfaction, and school climate.
  - A data analysis report summarizing key findings from the needs assessment.

Objective 3: Promote Continuous Improvement

- **Success Measure:**
  - Student data is analyzed throughout the year to monitor progress, identify emerging needs, and inform adjustments to the data-driven learning environment.
  - A data-driven school improvement plan is developed based on the needs assessment findings and ongoing data analysis.

Action Steps	Date for Targeted Completion	Responsible Person(s)
Year 1: Building the Foundation **Objective 1: Implement MTSS Framework** ● Form a leadership team to research and choose an MTSS framework. ● Develop a draft MTSS framework manual outlining the core components, tiers of intervention, and roles of stakeholders. ● Present the draft MTSS framework manual to school leadership team for feedback and adoption. ● Develop and deliver professional development sessions for teachers on MTSS principles and practices. (Target 80% participation) ● Based on MTSS framework and screening data, begin development of Tier 1 core instruction aligned with curriculum standards. **Objective 2: Design Core Instruction and Interventions** ● Develop intervention plans for Tier 2 and Tier 3 students based on identified needs and MTSS framework guidelines. ● Pilot test core instruction and interventions with a small group of students to gather feedback and refine them. **Objective 3: Enhance Formative Assessment Practices** ● Select and research a variety of formative assessment strategies ● Develop and deliver professional development sessions for teachers on using formative assessment strategies effectively. (Target 90% participation) ● Collaborate with teachers to develop common formative assessments ● Provide ongoing support and coaching to teachers as they integrate formative assessment data into lesson planning and instruction (e.g., modeling lessons, peer observations). ● Collect evidence of teachers using formative assessment data to modify instruction (e.g., lesson plan revisions, anecdotal notes). **Objective 4: Standardize Progress Monitoring Procedures** ● Research and evaluate school-wide progress monitoring tools ● Develop a schedule for regular progress monitoring. ● Train teachers on administering and interpreting the chosen progress monitoring tool. (Target 80% proficiency)	Sept 24 Sept/Oct 24 December 24 April 24 May/June 25 October-Dec 24 Dec 24-Feb25 June 25 Nov 24-Feb 25 May 25	Principal
Year 2: Deepening Implementation and Collaboration **Objective 1: Refine MTSS Framework** ● Analyze data from the first year of MTSS implementation to identify	Sept 25	

areas for improvement, focusing on effectiveness of interventions.		
● Based on data analysis, revise the MTSS framework manual to reflect refinements in Tier 1 core instruction and interventions.	November 25	
● Develop and deliver professional development sessions focused on the refined MTSS framework and best practices.	Feb/March 26	
Objective 2: Foster Collaboration on MTSS		
● Establish Professional Learning Communities (PLCs) focused on MTSS implementation, ensuring participation across grade levels and subjects.	Sept 25	
● Facilitate PLC meetings where teachers share best practices, analyze student data, and collaborate on improving interventions.	Nov 25-Feb 26	
● Monitor PLC activity and provide support to ensure effective collaboration around MTSS implementation.		
● Collect evidence of collaboration within PLCs (e.g., meeting minutes, shared resources).	June 26	
Objective 3: Integrate Data Analysis into PD		
● Develop and deliver professional development workshops on data analysis techniques for teachers. (Target 80% participation)	Sept-Nov 25	
● Provide opportunities for teachers to practice data analysis skills using real student data sets.	Nov 25-Feb 26	
● Facilitate workshops on using data to differentiate instruction in response to student needs.	March-May 26	
● Support collaboration between teachers and leadership teams to analyze school-wide data trends and identify areas for improvement.	May-June 26	
Year 3: Sustainability and Growth		
Objective 1: Expand Family and Community Engagement		
● Develop communication strategies to inform families about MTSS, student progress, and opportunities for involvement. (e.g., newsletters, parent-teacher conferences, workshops)	Sept/Oct 25	
● mplement communication strategies and begin engaging families in data discussions and goal-setting meetings for their children.	Dec 24-Feb 25	
● Identify and partner with at least two community organizations to support interventions and enrichment opportunities	March/April 26	
● Evaluate the effectiveness of family and community engagement strategies and make adjustments as needed.		
Objective 2: Conduct School-Wide Needs Assessment		
● Develop surveys and data collection tools to assess student needs, teacher satisfaction, and school climate.	Sept-Dec 25	
● Implement the surveys and data collection tools with students, teachers, and families.	January 26	
● Analyze data from the needs assessment to identify areas of strength, areas for further growth, and emerging needs.	March 26	

● Develop a data analysis report summarizing key findings from the needs assessment.	May 26	
Objective 3: Promote Continuous Improvement		
● Regularly analyze student data throughout the year to monitor progress, identify emerging needs, and inform adjustments to the data-driven learning environment.	Ongoing	
● Based on ongoing data analysis and the needs assessment report, develop a data-driven school improvement plan outlining specific goals and action steps.	Sept-Dec 25	
● : Implement the school improvement plan, monitor progress, and make necessary adjustments based on ongoing data analysis.	Dec 24-June 25	
● Reflect on the year's progress, identify successes and challenges, and set goals for continued improvement in the data-driven learning environment.	June 25	

Intended Outcomes & Monitoring System	Key Performance Indicators
1.	
2.	
3.	
4.	

4.5 Goal 5- School Climate and Culture:

Goal: Foster a Collaborative Data-Driven Learning Environment that Empowers Staff and Meets the Needs of All Students

Key Components:

- **Student-Centered Focus:** Instruction and interventions are tailored to address students' individual strengths and weaknesses.
- **Data-Driven Decision Making:** Formative and summative assessments guide the development of targeted intervention and enrichment initiatives.
- **Collaborative Culture:** Staff work together to share best practices, analyze data, and support each other in meeting student needs.
- **Empowered Staff:** Teachers and other school personnel have the skills, resources, and autonomy to implement a data-driven approach to instruction.
- **Continuous Professional Development:** Staff receive ongoing training and support to develop their data analysis skills and implement data-driven instructional practices.
- **Individualized Support:** Every student receives appropriate support and opportunities for growth through a Multi-Tiered System of Supports (MTSS) framework.
- **Progress Monitoring:** Staff consistently track student progress using various tools and utilize the data to inform instruction.

Benefits:

- Improved academic achievement for all students.
- Increased student engagement and motivation.
- Effective identification and support for students needing intervention or enrichment.
- Enhanced collaboration and communication among staff.
- Staff empowerment and ownership of student success.
- Data-driven decision making for continuous improvement.

Performance Objectives:

Think about student voice and parent voice - how are we getting feedback from parents

Use HALS dashboard

Year 1: Recruit families to be ambassadors for the school to welcome new families and be available for questions, and serve on SSC. Recruit at minimum 2 parents for SSC and 2 families enrolled in 2024-25 to welcome new families.

Prepare a calendar for school in June of 2024 for all events offered in 2024-25.

Expand parent communication to include the WhatsApp application, as this is the preferred method of communication for many families

Year 2:

Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1.		
2.		
3.		
4.		
5.		

Intended Outcomes & Monitoring System	Key Performance Indicators
1.	
2.	
3.	
4.	

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		

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=01600001&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600001&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600001&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/3228

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.

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

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

	Coordination and Integration of Federal State and local services and programs
10	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.