LOWELL
PUBLIC SCHOOLS
Equity, Excellence, Empowerment.
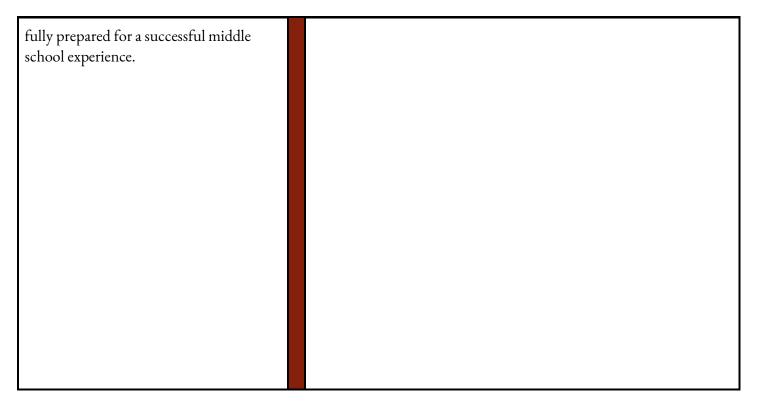
Greenhalge Elementary School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members

	Parent Representatives	*Teacher Representatives*
Jennifer Scarpati, Principal Brendan Casey, Assistant Principal	Christine McCann Julee Sozanski Safeena Niazi Abigail Phillips	Brenda Finch Meghan Marzelli Joy Flanders Jessica Savas

1.3 Mission	1.4 Core Values
Educators, in collaboration with families, will support students to master rigorous standards across academic domains within a safe and caring learning environment.	▪ High quality tier one instruction in all academic domains is our priority. ▪ Some students will require differentiated learning supports. These must be provided in a thoughtful, targeted way. ▪ Students must feel safe and cared for in school in order to learn. ▪ Families are a critical component of the educational process. ▪ Extended learning opportunities help to enrich students' overall educational experience. Community agencies are valued partners in our work.

1.5 Vision

All students will graduate the Greenhalge

fully prepared for a successful middle school experience.

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

2.1 School Strengths and Notable Achievements 2024-2025

Data Review:

Excellent growth on i-Ready between fall and winter

Reading - 82% growth

Math - 63% growth

52% of students made progress on ACCESS last school year

Attendance rate remains at/below our pre-pandemic level - as of 2.16.24 - 19.1% chronically absent

Reduced chronic absenteeism among our ELL subgroup by 10 percentage points (24.4% to 14.5%)

Reduced chronic absenteeism amongst our Latino students from 26.9% to 20.4%

HALS survey (fall)

Positives - Student-teacher relationships, student engagement, community involvement & sense of belonging

Strong team structures - ILT, SSC, Family Engagement, PBIS and DEI committees are active, meet regularly and most teaching staff are on at least one committee

CPTs meet weekly and have strong instructional focus. ILT work this year on student engagement has allowed for team collaboration, peer observation, and analysis of student work samples

Strong family & community engagement initiatives - monthly family events are well-attended, strong family participation in conferences and TAT meetings, collaboration with outside organizations, including Latinx Center, Seven Hills, MAPS, local barbers, LPD, and various enrichment programming.

2.2 School Data Profile 2024-2025

Data Review:

MCAS 2023

ELA - 14% proficient, mean score of 479, 47.7 SGP

Math - 19% proficient, mean score of 483, 42.5 SGP

i-Ready

Reading - 41% on level, 105% growth

26% of students two grade levels below or more

38% of MLE students two grade levels below or more

48% of students with IEPs two grade levels below or more

Math - 36% on level - 97% growth

18% of students are two grade levels or below

26% of MLE students two grade levels below or more

39% of students with with IEPs two grade levels below or more

ACCESS (2023)

2.6 average score

52% made progress

9% attained proficiency

DESSA

13% Need on BOY & MOY assessment; 11% Need on EOY assessment

Attendance

18.6% Chronically absent

Conduct

132 Incidents; 48 students with incidents; 16 Suspensions

Staff retention
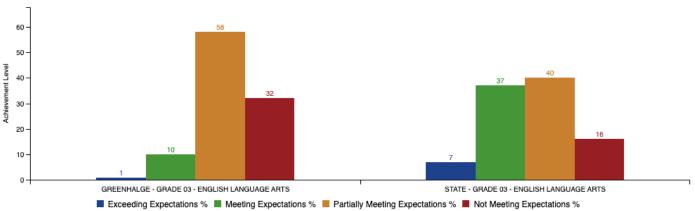
89.4%

46% in first 3 years

Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	12.0	7.5	9.6
Asian	10.1	26.3	7.4
Hispanic	57.8	40.6	25.1
Native American	0.0	0.2	0.2
White	16.6	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.5	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	49.5	45.0	26.0
English Language Learner	40.7	28.7	13.1
Low-income	84.0	72.3	42.2
Students With Disabilities	22.1	20.3	20.2
High Needs	93.0	83.5	55.8

Next Generation MCAS Tests 2023
Percent of Students at Each Achievement Level for Greenhalge
Data Last Updated September 19, 2023.

PRINT   LEARN MORE

More about the data

Exceeding Expectations %   Meeting Expectations %   Partially Meeting Expectations %   Not Meeting Expectations %

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	11	44	1	7	10	37	58	40	32	16	73	99	478	N/A	N/A	7
GRADE 03 - MATHEMATICS	21	41	0	8	21	33	41	39	38	20	73	100	481	N/A	N/A	16
GRADE 04 - ENGLISH LANGUAGE ARTS	17	40	0	5	17	34	46	43	37	17	83	100	481	48	78	13
GRADE 04 - MATHEMATICS	18	45	0	8	18	37	56	37	26	18	82	99	484	43	77	19
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	14	42	1	7	13	35	51	39	35	19	156	99	479	48	78	10
GRADES 03 - 08 - MATHEMATICS	19	41	0	7	19	33	49	41	32	18	155	99	483	43	77	19

Accountability Information

Overall classification Requiring assistance or intervention

Reason for classification
In need of focused/targeted support
    Among the lowest performing 10% of schools

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	10

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	63%
Progress towards targets	Substantial progress toward targets

2023 Points awarded

2023 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	-	-	-	-	-	-
	Achievement total	**4**	**8**	**60.0**	**6**	**8**	**67.5**
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	**4**	**8**	**20.0**	**5**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**4**	**4**	**10.0**
Weighted total		3.7	7.2	-	5.6	7.6	-
Percentage of possible points			51%	-		74%	-
2023 Criterion-referenced target percentage					63%		

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?**

Current efforts have focused on increasing the effectiveness of our ILT and building staff instructional leadership through our book study, learning walks, and analysis of student work. Next year we will expand this work through a book study, team planning, horizontal and vertical learning walks and analysis of student work.

We have had an active DEI committee. We did four staff trainings this year and plan to do so again next year. We have had four family affinity groups and would like to double this next year. We are also implementing a scope and sequence for our work so that we effectively recognize all special months/days/holidays.

We have completed a couple of trainings around secondary trauma for staff with a focus on staff resiliency and plan to continue this work through research-based practices next school year to promote staff wellness and retention.

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?**

High growth levels were seen last year on MCAS for ELA & Math and strong growth was seen on i-Ready from fall to winter in both areas. Growth was stronger in Reading than in Math on i-Ready.

Our ILT focus this year was on language arts and we will focus on math next year. Grade Four will participate in Keys to beginning reading next year.

We have seen tremendous growth in literacy in K-2 with the adoption of FUNdations three years ago. We are looking forward to increasing growth in our third and fourth grade scores as these cohorts progress through the grade levels.

We built out our MLL teacher program this year, adding two positions. We continue to see a large number of new students at the Greenhalge, most of whom are newcomers. We will revisit our MLL programming this spring based on what worked and didn't work this year to make adjustments for next year's work.

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

Students are making greater gains in reading than in math. We have worked this year on implementing Eureka Squared and are seeing great engagement based on the walkthroughs from the math department. We will continue to focus on curriculum implementation and engagement in math for next school year.

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

2.4 School Strengths and Notable Achievements 2025-2026

2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026

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

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

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

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

2.7 School Strengths and Notable Achievements 2026-2027

2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027

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

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

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration	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

• **Maintain representative leadership structures through ILT, PBIS, Family Engagement, DEI, and Site Council** • **Continue to expand PTO and meld it with representatives from affinity groups for Spanish & Portuguese in order to diversify** • **Continue to hold weekly CPT meetings for all groups and build on the leadership of our ILT members in leading the work** • **Support our coaching structure through bi-weekly Instructional Coaching Team meetings** • **Hold four vertical team meetings for academic review in Reading and Math** • **Facilitate peer**	• **Implement Keys to Beginning Reading in grade 4** • **Conduct school-wide book study on "Building Thinking Classrooms in Mathematics," led by ILT and focused on planning engaging lessons aligned with standards. Teams will plan together, observe each other, observe vertically, and analyze student work together. Focus will be on increased discourse, differentiation, and cognitive engagement strategies** • **Continue strategic coaching supports in reading and math** • **Continue implementation of new learning from Advancing Literacy training Spring 2024** • **Implement updated**	• **Continue work of improving TAT/TCI process with use of short term learning goals, collaboration among team members and family support of learning goals.** • **Revise MLL Schedule to provide best support to all learners** • **Obtain 21st Century grant to continue and expand out of school time learning opportunities for our students**	• **Continue to assess family and student needs and utilize the Community Schools model to support these areas** • **Provide supplemental classes for families focused on school engagement, supporting students with their academics, and learning English.** • **Continue to monitor student attendance and implement ongoing strategies to continue to lower rate of chronic absenteeism.** • **Provide comprehensive information to families on grade level learning standards and optional homework assignments in order to increase academic engagement of families.**

observation both within teams and vertically	Open Circle Tier One SEL curriculum K-4		• Continue work of DEI committee, including staff trainings and scope and sequence of activities for the year • Continue staff wellness initiatives, including dealing with secondary trauma

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Create an environment where all students, staff and families feel welcome and valued.

<u>Performance Objectives:</u>

Year 1:
- **Build staff knowledge and awareness around topics relevant to diversity, equity and inclusion**
- **Create and implement scope & sequence for school-based DEI work**
- **Increase family engagement with the school, particularly amongst our non-native English speaking families**
- **Ensure staff participation in district offerings on bias in curriculum. Begin implementation in IRA.**

Year 2: Implement tools from Bias in Curriculum training school-wide with a focus on reading curriculum
> **Assess DEI scope & sequence from year one and implement identified improvements**
> **Continue to build capacity of family representatives on PTO and site council to increase family voice**

Year 3: Engage families in planning of school-based family events and professional development sessions.
> **Assess implementation of Bias in Curriculum work & make improvements. Continue work in social studies and science**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Offer at least four staff PD's per year related to DEI; complete DEI staff survey	Spring 2025	DEI team
2. Offer eight affinity groups per year and use these for language bridging with our PTO. Have groups showcase their cultures at One Love event.	Spring 2025	DEI & Family engagement teams
3. Ensure staff participation in trainings related to DEI; implement Bias in Curriculum tools	Spring 2026	Principal
4. Create scope & sequence, share with staff and engage staff in creating content to build awareness and understanding of all areas	Spring 2025	DEI team
5. Increase families participation in PTO and family engagement committees so that diverse families are represented and are actively involved in planning decisions. Increase family participation in sharing their heritages in school	Spring 2027	DEI, Family Engagement and PTO

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Staff participation in DEI trainings	100% staff attendance as measured by sign-in sheets Staff feedback on trainings assessed by survey
2. Families will attend at least one affinity group or academic engagement event	At least 75% of families will attend one of these event, as

	measured by sign-in sheets
3. PTO, Site Council, and Family Engagement committee have families that represent the diversity of our students	Meeting sign-in sheets will show family representation that matches our student demographics
4. Staff will implement Bias in Curriculum tools	Roster of staff attendance at trainings; artifacts from curriculum planning sessions

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:
Build capacity of teachers and families to co-lead in planning and decision-making in the best interest of students.

<u>Performance Objectives:</u>

Year 1:
- Continue to hold weekly CPT meetings for all groups and build on the leadership of our ILT members in leading the work
- Support our coaching structure through bi-weekly Instructional Coaching Team meetings
- Hold four vertical team meetings for academic review in Reading and Math
- Facilitate peer observation both within teams (5) and vertically (2)

Year 2:
- Continue to expand PTO and meld it with representatives from affinity groups for Spanish & Portuguese in order to diversify

Year 3:
- Transition to teacher leadership of subcommittees with support of leadership team

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Building Thinking Classrooms in Math book study	Spring 2025	ILT

2. Lesson study cycles including peer observation & work sample analysis	Spring 2025	ILT
3. Hold four vertical meetings/year focused on curriculum implementation	Spring 2025	ILT
4. Create language bridging for non-native English speakers to have leadership roles in PTO, family engagement and Site Councils	Spring 2026	Principal, bilingual liaison, Family Engagement team
5. Build staff leadership through opportunities to co-plan agendas and facilitate meetings and CPTs to build teacher-leadership capacity	Spring 2027	Principal & AP

Intended Outcomes & Monitoring System	Key Performance Indicators
1. TNTP monitoring tool results for math, specifically student ownership section	90+% demonstration in this area on TNTP tool
2. Math module scores will demonstrate a 10% increase over 23.24 data	Open Architects math module data
3. PTO, Site Council, and Family Engagement committee have families that represent the diversity of our students	Meeting sign-in sheets will show family representation that matches our student demographics
4.Staff will lead at least two committee meetings/year/committee by 2027	Committee agendas

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- **Intentional Practices for Improving Instruction – Engaged Learning:** Engage students in cognitively rigorous tasks that address grade level standards in order to increase the percentage of students meeting performance targets in Reading and Math by 10 percent each year.

Performance Objectives:

Year 1:
- Continue strategic coaching supports in reading and math
- Build on ILT lesson study protocol used in 23.24 and apply to math
- Educators across content areas will intentionally plan lessons that incorporate district-identified, tier-1 language practices
- Complete Open Circle reboot training

Year 2:
- Build on ILT lesson study protocol and apply to strategy-based reading groups
- Review and monitor use of SEI strategies
- Implement Bias in Curriculum protocol (see goal 4.1 for details)

Year 3:
- Increase teacher leadership of SEI review lessons
- Build on ILT lesson study protocol and apply to writing workshop

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Implement Keys to Beginning Reading in grade 4	Spring 2025	Literacy Specialist, Grade 4 Teachers
2. Conduct school-wide book study on "Building Thinking Classrooms in Mathematics," led by ILT and focused on planning engaging lessons aligned with standards. Teams will plan together, observe each other, observe vertically, and analyze student work together. Focus will be on increased discourse, differentiation, and cognitive engagement strategies. The following year apply process to strategy-based reading groups, and finally to writing workshop lessons	Spring 2025; Spring 2026	ILT
3. Continue implementation of new learning from Advancing Literacy training Spring 2024 in successfully implementing workshop model	Spring 2025	Literacy Specialist, Principal
4. Implement updated Open Circle Tier One SEL curriculum K-4	Spring 2025	Principal, Social workers, teacher leaders
5. Implement Bias in Curriculum Protocol	Spring 2026	Principal

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Increase student performance in reading and math by 10 percent each year, as measured by the i-Ready assessment.	i-Ready Math & Reading assessment administered 3x/year
2. Increase students in the strength category and reduce students in the need category on DESSA by 10 percent each year.	DESSA assessment - 3x/year

3. Reduce conduct referrals by 10 percent per year, as logged in Aspen	Conduct referrals in Aspen
4. Reduce bias in the curriculum as measured by artifacts from the district training	Artifacts from Implementation of Bias in Curriculum training

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: Provide scaffolds and targeted interventions in order for all students to be able to be successful in demonstrating proficiency in grade level expectations.

<u>Performance Objectives:</u>

Year 1:
- **Evaluate MLL supports, staffing, and schedule for service delivery to best utilize this resource to support our diverse MLL population**
- **Continue work of improving TAT/TCI process with use of short term learning goals, collaboration among team members and family support of learning goals.**
- **ELLevations modules will be used to support professional learning**

Year 2:
- **Expand home learning components to increase family engagement and support of school-learning**
- **Teachers will implement SEI strategies that support student access to language based off ELLevations training modules**

Year 3:
- **Solidify SEI strategy use across classrooms, including explicit teaching of tier two vocabulary words, think alouds, sentence stems/frames, think-pair-share, and retell strategies.**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Build toolbox of home supports to share with families to support learning at home	Spring 2026	Principal & Social Workers
2. Revise MLL Schedule to provide best support to all learners	Fall 2025	Principal & Lead MLL teacher

3. Obtain 21st Century grant to continue and expand out of school time learning opportunities for our students	**Fall 2025**	**Principal, Dr. Duda & After school coordinators**
4. Training staff in writing short term learning goals for TCI process for struggling learners	**Spring 2026**	**Principal, social workers, coaches**
5. Create common expectations for student learning at home and communicate these to families	**Spring 2026**	**Family engagement team**

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Currently, 29% of students are 2 levels or below in ELA, and 27% in math as measured by i-Ready, We will reduce this by 5 percentage points/year.	i-Ready Math & Reading
2. Currently 41% of MLL are 2+ levels below on ELA i-Ready and 35% on Math. We will reduce this by 5 percentage points/year.	i-Ready Math & Reading
3. Currently 55% of students with disabilities are 2+ levels below in ELA as measured by i-Ready, and 43% in Math. We will reduce this by 5 percentage points/year.	i-Ready Math & Reading
4. A diversity of after school offerings will be provided for students in grades 1-4	Catalogue of after school offerings and enrollment

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: Actively create a school culture that supports staff, students, families and the community in a safe, welcoming environment.

Performance Objectives:

Year 1:
- Continue to assess family and student needs and utilize the Community Schools model to support these areas
- Continue to monitor student attendance and implement ongoing strategies to continue to lower the rate of chronic absenteeism.
- Increase family participation in the learning process and support of students' grade level learning

Year 2:
- Provide supplemental classes for families focused on school engagement, supporting students with their academics, and learning English.
- Decrease staff turnover by implementation of staff wellness supports and support for secondary staff trauma

Year 3:
- Complete school beautification projects which include welcoming spaces for staff, students, and families

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Build budget and timeline for community schools in support of documented needs of families Build community and connections between families	Spring 2025	Principal, Community Schools Manager (CSM)
2. Offer survival English classes, and targeted academic support classes for families	Spring 2025, Spring 2026	Principal, CSM, Family Engagement Team
3. Provide comprehensive information monthly to families on grade level learning standards and optional homework assignments in order to increase academic engagement of families.	Spring 2026	Principal, Family Engagement team
4. Continue staff wellness initiatives, including dealing with secondary trauma	Spring 2026	Principal, social workers
5. Complete redesign of staff room, family waiting area, lobby, cafeteria, hallway spaces and garden area.	Spring 2027	Admin team, custodial team, Garden Lead, CSM

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Expand integrated student supports as measured by CSM tool (#TBD based on year-end data)	Integrated Student Support tool
2. Increase family attendance at academic-based events (70%) by five percent each year	Event attendance sheets
3. Decrease chronically absent rate (19.4%) by five percent each year	Chronic absentee rate, as measured by DESE
4. Increase staff retention rate (89.4%) by two percent each year	Staff retention rate, as measured on Open Architects

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

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

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

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

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

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		

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=01600015&orgtypecode=6

2	**Schoolwide reform strategies**
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600015&orgtypecode=6

3	**Instruction by highly qualified teachers**
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600015&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/3205

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

	The high school also coordinates a transition plan to support students from going from graduation to college or career.

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

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

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