

McAvinnue Elementary School

Quality Improvement Plan

2024 - 2027



Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>- Michael Domina - Principal</p> <p>- Dan Shanahan- Assistant Principal</p> <p>- Betty Curley - Literacy Specialist</p> <p>- Heather Bellerose - Math Resource Teacher</p> <p>- Arlene De La Luz - Lead Social Worker</p> <p>- Kim Teague-Power - Social Worker</p> <p>- Shelly Marks - Lead ELD Development Teacher</p>	<p><i>Parent Representatives</i></p> <p>- Jennifer Paradise - Grades 2; Grade 4 Parent</p> <p>- Julia Rodriquez - Kindergarten Parent</p> <p>- Alyssa Freeman - Grade 2 Parent</p> <p>- Lyndsey Greco - Kindergarten Parent</p>	<p><i>Teacher Representatives</i></p> <p>- Heather Bellerose - Math Resource Teacher</p> <p>- Michelle Epaul - Art Teacher</p> <p>- Christina Cutrumbes - Grade 3 Teacher</p>
1.3 Mission	1.4 Core Values	
<p><i>At the McAvinnue Elementary School, we will...</i></p> <p>- <u>Inspire</u> Learners to Discover and Develop their Talents</p> <p>- <u>Engage</u> Learners to Think Creatively and Critically</p> <p>- <u>Empower</u> Learners to Become Active, Contributing Members of the Community, Our Nation and Our World</p>	<p><u>Core Values</u></p> <ul style="list-style-type: none"> • A high quality education is a fundamental civil right of every child we serve. • Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom. • Parents are our partners. They are our students' first teachers in the home. • There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time. • Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community. <p><u>Commitments</u></p> <ul style="list-style-type: none"> • Eliminate the racial ethnic and linguistic achievement and opportunity gaps among all students. • Provide equitable funding and resources to meet the needs of the students in the school. • Engage all families with courtesy, dignity, respect and cultural understanding. 	
1.5 Vision		
<p><i>McAvinnue Elementary School is a</i></p>		

place...where there are high expectations, where students are academically engaged, where instruction is guided by a systematic approach to examining data, where there is a multi-tiered system of support, and where a responsive environment that fosters social emotional connections between staff and students prevails.

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

2.1 School Strengths and Notable Achievements 2024-2025

- *The McAvinnue Elementary School has continued to increase their overall accountability and percentile ranking each of the past 4 academic school years. Our overall percentile ranking indicates that we do not require specific and targeted support by the DESE or the district. However, there are still significant areas of growth that need to continue to ensure that McAvinnue progresses in a manner that is expected by our faculty, parents, and students.*
- *Growth continues in Reading and Math when focusing on progress related to the iRead benchmark assessment. While there is measurable progress, we need to continue to prioritize the discrepancies that are evident with our Special Education and English Language Learner student population.*
- *McAvinnue educators continue to increase their capacity to reflect on their own practice, and work to improve their teaching craft. Collaboration remains a priority when planning lessons and units of instruction.*
- *McAvinnue continues to provide high quality Social Emotional Learning (SEL) content to our students through the consistent implementation of our PBIS programming, Open Circle Programming, DESSA Screener, CICO behavior support Tier II intervention, flexible targeted social skills groups, and student recognition system utilizing the Class Dojo communication platform.*
- *McAvinnue continues to prioritize student attendance initiatives that have yielded one of the top chronic attendance rates in Lowell when compared to other elementary schools. McAvinnue's year-end chronic attendance rate is 14.9% which is ranked 3rd among all elementary schools and 5th in the entire Lowell Public School District.*
- *McAvinnue continues to be the top school in the Lowell Public School District for focusing on overall ST Math progress. We finished the school year completing over 1.3 million total puzzles and had a percentage progress rate of 130%. These metrics rank McAvinnue as one of the top urban schools in Massachusetts*

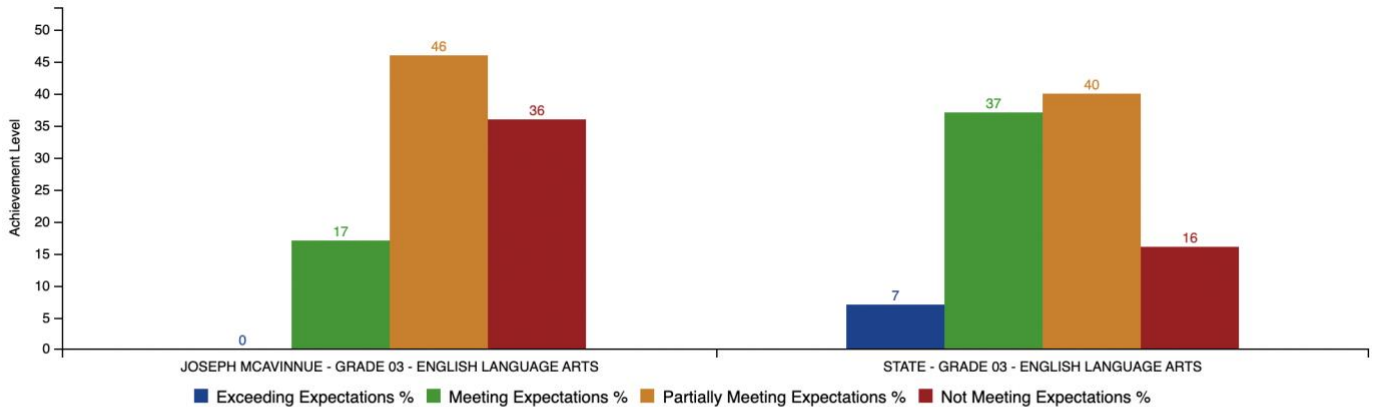
and one of the top urban schools in the United States.

2.2 School Data Profile 2024-2025

School Demographic Information 2023

Title	% of School	% of District	% of State
First Language not English	43.1	45.0	26.0
English Language Learner	35.9	28.7	13.1
Low-income	76.2	72.3	42.2
Students With Disabilities	19.6	20.3	20.2
High Needs	86.2	83.5	55.8

Accountability Performance Comparison Data 2023



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	17	44	0	7	17	37	46	40	36	16	69	100	479	N/A	N/A	8
GRADE 03 - MATHEMATICS	17	41	3	8	14	33	51	39	32	20	69	100	482	N/A	N/A	18
GRADE 04 - ENGLISH LANGUAGE ARTS	23	40	1	5	22	34	44	43	33	17	88	99	481	48	82	13
GRADE 04 - MATHEMATICS	31	45	3	8	27	37	45	37	24	18	88	100	488	57	83	27
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	20	42	1	7	20	35	45	39	34	19	157	99	480	48	82	12
GRADES 03 - 08 - MATHEMATICS	25	41	3	7	22	33	48	41	27	18	157	100	485	57	83	24

School Classification & Percentile Ranking 2023

Overall classification Not requiring assistance or intervention

Reason for classification

Moderate progress toward targets

Progress toward improvement targets

49% - Moderate progress toward targets

Accountability percentile

22

Progress Toward Designated Targets 2023

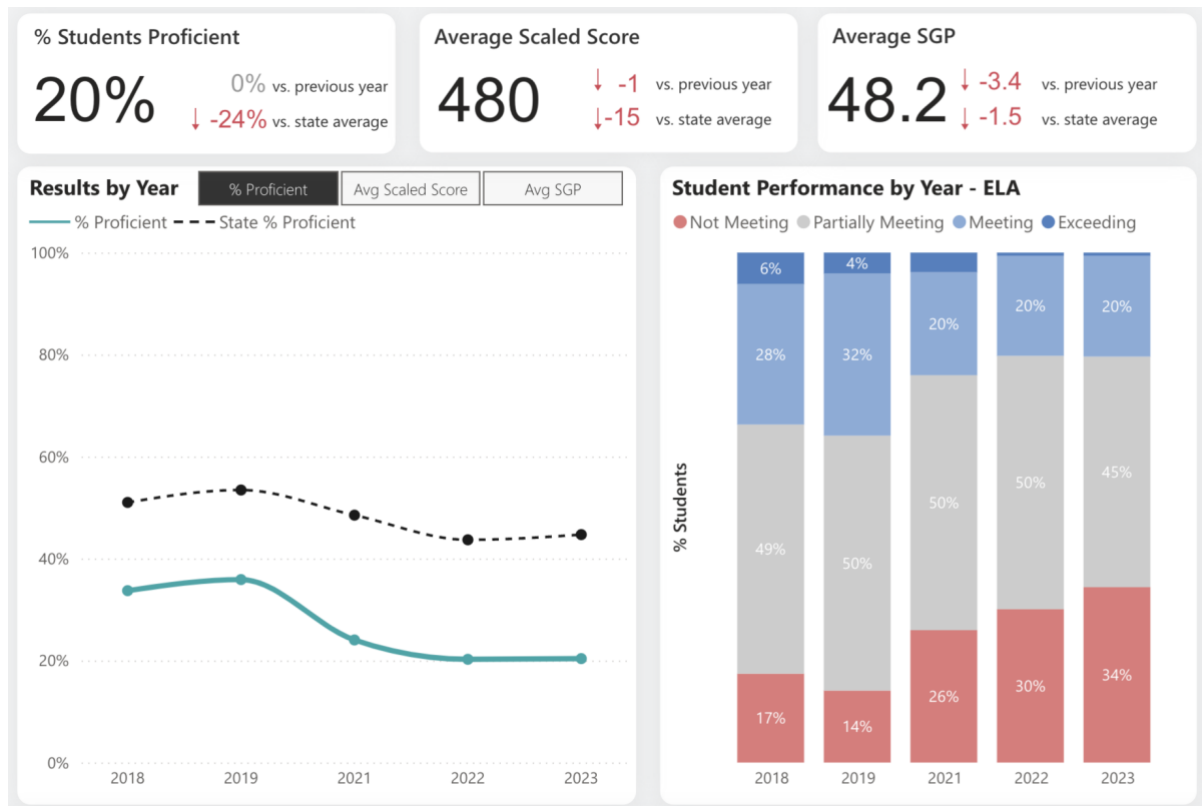
Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	49%
Progress towards targets	Moderate progress toward targets

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	-	-	-	-	-	-
	Achievement total	3	8	60.0	4	8	90.0
Growth	English language arts growth	2	4	-	-	-	-
	Mathematics growth	3	4	-	-	-	-
	Growth total	5	8	20.0	-	-	-
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	0	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		3.2	7.2	-	4.0	7.6	-
Percentage of possible points		44%			53%		
2023 Criterion-referenced target percentage		49%					

ELA MCAS 2023



MATH MCAS 2023

% Students Proficient

25% ↑ +5% vs. previous year
↓ -17% vs. state average

Average Scaled Score

485 ↑ +3 vs. previous year
↓ -10 vs. state average

Average SGP

57.0 ↑ +4 vs. previous year
↑ +7 vs. state average

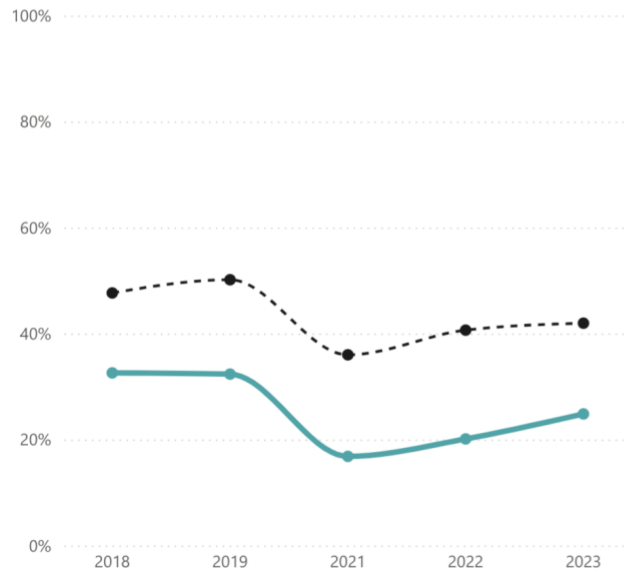
Results by Year

% Proficient

Avg Scaled Score

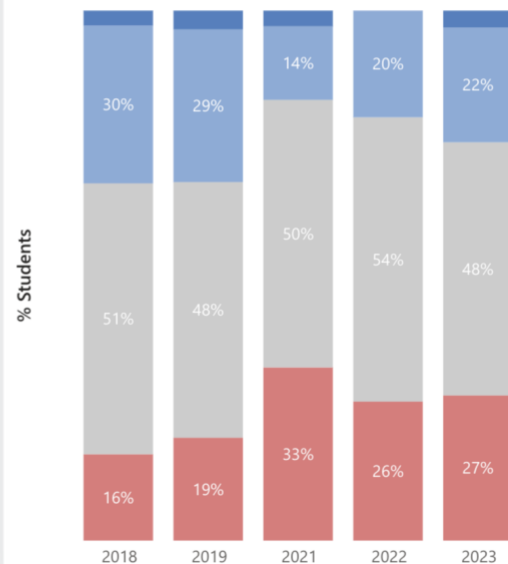
Avg SGP

— % Proficient — State % Proficient



Student Performance by Year - Math

● Not Meeting ● Partially Meeting ● Meeting ● Exceeding



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?

McAvinnue has also implemented some of the work that has occurred during Leadership PLC this school year. We have utilized elements of the Continuous Quality Improvement (CQI) learning that has taken place this school year in our focus on closing the achievement gap between general education, Special Education, and English Language Learners (ELL) student population. This has been an ongoing focus with McAvinnue's Instructional Leadership Team (ILT), McAvinnue's Social Emotional Learning (SEL) Team, McAvinnue's Attendance Team, and McAvinnue's Leadership Team.

The path that McAvinnue continues to utilize focuses on the DESE's Acceleration Roadmap. We have been guiding our work around the four phases set-up in the Roadmap:

- Diagnostic and Planning
- Launch
- Progress Monitoring
- Reflection and Planning

Throughout each of the phases, we have kept the three priorities of the Roadmap at the forefront of our work:

- Foster a sense of belonging and partnership among students and families
- Continuously monitor students' understanding
- Ensure strong grade appropriate instruction with just-in-time scaffolds when they are needed

By focusing on the three priority areas throughout each phase, we have been able to be purposeful in utilizing the resources provided during last year's budget cycle. By prioritizing formative assessment and data analysis during our Professional Development and Common Planning Time (CPT) Meetings, we have continued to examine our interventions and small group instruction to meet the needs of the students in our classrooms. Additionally, the 4 Phases that comprise the Acceleration

Roadmap is the core of our intervention work at McAvinnue. This aligns with the current district initiative focusing on universal progress monitoring through the Data Summit platform for student intervention and supports.

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?

As of the mid-year iReady Benchmark Assessment for both ELA and Math, McAvinnue students continue to make progress toward meeting Grade Level expectations with an increase of 13% students in Reading and 14% in Math falling into the “At Or Above Grade Level” category when compared to the beginning of the year. It was also noted that there was a reduction for those students that are 2 grade levels behind when comparing the Fall and Winter diagnostic window (Reading - 11% of students moved to the “yellow” category of 1 grade level behind; Math - 13% of students moved into the “yellow” category of 1 grade level behind). Currently in Reading, McAvinnue has 33% of students “At Or Above Grade Level; 40% at “1 Grade Level Behind”; 28% at “2 Or More Grade Levels Behind. Currently in Math, McAvinnue has 23% of students “At Or Above Grade Level; 50% at “1 Grade Level Behind” 27% “2 Or More Grade Levels Behind.

When looking deeper into the Reading data, it is noted that McAvinnue possesses strengths in high frequency words, phonological awareness, and phonics. Additionally, it was noted that McAvinnue possesses a weakness in informational text. When looking deeper into the Math data, it is noted that McAvinnue possesses a strength in numbers and operations, algebraic thinking. Additionally, it was noted that McAvinnue possesses a weakness in measurement/data and geometry.

In examining our Mid-Year iReady Assessment data, it is noted that the number of students in Tier 1 and Tier 3 at every grade level has increased (Tier 1) or decreased (Tier 3). The majority of the students in Tier 2 also decreased at most grade levels with the exception of a few grade level outliers in Reading and Math. These grade level outliers did show growth in Tier 1 student performance and a reduction in Tier 3 student performance. It seems that students are progressing through each of the tiers in a desirable manner.

When examining the Devereux Student Strength Assessment (DESSA) Winter diagnostic window for McAvinnue, our students were rated in the following categories: Strength - 34%; Typical - 45%; Need - 21%. We saw an increase in students that exhibited “strength” and “typical” when compared to the Fall diagnostic results. The Spring diagnostic window will open in April and will McAvinnue to have a full picture as to the social emotional needs of our students. We will continue to use this data to develop our Social Emotional Learning (SEL) student skills building groups.

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

When examining data obtained from the HALS Dashboard, McAvinnue has relative strengths in School Culture especially Relationships, Students' Sense of Belonging Physical Safety, and Student Teacher Relationships. Leadership was another area of strength and the School Leadership subsection was an area in the survey that scored in the approval category. Teachers indicated that they demonstrate effective practices and are part of a professional community.

Areas of particular strength for our McAvinnue continue to lie in the performance of our early childhood students. These students are showing the highest level of growth for both overall Reading and Math performance. McAvinnue's overall student enrollment continues to be down during the 2023-2024 academic school year when compared to the previous academic school years. This continues to yield smaller class sizes at McAvinnue in all grade level classrooms (Kindergarten average class size - 20; Grade 1 average class size - 20; Grade 2 average class size - 21). The smaller class sizes allow for an increase in targeted interventions that are identified for these students are helping to show solid gains. Reading and Math Intervention, Leveled Literacy Intervention, Lexia, iReady, ST Math, and F&P paired with specialized instruction in English Language Learners (ELL) and Special Education (SPED) services are providing students with the skills that they need to show success. It is noted that our Grade 3 and Grade 4 students are displaying good “annual typical growth” in Reading and Math with more traditional class sizes.

Additionally, the small classroom sizes paired with our continuation of our robust and targeted intervention program has truly supported those students that require additional attention due to identified core deficits that have impacted overall growth and progress. This is the second year of developing, training, and utilizing specific interventions to target identified deficits, our intervention tutor team continues to do an outstanding job. We are eager to push forward with this intervention model during the 2024-2025 academic school year and anticipate even greater success with our students. It is noted that all 8 of our Instructional Tutors have agreed to return for the 2024-2025 academic school year. This continuity will yield tremendous opportunities for increased gains for our students.

Another area where our students continue to make great gains is in English Language Proficiency. We continue to make measurable progress when viewing interim assessments including iReady data. However, there is still a gap in the achievement scores of our ELL students when compared to other students at McAvinnue. Current iReady diagnostic data has revealed that many of our EL students are making expected growth. However, there is still room for improvement. While it has been extremely beneficial to have the additional ELD teacher at McAvinnue, there is still a need for additional support for our ELL students. With a potential increase in our ELD teaching positions (3 to 4) McAvinnue will have an enhanced opportunity to support all 3 levels of ELL development at McAvinnue (Newcomer; Intermediate; Advance) daily through small group instruction and direct classroom support. We are hopeful to secure this additional position for the 2024-2025 academic school year.

McAvinnue continues to see limited gains and long-term growth for our Special Education students. The data, however, is difficult to delineate in some cases due to the small population size of our students with Individualized Education Plans at some grade levels and the transiency of this group from year-to-year, not allowing growth to be measured.

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

2.4 School Strengths and Notable Achievements 2025-2026

2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026
1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

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

2.7 School Strengths and Notable Achievements 2026-2027
2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027
1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
Leadership, Shared Responsibility, and Professional Collaboration Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	Intentional Practices for Improving Instruction – Engaged Learning School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Student-Specific Supports and Instruction to All Students Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	School Climate and Culture Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
<ul style="list-style-type: none"> • <i>PLC Vertical Working Groups</i> • <i>School Site Council (SSC)</i> • <i>Instructional Leadership Team (ILT)</i> • <i>Before, After, Summer School Programming</i> • <i>Increase opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making.</i> 	<ul style="list-style-type: none"> • <i>Ongoing Technology Integration</i> • <i>Grade Level Planning & Goal Development</i> • <i>Interim Assessment Development</i> • <i>Ongoing ELA & Math Targeted Professional Development (Phonics & Eureka Squared Math)</i> 	<ul style="list-style-type: none"> • <i>Intervention Support Groups For Students</i> • <i>Specific Intervention Programs To Support Determined Student Deficits</i> • <i>Ongoing ST Math Implementation</i> 	<ul style="list-style-type: none"> • <i>Positive Behavioral Intervention & Supports (PBIS) Tier I, Tier II, and Tier III</i> • <i>Open Circle</i> • <i>DESSA Screener</i> • <i>Social Emotional Skills Groups</i> • <i>Social Emotional Student Support Services</i> • <i>Introduce and analyze the district-designed process to determine and counteract biases in supplemental curriculum materials.</i>

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP:

The McAvinnue Elementary School has increased family and community engagement through asset-based views of families' cultures.

Performance Objectives:

Year 1: *Establish a Family and Community Engagement Committee (FACE)*

Year 2: *Implement Family Engagement Workshops*

Year 3: *Evaluate and adjust strategies to measure the effectiveness of the asset-based workshops and identify areas for improvement*

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. <i>Form a Family and Community Engagement Committee (FACE) include representatives from diverse backgrounds, parents, community members, school staff, and administrators.</i>	SY 24/25	Leadership Team; Teachers; Parent Liaison; McAvinnue Parent Community; Lowell Community Groups
2. <i>Administer surveys or conduct interviews with a sample of families identify strengths, resources, and cultural assets within the school community</i>	SY 24/25	Leadership Team; Teachers; Parent Liaison; McAvinnue Parent Community; Lowell Community Groups
3. <i>Create a school-based plan for engaging families and leveraging their cultural assets to support students</i> <ul style="list-style-type: none"> - <i>Plan Goals</i> - <i>Identify target population(s)</i> - <i>Strategies/ Workshops Themes (attendance, school-based supports, community resources, etc.)</i> 	SY 24/25	Leadership Team; Teachers; Parent Liaison; McAvinnue Parent Community; Lowell Community Groups; CLSP District Team
4. <i>Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths.</i>	SY 25/26	Leadership Team; Teachers; Parent Liaison; McAvinnue

<ul style="list-style-type: none"> - <i>Family Circles</i> - <i>Family Nights</i> - <i>ELPACs</i> 		<i>Parent Community;</i> <i>Lowell Community</i> <i>Groups; CLSP</i> <i>District Team</i>
5. <i>Assess the impact of target intervention using surveys or interviews with a sample of families to identify areas of strength and need. Continue to offer workshops for incoming families.</i>	SY 26/27	<i>Leadership Team;</i> <i>Teachers; Parent</i> <i>Liaison; McAvinnue</i> <i>Parent Community;</i> <i>Lowell Community</i> <i>Groups; CLSP</i> <i>District Team</i>
Intended Outcomes & Monitoring System		Key Performance Indicators
1. <i>Enhanced Collaboration</i> <ul style="list-style-type: none"> - <i>Regular meetings of the FACE committee to discuss progress, share updates, and address challenges.</i> 	<ul style="list-style-type: none"> ● <i>Monthly or quarterly FACE meetings</i> ● <i>Meeting Attendance Rate</i> ● <i>Diversity representation</i> ● <i>Action completion</i> ● <i>Feedback and reflection</i> 	
2. <i>Increased Family Involvement</i> <ul style="list-style-type: none"> - <i>Track metrics related to family involvement, such as attendance at school events, participation in parent-teacher conferences, participation in volunteer activities, SSC, ELPACs, PTG Meetings.</i> 	<ul style="list-style-type: none"> ● <i>Percentage of families attending events/workshops,</i> ● <i>Percentage of attendees by language dominance</i> ● <i>Percentage of attendees by grade level</i> ● <i>Feedback and satisfaction surveys</i> 	
3. <i>Increased Parental Skills and Knowledge</i> <ul style="list-style-type: none"> - <i>Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school.</i> 	<ul style="list-style-type: none"> ● <i>Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend</i> ● <i>Conduct post-workshop surveys by</i> 	

	<p><i>language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels.</i></p> <ul style="list-style-type: none"> • <i>Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.</i>
<p>4. Strengthened Partnerships</p> <ul style="list-style-type: none"> - <i>Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support.</i> 	<ul style="list-style-type: none"> • <i>Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics</i> • <i>Monitor data growth on survey results and feedback from families to identify strengths, weaknesses, and opportunities for improvement in communication practices.</i> • <i>Measures of frequency of communication, response rates, and events attendance.</i> • <i>Percentage of interactions between the school and families. (newsletters, emails, phone calls, social media posts, and in-person meetings)</i>

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:

The McAvinnue Elementary School will refocus internal teams to elevate instructional discourse, data analysis, and strategic planning to ensure student academic achievement is the primary focus of professional collaboration. The internal teams include ILT, Social Emotional Learning (SEL), Attendance Team, School Culture (ELA), and Family Engagement (FACE).

Performance Objectives:

Year 1: *The McAvinnue Instructional Leadership Team (ILT) trained in collecting, analyzing, and using data to inform instruction, intervention, and other school initiatives. CPT agendas are reviewed and standardized in collaboration with the LPS curriculum department for all teams. Objective is to include student data analysis, planning and action step components.*

Year 2: *All McAvinnue grade level teams improve data analysis skills.. Team members directly collect and inform colleagues about instructional data and analysis. Teams support progress monitoring at the classroom level.*

Year 3: *McAvinnue's Instructional Leadership Team (ILT) analyzes three years of data to analyze areas of strength and opportunity, and to plan school-wide goals and initiatives for the 2027-2028 academic school year.*

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Create specific objectives for all McAvinnue teams for the 2024-2025 academic school year.	August 2024	Principal, Literacy Specialist, Math Resource Teacher, Assistant Principal, Social Workers, Lead ELL Teacher
2. Populate meeting calendar and plan objectives for each internal		Principal,

<i>team meeting for the 2024-2025 academic school year. All meetings are pre-scheduled and each meeting connects to a relevant data source for analysis when applicable.</i>	<i>September 2024</i>	<i>Literacy Specialist, Math Resource Teacher, Assistant Principal, Social Workers, Lead ELL Teacher</i>
<i>3. Working agendas developed for Common Planning Times (CPT) are reviewed and will include regular data analysis opportunities. CPT agendas aligned to reflect priorities outlined in McAvinnue’s Quality Improvement Plan (QIP)</i>	<i>September 2024</i>	<i>Principal, Literacy Specialist, Math Resource Teacher, Assistant Principal, Social Workers, Lead ELL Teacher</i>
<i>4. Provide professional development for ILT, Attendance, and SEL team members to effectively use Open Architects.</i>	<i>September 2024</i>	<i>Principal, Literacy Specialist Math Resource Teacher</i>
<i>5. Review and select protocol(s) for a consistent approach to analyzing data.</i>	<i>September 2024</i>	<i>Internal Teams</i>
<i>6. Use selected protocols to analyze school data, inform decision-making, and to plan instruction</i>	<i>May 2024</i>	<i>Internal Teams</i>
<i>7. Develop and create specific goals for the 2025-2026 academic school year.</i>	<i>June 2024</i>	<i>Internal Teams</i>
Intended Outcomes & Monitoring System		Key Performance Indicators
<i>1. Common Planning Times (CPT) working agendas reflect a consistent structure that indicates collaborative input. HALS Measure 1B-2 Support for Teaching, Development and Growth increase from 2023-2024 measurement.</i>		<i>HALS Data Dashboard; CPT Working Agendas</i>
<i>2. All of McAvinnue internal teams indicated above are proficient with data analysis and are able to disseminate findings that impact instruction and enhance student outcomes.</i>		<i>Evidence generated from working group sessions (notes and end products); Internal Team Survey; McAvinnue’s Annual Needs Assessment Indicators</i>

Section 4: Action Plans and Targeted Initiatives

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

The McAvinnue Elementary School will intentionally plan and implement Tier I instruction to use best practices related to building language with a focus on vocabulary development.

Performance Objectives:

Year 1: When completing visits to classrooms utilizing the district-identified walkthrough tool will show that best practices related to speaking, listening, and vocabulary development, will be present in classes 80% of the time.

Year 2: When completing visits to classrooms utilizing the district-identified walkthrough tool will show that best practices related to reading, writing, and vocabulary development, will be present in classes 90% of the time.

Year 3: When completing visits to classrooms utilizing the district-identified walkthrough tool will show that best practices related to speaking, listening, reading, writing, and vocabulary development, will be common practice 100% of the time.

Action Steps	Date for Targeted Completion	Responsible Person(s)
<i>1. Teachers and administrators will work together to learn and implement Tier I language supports for speaking, listening, and vocabulary.</i>	<i>SY 24-27</i>	<i>All Faculty</i>
<i>2. Staff will review and understand, and use content and language objectives in their lesson planning and development</i>	<i>SY 24-27</i>	<i>All Faculty</i>
<i>3. Data will be analyzed to target language and content goals for all students</i>	<i>SY 24-27</i>	<i>All Faculty</i>
<i>4. Teachers and administrators will work together to learn and implement tier I language supports for reading, writing, and vocabulary.</i>	<i>SY 24-27</i>	<i>All Faculty</i>

Intended Outcomes & Monitoring System	Key Performance Indicators
<i>1. Lessons will contain identifiable content and language objectives.</i>	<i>Walkthrough Tool Data</i>
<i>2. Teachers will use the district-identified Tier 1 language practices in all lessons.</i>	<i>Walkthrough Tool Data</i>
<i>3. Fifty percent of the students will increase one level as measured by ACCESS Speaking and Listening Scores.</i>	<i>Annual ACCESS Test Scores</i>
<i>4. Behavioral, emotional, and cognitive engagement will increase to the ideal rating on the HALS Dashboard (4.51 rating). The measure will increase .20 points for three consecutive school years.</i>	<ul style="list-style-type: none"> <i>HALS Dashboard Annual Results</i>

Section 4: Action Plans and Targeted Initiatives

4.4 Goal 4- Student-Specific Supports and Instruction to All Students: The McAvinnue Elementary School will continue to enhance and implement a Multi-tiered System of Support (MTSS) to assist all students in attaining grade-level standards.		
<u>Performance Objectives:</u> <u>Year 1:</u> Continue to enhance the structures, content, data systems, and intervention curricula used to help all students attain grade-level standards with the support of school administration and coaches. <u>Year 2:</u> Continue to refine and implement the structures, content, data systems, and intervention curricula used to support all students in attaining grade-level standards with the support of school administration and coaches. <u>Year 3:</u> The MTSS system will continue to be embedded within the school culture with an asset-based view of all students and implemented independently from teachers and coaches without Administrative support.		
Action Steps	Date for Targeted Completion	Responsible Person(s)
<i>1. Continue to enhance TCI and TAT interventions appropriate for students' grade levels and developmental needs</i>	<i>SY 24-27</i>	<i>Administration; Teachers;</i>

		<i>Instructional Coaches; Intervention Staff</i>
<i>2. Continue to explore Tier II Literacy and Math interventions at all grade levels in addition to the platforms that are already being utilized.</i>	<i>SY 24-27</i>	<i>Administrators; Instructional Coaches</i>
<i>3. Create structures to analyze and group students in interventions based on data</i>	<i>SY 24-27</i>	All Faculty
<i>4. Continue to explore Special Educators Tier III interventions that can be implemented to support increased academic outcomes.</i>	<i>SY 24-27</i>	<i>Special Education Faculty; Administrators; Instructional Coaches</i>
Intended Outcomes & Monitoring System		Key Performance Indicators
<i>1. Intervention implementation will lead to 25% fewer special education referrals</i>		<i>Special Education Referral Data</i>
<i>2. The implementation of Tier II support systems will reduce the number of students identified as two or more grade levels below 40% by year three (SY 25 - 20%, SY 15% - 5%, SY 27).</i>		<i>iReady EOY Data (Reading & Math)</i>
<i>3. Intervention implementation will lead to 25% fewer TAT requests.</i>		<i>TCI/TAT Data (X2)</i>

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

The McAvinnue Elementary School will foster a safe, supportive, and responsive environment that will create a sense of belonging for all students.

Performance Objectives:

Year 1: Continue to have 100% of teachers trained in Open Circle curriculum to increase shared ownership of implementation with fidelity across the school setting that met the expected lesson implementation (2 days per week).

Year 2: Expand implementation of restorative practices across the school setting, utilizing restorative practices in 25% or more of student behavioral incidents.

Year 3: Expand implementation of restorative practices across the school setting, utilizing restorative practices in 40% or more of student behavioral incidents.

Action Steps	Date for Targeted Completion	Responsible Person(s)
<i>1. Professional development for teaching faculty (Open Circle, restorative practices)</i>	<i>September October 2024</i>	<i>Open Circle District Trainers; Social Workers; SEL Team; Principal</i>
<i>2. Common visuals and language posted/utilized throughout the school building (in multiple languages)</i>	<i>December 2024</i>	<i>SEL Team; Principal</i>
<i>3. Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations for conflict resolution.</i>	<i>March 2025</i>	<i>SEL Team; Social Workers; Principal McAvinnue Faculty</i>
<i>4. Assess the impact of the implementation of targeted practices through the analysis of student incident reports related to behavioral incidents.</i>	<i>June 2025</i>	<i>SEL Team; Social Workers; Principal</i>
Intended Outcomes & Monitoring System		Key Performance Indicators

1. <i>Decreased conduct referrals for defiance, disrespect, disorderly/disturbed (key performance indicators) by 10%.</i>	<i>Incident Reports; OA Behavior Referral Data</i>
2. <i>Consistent implementation of Open Circle curriculum</i>	<i>Ensure McAvinnue’s Master Schedule includes two Open Circle lessons per week (Tuesday and Thursday)</i>
3. <i>Increase student emotional safety rating on HALS survey</i>	<i>HALS Data Dashboard</i>
4. <i>Student self-report data on HALS survey</i>	<i>HALS Data Dashboard</i>

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		

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=01600010&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600010&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600010&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/3210
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.
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	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	<p>The district provides multiple opportunities for district and school administrators, staff , parents and the community to meet to determine the most advantageous ways to coordinate federal, state and local services and programs.</p> <p>Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework.</p> <p>District and School ILT (Instructional Leadership Teams) meet to review priorities and measure progress towards goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability and Adult Education administrators.</p>