

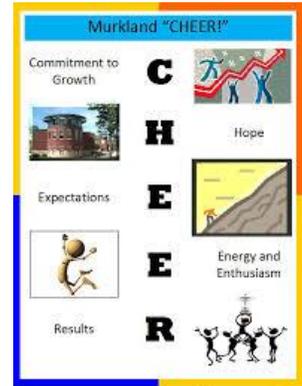


**Murkland Elementary School**  
**Quality Improvement Plan**  
**2024 - 2027**

**Section 1: Executive Summary Information**

1.1 School Leadership	1.2 School Site Council Members	
<p><b>Kevin Andriolo - Principal</b>  <b>Doug St. Lawrence - Assistant Principal</b></p>	<p><i>Parent Representatives</i></p> <p><b>Zelika Henry*</b>  <b>Na Vi Lam</b>  <b>Angie Paradise</b></p>	<p><i>Teacher Representatives</i></p> <p><b>Roxanne Desmarais</b>  <b>Debra Rich</b>  <b>Katelyn Walsh</b></p>
1.3 Mission	1.4 Core Values	
<p>Murkland School staff are dedicated professionals, united in the belief that knowledgeable teachers can empower all students to excel. We prepare students for success in middle school and beyond, prioritizing both content mastery and student-centered learning. Through collaborative lesson study and attentive response to student needs, we foster an environment where questions are encouraged and learning is personalized. Our success hinges on our collective effort, characterized by open communication and shared accountability.</p>	<ul style="list-style-type: none"> <li>▪ A high-quality education is a fundamental civil right of every child we serve.</li> <li>▪ Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.</li> <li>▪ Parents are our partners. They are our students' first teachers in the home.</li> <li>▪ Every adult in our school 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.</li> <li>▪ Eliminate the racial, ethnic, and linguistic achievement and opportunity gaps among all students.</li> <li>▪ Engage all families with courtesy, dignity, respect, and cultural understanding.</li> </ul>	
<p><b>1.5 Vision</b></p>	<p><b>We ask our students to show their Murkland PRIDE</b></p>	<p><b>As a staff, we embrace Murkland CHEER every day.</b></p>

The Charlotte M. Murkland School community strives to educate the whole child intellectually, emotionally, culturally, socially, and physically by offering rich and engaging instruction in a safe, respectful, and caring environment. Our students and staff strive to be independent thinkers and life-long learners. We believe that collaboration among school, home, and community is essential in ensuring students meet our high academic and behavioral standards and achieve their fullest potential.



## Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth (2024-2025)

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

Students are showing strong growth in both ELA and Mathematics. Just about halfway through the 2023-2024 School Year, are about 75% toward their targeted annual progress.

### 2.2 School Data Profile 2024-2025

The Charlotte M Murkland School is located in the Acre neighborhood of Lowell, MA. It is one of 14 elementary schools in the Lowell School District. We are a public school serving 465 students and their families in grades pre-kindergarten through four.

Enrollment by Race/Ethnicity	Selected Subgroup Populations
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	Title
Race	First Language
African American	English Language
Asian	Low-income
Hispanic	Students With Disabilities
Native American	High Needs
White	
Native Hawaiian, Other Pacific Islander	
Multi-Race, Non-Hispanic	

**Overall classification** Not requiring assistance or intervention

**Reason for classification**

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	47

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
	District	State	District	State	District	State	District	State	District	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	22	44	1	7	21	37	66	40	12	16	68	100	488	N/A	N/A
GRADE 03 - MATHEMATICS	38	41	6	8	32	33	47	39	15	20	68	100	493	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	34	40	4	5	30	34	44	43	21	17	90	100	489	52	85
GRADE 04 - MATHEMATICS	42	45	12	8	30	37	47	37	11	18	90	100	497	60	85
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	29	42	3	7	26	35	54	39	17	19	158	100	488	52	85
GRADES 03 - 08 - MATHEMATICS	41	41	9	7	31	33	47	41	13	18	158	100	495	60	85

### 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?

During 2022-2023 we prioritized the following:

Math and ELA	<i>We worked to integrate the Eureka 2.0 curriculum into practice. In ELA, all teachers worked to refine their differentiation in ELA by enhancing our Reader's Workshop block to promote additional student independence. This focus zoomed in on independent reading (and supporting that work via reading conferences), and guided reading. Teachers reflected on these practices multiple times during the school year and archived successes to be leveraged in future years.</i>
EL	We monitored EL students by conferring, progress monitoring, and observations. From this monitoring, we adjusted our practice and small reading groups to best respond to student needs. These monitoring meetings included Common Planning Time, Data Summit Meetings, and EL Team Meetings.
Professional Culture	This year, teachers actively participated in an ELA, math, and/or MLL coaching cycle. In addition, grades K - 4 successfully worked to maximize learning and vertical alignment in our Reader's Workshop block via participating support from an outside provider. Best practices from this work after leveraged for future years.
CLSP	<i>This year we continued our effort to ensure new resources are bias-free and appropriately reflect all learners. Our new reading resources (shared reading collections, guided reading book sets) supported this work. This work has led to the habit of consistently vetting materials to support our bias-free curriculum.</i>
Attendance	<i>We continue to see that strong student engagement strategies—that provide access to our rigorous academic curriculum— help support stronger student attendance. In addition, we modified our attendance team to consistently problem solve with all families to support daily attendance. We also created a vacation program via collaborating with the attendance office to support students in making up days of learning.</i>

#### 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?

Math	ELA	MLL
<p>Mid-year data suggests that 74% of students have made moderate to very high growth (40-100+% of their iReady target) between the first and second diagnostic assessments. iReady data indicates that the areas of Number and Operations and Algebra and Algebraic Thinking continue to be strengths for our students.</p> <p>iReady data indicates that our overall achievement data is similar to years past and aligned with the district. However, we are looking to increase achievement data and have created a goal around embedding the best of Murkland mathematics with the best of Eureka 2.0. This will be a major focus over the coming years.</p>	<p>Mid-year data shows that over 71% of students are showing growth in reading, with our highest growth in grades 3 and 4, where 87% of students at those grades have already met their annual growth target (from mid-year assessment results).</p> <p>Our lower grades have put a greater emphasis on a systematic approach to phonics instruction and phonemic awareness. However, growth data is not in line with previous year's data. We plan to dig deeper into the Reader's Workshop model to support the entire reader.</p>	<p>Late mid-year data shows that 44% of our English learners in K - 4 scored an overall proficiency level of 1 either on the WIDA Screener or the ACCESS for ELs. 10% of those students who scored a level 1 are new to the country this year. 42% of our MLLs scored an overall proficiency level of either a 2 or 3.</p> <p>With a large number of MLLs working to gain English proficiency, we will continue to focus on building students' listening and speaking proficiency which will lead to increased vocabulary and reading comprehension along with increased understanding in other content areas. When planning math and ELA lessons teachers will consider vocabulary that students need to be successful and will take steps to support students in gaining this vocabulary. The Multilingual learner team along with the classroom teachers will shelter instruction and provide opportunities for active listening in all areas. The MLL team will continue to progress monitor MLLs across the academic year and seek intervention or other supports for those in need.</p>

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

Based on the mid-year iReady data, our fourth-grade students have demonstrated the highest percentage of students who have met their growth targets. This consistent trend underscores the correlation between the duration of students' enrollment at Murkland and their likelihood of experiencing significant growth. Notably, our current grade 4 students have benefited from the Murkland created math modules only. They also did not have a scripted phonics program, but rather a differentiated phonics program. These findings provide support for the strategic decisions we are making regarding our three-year goals. In both mathematics and English language arts (ELA), where we have determined that integrating the strengths of our standards-based, differentiated methodology with the best of scripted curricula.

**Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth (2025-2026)**

**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 (2026-2027)

### 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

<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Student-Specific Supports and Instruction to All Students</b>	<b>School Climate and Culture</b>
Collective, distributed leadership structures and practices are apparent	School leadership has identified a clear instructional focus and shared expectations for instructional best practices that	Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and	Provide human and financial resources to support high quality, engaged learning.

<p>throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p>address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
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**3.2 School Strategic Goals and Initiatives**

<p>Murkland Grade Level Teams have a shared ownership of school goals and meet weekly.</p> <p>Murkland School's Instructional Leadership Team has a collective responsibility for improving student achievement and meets to review initiatives and determine next steps.</p>	<p>Murkland School's Integrated Leadership Team (ILT) meets weekly to identify clear instructional foci and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs.</p> <p>Murkland administrator observations lead to constructive, teacher-specific feedback, support, and professional development.</p>	<p>Murkland Staff use formative, benchmark, and summative assessments to identify students' individual academic needs.</p> <p>This results in staff providing student-specific interventions, enrichment, and support.</p>	<p>Murkland Staff will utilize "Responsive Classroom" to foster a positive school climate where students develop a shared ownership of this classroom community and their learning.</p> <p>Murkland Staff will actively engage in open and respectful communication with families through weekly phone calls from admin to all families, Remind/Dojo messages, and emails, fostering a collaborative partnership between home and school.</p>
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**Section 4: Action Plans and Targeted Initiatives - CLSP Goal**

<p><b>4.1 Goal 1- CLSP: To support all learners to see that activities are personally meaningful by enhancing the level of student engagement in tasks and activities at the Murkland.</b></p>
<p><u><b>Performance Objectives:</b></u></p>

**Year 1:** Grade level teams will pilot three strategies identified from a Book Club focused on "Engaging Students: The Next Level of Working on the Work." Each strategy will be implemented across classrooms per grade level for each term. The effectiveness of these strategies will be reflective in the growth of the "Demonstrates effort and perseverance" portion of the report card.

**Year 2:** Grade level teams will expand upon the successful engagement strategies identified in Year 1, extending implementation across all content areas. This expansion will be supported by targeted professional development sessions for teachers, emphasizing a deeper understanding and application of the Schlechty Center on Engagement framework. Concurrently, data collected from Year 1 implementation will be analyzed to pinpoint areas for enhancement and refinement in student engagement, while fostering partnerships with parents, community members, and experts to enrich learning experiences.

**Year 3:** Will ensure an embedding of engagement strategies into the school's culture and practices, ensuring sustainability and integration. Continuous evaluation and adjustment of strategies, coupled with exploration of differentiation and personalization approaches, will further enhance student engagement and achievement. Peer learning communities will provide collaborative spaces for teachers, while celebrating successes and showcasing exemplary student work will affirm the school's commitment to nurturing engagement and academic excellence.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Conduct a needs assessment to identify areas for improvement in student engagement and motivation.	September 2024	Admin and Classroom Teachers
2. Establish a Book Club focused on "Engaging Students: The Next Level of Working on the Work" to explore innovative strategies.	September 2024	All staff
3. Pilot three engagement strategies identified from the Book Club in select classrooms and implement pre- and post-implementation surveys and data collection tools to measure impact.	June 2025	Admin and all teaching staff
4. Expand successful engagement strategies to all grade levels and subject areas, provide targeted professional development, foster partnerships, and establish peer learning communities.	June 2026	Admin and all teaching staff
5. Develop a sustainability plan to maintain and enhance effective engagement strategies into school culture.	June 2027	Admin and all teaching staff

Intended Outcomes & Monitoring System Sample	Key Performance Indicators
1. Increased Student Engagement: Students across all grade levels demonstrate higher levels of engagement, as evidenced by increased participation, enthusiasm, and investment in learning activities.	Report Card data will show that 50% of students who received a "sometimes" or below rating in term 1 increased that ratings by at least one level by term 3.
2. Increased overall student attendance rate and a decrease in chronic absenteeism rate.	School attendance data rate, displayed in state accountability profile will increase by 0.5% annually and chronic rate will decrease 0.5% annually.

3. Improved Academic Performance: There will be measurable improvement in student academic performance, including students achieving growth targets on iReady Benchmark Assessments.	iReady will show the median amount of annual typical growth will be 100% or higher.
4. Strengthened School Culture: The school culture becomes more supportive of student engagement, academic success, and cultural and linguistic diversity, characterized by a shared commitment to nurturing student motivation, creativity, critical thinking skills, and affirming diverse cultural and linguistic identities.	<b>Student Emotional Survey in HALS Survey will show in increase from 3.94 to above 4.0.</b>

**Section 4: Action Plans and Targeted Initiatives - Leadership, Shared Responsibility, and Professional Collaboration**

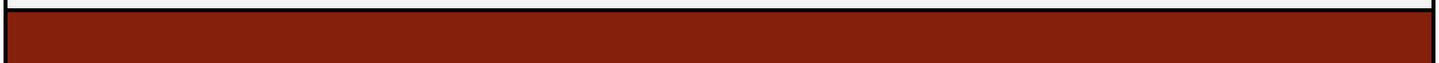
<p><b>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration:</b>          To integrate the strengths of the Murkland math approach, emphasizing standards-based instruction and flexible curriculum design, with the benefits of the Eureka 2.0 math curriculum, fostering deep conceptual understanding and coherence, to enhance student learning and mastery of mathematical concepts.</p>		
<p><u>Performance Objectives:</u></p> <p><b>Year 1:</b> Implement an integration of the Murkland math approach and Eureka 2.0 math curriculum, focusing on aligning instructional strategies and resources with priority standards. Complete this with all Eureka Modules.</p> <p><b>Year 2:</b> Refine the integration of Murkland and Eureka 2.0 math approaches through ongoing collaboration among teachers, and the math coach. This work will include the enhancement of anchor charts and a thorough approach at maximizing the use of academic language in all modules.</p> <p><b>Year 3:</b> Achieve full integration of the Murkland math approach and Eureka 2.0 math curriculum, ensuring seamless alignment between standards-based instruction and curriculum resources. Continuously monitor and adjust implementation strategies to optimize student engagement and conceptual understanding.</p>		
<p><b>Action Steps</b></p>	<p><b>Date for Targeted Completion</b></p>	<p><b>Responsible Person(s)</b></p>
<p>1. Complete the process of integrating the best of Murkland with the best of Eureka 2.0 for first modules</p>	<p>August 2024</p>	<p>Math Coach/ Teachers</p>
<p>2. Complete the process for all math modules, for grades K - 4</p>	<p>June 2025</p>	<p>Math Coach/ Teachers</p>
<p>3. Identify areas of opportunity to zoom in on and enhance and target those areas</p>	<p>June 2026</p>	<p>Math Coach/ Teachers</p>

4. Identify opportunities to maximize the use of academic language and develop strategies to support students with accessing this language.	June 2026	Math Coach/ Teachers
5. Fully refine the modules so all contain student-appropriate anchor charts, proper academic language, and clear learning continuums.	June 2027	Math Coach/ Teachers
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Improved student mastery of mathematical concepts, evidenced by performance on assessments aligned with priority standards.	Priority standards (as evident from teacher surveys after data analysis), will increase annually by an average of 5% on our end of module assessments, with SY23/24 Module/Topic Ticket Data being the baseline.	
2. Enhanced teacher collaboration and professional growth, demonstrated by increased shared understanding of instructional strategies, effective use of academic language, and utilization of anchor charts.	CPT agendas, PLC agendas, coaching cycles, teacher reflections on PD, and surveys.	
3. Greater coherence and consistency in math instruction across grade levels, indicated by alignment of curriculum resources, instructional practices, and student learning experiences.	Analysis of student performance data to identify trends and areas for improvement	
4. Response to intervention and enrichment for students with tier 2 and tier 3 needs, and students who are above grade level, facilitated by an enhanced understanding of standards and proactive/reactive identification of student needs. This included the implementation of a systematic intervention structure to provide about 30 minutes of RTI math daily.	Summative math data will show growth. Students will increase their problem solving skills (OA standard at each grade). In particular, over the previous three years of MCAS data, students have scored an average of 38% on the OA problem solving standard. Our goal is to increase this by 25% over the next three years (to 47%).	

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

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

Enhance a lesson study program focused on improving instruction and promoting engaged learning across all grade levels. Through ongoing collaboration and professional development, teachers will systematically unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits over the course of three years.



**Performance Objectives:**

**Year 1:** Establish horizontal team collaboration within grade levels, focusing on two ELA and two math lesson studies. Teachers will work collaboratively to unpack learning standards, develop targeted lessons, reflect on evidence of student learning, and identify transferable habits to enhance instructional practices.

**Year 2:** Continue horizontal team collaboration within grade levels, but with different standards. Two ELA and two math lesson studies will be conducted, building upon the work from Year 1. Teachers will continue to refine their instructional practices, deepen their understanding of standards, and incorporate lessons learned from the previous year.

**Year 3:** Transition to vertical lesson studies, fostering collaboration between adjacent grade levels. Teachers from, for example, Grade 3 will work with teachers from Grade 4, and so on. This vertical collaboration will facilitate cross-grade alignment, promote continuity in instruction, and further enhance student learning outcomes.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Identify standards via a Needs Assessment and data analysis and create a schedule for all teams to participate in four Lesson Studies	August, 2024	Admin/ILT
2. Develop a protocol/lesson planning template and conduct Lesson Studies	June 2025	Admin/ILT
3. Review formative/summative data, Lesson Study reflections, and a needs assessments to determine standards of focus for the next school year. Create a schedule and conduct Lesson Studies	June 2026	Admin/Coaches/Teachers
4. Review formative/summative data, Lesson Study reflections, needs assessments, and vertical trends to determine standards of focus for the next school year. Create a schedule and conduct Lesson Studies	August, 2026	Admin/Coaches/Teachers
5. Develop a protocol/lesson planning template and conduct Vertical Lesson Studies	June 2027	Admin/Coaches/Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Achieve measurable improvements in student achievement on the targeted ELA and math standards compared to historical results. This outcome will indicate the effectiveness of the lesson study program in enhancing instructional practices and promoting student learning.	Regular formative and summative assessments, specifically isolating standards of focus during Lesson Study. Standards should show an alignment and likely positive increase to historical averages.
2. Foster a culture of collaboration and professional learning among teachers within and across grade levels. By engaging in collaborative lesson study activities, teachers will deepen their understanding of standards, share best practices, and collectively address instructional challenges.	Lesson Study planning template and archived lessons/reflections
3. Ensure greater alignment between grade levels and subject areas by integrating lesson study practices vertically. Through vertical collaboration, teachers will align curriculum, instruction, and assessment practices, promoting consistency and coherence in student learning experiences.	Lesson Study planning template and archived lessons/reflections
4. Identify and cultivate transferable instructional practices that can be applied beyond the lesson study	Qualitative teacher reflections will

process. Teachers will gain insights into effective teaching strategies, assessment techniques, and differentiation methods that can be adapted and implemented in various instructional contexts.

indicate specific habits that have been enhanced.

### Section 4: Action Plans and Targeted Initiatives

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

To leverage the strengths of the Murkland ELA Tier 1 - Tier 3 approach, with a particular focus on standards-based instruction, utilizing the comprehensive framework of Calkins Units of Study, while incorporating key elements from Fountas and Pinnell Classroom to enrich student mastery of literacy concepts. Additionally, to uphold an adaptive approach that caters to the diverse needs of all learners through targeted small group or individual instruction, ensuring equitable access and personalized support for every student's literacy development.

#### Performance Objectives:

**Year 1:** Implement an integration of standards-based and research-based materials for teaching reading and word study (*Calkins Units of Study, Foundations*, and elements of *F&P Classroom* curriculum), focusing on aligning instructional strategies and resources with district priority standards to enhance the Murkland ELA approach. Complete this with all reading units of study on the district curriculum calendar. This integration of instruction in tiers T1, T2 and T3 will include the language and vocabulary needs of all students, including MLLs, students on IEPs, and those who are above grade level to ensure they receive the support necessary.

**Year 2:** Refine the integration of reading materials through ongoing collaboration among teachers and the literacy coach/specialist. This work will include the enhancement of anchor charts, more refined work around using assessments to inform instruction, and a thorough approach at maximizing the use of academic language in all units of study. Refine work around supporting T1, T2, and T3 instruction to ensure all students receive instruction that responds to their needs.

**Year 3:** Achieve full integration of the standards-based and research-based materials for teaching reading and word study, ensuring seamless alignment between standards-based instruction and curriculum resources. Continuously monitor and adjust implementation strategies to optimize student engagement and conceptual understanding in all tiers of instruction.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Begin the process of integrating standards and research-based ELA curriculum materials for first modules	August 2024	Literacy Specialist/Teachers

2. Complete the process for all ELA units of study, for grade K - 4 and refine work around using assessments to inform instruction	June 2025	Literacy Specialist/Teachers
3. Identify areas of opportunity to zoom in on and enhance and target those areas	June 2026	Literacy Specialist/Teachers
4. Identify opportunities to maximize the use of academic language and develop strategies to support students with accessing this language.	June 2026	Literacy Specialist/MLL Lead Teacher/Teachers
5. Fully refine the units of study so all contain student-appropriate anchor charts, proper academic language, and clear learning continuums.	June 2027	Literacy Specialist/Teachers



Intended Outcomes & Monitoring System	Key Performance Indicators
1. Improved student mastery of ELA concepts, evidenced by performance on assessments aligned with priority standards.	Priority standards (as evident from teacher surveys after data analysis), will increase annually by an average of 20% from pre to post tests.
2. Enhanced teacher collaboration and professional growth, demonstrated by increased shared understanding of instructional strategies, effective use of academic language, and utilization of anchor charts.	CPT agendas, PLC agendas, coaching cycles, teacher reflections on PD, and surveys.
3. Greater coherence and consistency in standards based reading instruction across grade levels, indicated by alignment of curriculum resources, instructional practices, and student learning experiences.	Analysis of student performance data to identify trends and areas for improvement. ACCESS data of MLLs.
4. Response to intervention and enrichment for students with tier 2 and tier 3 needs, and students who are above grade level, facilitated by an enhanced understanding of standards and proactive/reactive identification of student needs. This includes the implementation of a systematic intervention structure to provide about 40 minutes of RTI daily.	Reading data will show that students are growing an average of 12 months annually on F & P Assessments (spring to spring)

## Section 4: Action Plans and Targeted Initiatives

**4.5 Goal 5- School Climate and Culture:** We will enhance the implementation of Responsive Classroom practices to cultivate safe, joyful, and engaging learning environments where students develop both social and emotional competencies alongside academic skills.

Performance Objectives:

**Year 1:** Reintroduce Responsive Classroom practices to all teaching staff through PD and implement an aligned approach in all grade levels that are anchored in best practices to support the whole child. In particular, ensure that Morning Meeting incorporates the strategies to enhance classroom communities and individual growth.

**Year 2:** Further embed Responsive Classroom strategies into daily classroom routines and curriculum planning across grade levels.

**Year 3:** Consolidate Responsive Classroom practices as integral components of the school culture, with ongoing professional development and support.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Conduct refresher/initial training sessions on Responsive Classroom principles and practices for all teaching staff.	August, 2024	Admin/Teachers
2. Provide professional resources, including the newest editions of <u>The Morning Meeting Book</u> (fifth edition published in 2023) and Responsive Classroom Literature to support PLC work.	September, 2024	Admin/Teachers
3. Foster collaboration with families through workshops and communication channels to reinforce Responsive Classroom principles at home.	June, 2024	Admin/Teachers
4. Facilitate peer observations and reflection sessions, as needed, to encourage the implementation of Responsive Classroom strategies.	June, 2025	Admin/Teachers
5. Promote “advanced” implementation opportunities for staff via supporting at least one staff member per grade to take the “Elementary Advanced Course Package” for Responsive Classroom	August, 2026	Admin/Teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
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1. Increased teacher proficiency in implementing Responsive Classroom practices, measured through pre- and post-training reflections and classroom observations.	Pre- and post-training surveys, classroom observations
2. Improved student engagement and behavior, evidenced by reduced disciplinary incidents and increased participation in classroom activities.	Chronic absentee data will decrease from previous year level. (at time of writing this, 20% of students for SY24 are chronically absent, this number will reduce in SY25, etc.)
3. Enhanced school climate characterized by a sense of safety, joy, and inclusivity, gauged through staff and student surveys.	Student Emotional Survey in HALS Survey will show in increase from 3.94 to above 4.0.
4. Strengthened partnerships with families, demonstrated by increased involvement in school activities and positive feedback on home-school communication regarding Responsive Classroom practices.	Attendance records from family nights, surveys

**Section 5: Quarterly Progress Monitoring Review**

**5.1 2024-2025 Quarter 1**

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

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

## Section 5: Quarterly Progress Monitoring Review

### 5.2 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	<b>A comprehensive needs assessment of the entire school</b> <a href="https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600080&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600080&amp;orgtypecode=6</a>
2	<b>Schoolwide reform strategies</b> <a href="https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600080&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600080&amp;orgtypecode=6</a>
3	<b>Instruction by highly qualified teachers</b> <a href="https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600080&amp;orgtypecode=6&amp;">https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600080&amp;orgtypecode=6&amp;</a>
4	<b>In accordance with section 1119...</b> Please use this Quality Improvement Plan (QIP) as a response to this section.
5	<b>Strategies to attract highly qualified teachers to high-need schools</b> Teacher Recruitment Fairs Partnerships with UMass Lowell and Fitchburg University Induction Program Mentoring Program Mentee Bonus Course Reimbursement Low cost Masters Program through Fitchburg University Posting on School Spring
6	<b>Strategies to increase parental involvement in accordance with section 1118</b> <a href="https://www.lowell.k12.ma.us/domain/3217">https://www.lowell.k12.ma.us/domain/3217</a>
7	<b>Student Transition Plan</b> The District's Transition Plan is as follows:- The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start.  Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy.

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

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

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