



# Robinson Middle School Quality Improvement Plan 2024 - 2027

## Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p><b>Bridget Dowling- Principal</b>  <b>Carl Derubeis- Assistant Principal</b>  <b>Michael Rossetti- Assistant Principal</b></p>	<p style="text-align: center;"><i>Parent Representatives</i></p> <p><b>Charlotte Bryant</b>  <b>Rebecca Berni</b></p>	<p style="text-align: center;"><i>Teacher Representatives</i></p> <p><b>Tracy Young</b>  <b>Karina Rivera</b></p>
1.3 Mission	1.4 Core Values	
<p>Mission:  The RMS community is inclusive wherein all students are present and are active members of the school community, living, learning, and leading in an environment of strong relationships. Stakeholders from all levels and the entire teaching staff bring their voices together in sculpting the vision for the ongoing success of the school.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>• High Leverage Goal 1: Employ strong collaborative structures that support ALL educators in the use of data to reflect on our practices and make changes to the implementation of our practices to support students.</li> <li>• High Leverage Goal 2: Every educator takes individual and collective responsibility and accountability for themselves and among colleagues in what we teach and how we teach to ensure that all students learn.</li> <li>• High Leverage Goal 3: Build on student assets by engaging students at their readiness level and designing instruction</li> </ul>	<ul style="list-style-type: none"> <li>• A high-quality education is a fundamental civil right of every child.</li> <li>• Teaching and Learning is the core of work.</li> <li>• Families are students' first teachers.</li> <li>• Every adult in the system is accountable for the success of all students; the entire community is responsible for their success</li> <li>• It is a value for all students to not only be kind, compassionate, and have an empathetic heart, they should see themselves as leaders and role models, practice self-reflection and learn from past mistakes in order to continue their personal growth.</li> </ul> <p>This "portrait of a graduate" of RMS is a student who is an effective communicator, critical thinker, team player, leader in the community, and high achiever. In order to support our students towards this portrait, the Robinson community has identified three aspects of the school that we envision:</p> <ul style="list-style-type: none"> <li>• The Robinson Middle School strives for all students to have the educational foundation that propels them into high school and beyond. They can become critical thinkers and problem solvers. They will all understand that being intellectually and emotionally strong is just as important as being physically fit. All students will be able to advocate for</li> </ul>	

<p>(core, intervention, advisory) to move students along standards progressions to mastery.</p> <ul style="list-style-type: none"> <li>High Leverage Goal 4: Create a culture and climate that values all students and their backgrounds and results in engaging and meaningful learning opportunities for all students</li> </ul>	<p>themselves. They can navigate technology and available resources in order to address and seek help with issues along their future journey. They will be able to communicate and collaborate effectively with respect for diversity needed to build awareness in work and in their personal life. With these qualities instilled within each student at the Robinson, students will have a strong work ethic and healthy lifelong relationships.</p>
<b>1.5 Vision</b>	
<p>We envision the Robinson Middle School as a place that functions as a cohesive community of educators, students, and families working together toward common goals. A place where there are open communication channels, feedback is solicited regularly, and the school's goals and objectives are consistently and frequently reinforced through the actions of each member of the school community. Robinson students will be kind, compassionate, and have an empathetic heart. Seeing themselves as leaders and role models, graduates practice self-reflection and learn from past mistakes in order to continue their personal growth. Each Robinson Eagle will depart into our ever-evolving dynamic world as an engaged citizen, exercising civic responsibilities, at local, state, national, and global levels.</p>	

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

<b>2.1 School Strengths and Notable Achievements 2024-2025</b>
<p>During SY 23-24, Robinson students have made significant growth in both ELA and math. According to end of year iready data, 77% of students have made progress toward typical growth targets in math, compared with 100% of students have made progress toward their typical growth target (126% progress) in reading. With these significant gains, a significant amount of students remain 3 or more grade levels below in both reading and math. 44% reading (decreased from 51% in ELA) and 36% in math (decreased from 46% in Sept). While both of these statistics represent growth since September iready, student proficiency levels are below grade level. The gains and growth are attributed to our staff's efforts with UDL, culturally responsive teaching, lesson planning, data based instruction and co-teaching.</p>

## 2.2 School Data Profile 2024-2025

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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	-	2	4	-
	Mathematics achievement	2	4	-	4	4	-
	Science achievement	2	4	-	-	-	-
	Achievement total	4	12	60.0	6	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	4	8	20.0	4	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	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		3.6	9.6	-	5.4	7.6	-
Percentage of possible points		38%		-	71%		-
2023 Criterion-referenced target percentage		54%					

## 2023 Official Accountability Report - Henry J Robinson Middle

Organization Information	
<b>DISTRICT NAME</b> Lowell (01600000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Henry J Robinson Middle (01600330)	<b>GRADES SERVED</b> 05,06,07,08
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> Comprehensive Support and Improvement (CSI)

### Accountability Information

<b>Overall classification</b>	Requiring assistance or intervention
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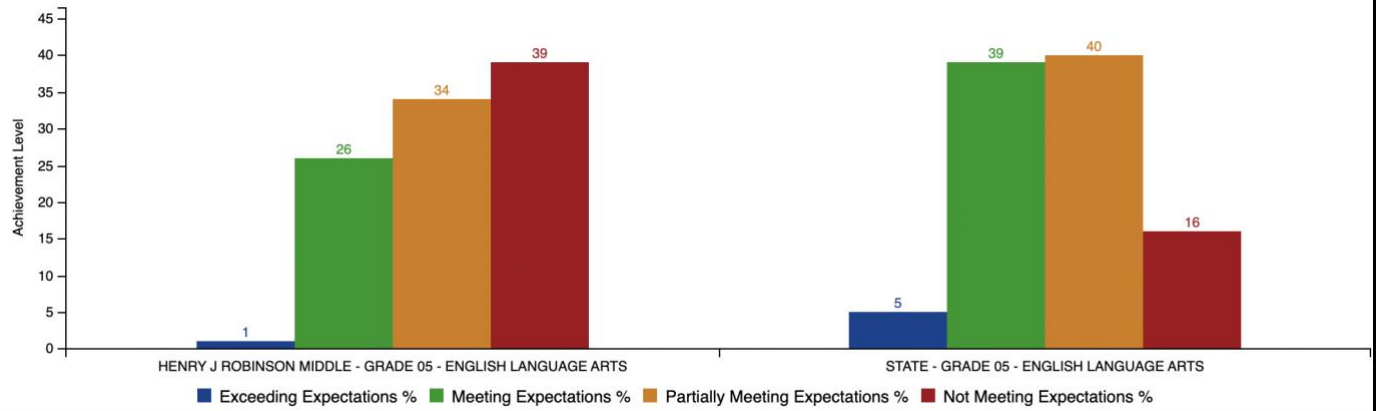
<b>Reason for classification</b>
In need of focused/targeted support Among the lowest performing 10% of schools  Low student group performance: Asian -White

Progress toward improvement targets	Accountability percentile
54% - Substantial progress toward targets	4

OVERALL RESULTS   STUDENT GROUP RESULTS   DETAILED DATA FOR EACH INDICATOR

#### Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	54%
Progress towards targets	Substantial progress toward targets



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 05 - ENGLISH LANGUAGE ARTS	27	44	1	5	26	39	34	40	39	16	119	99	481	45	103	9
GRADE 05 - MATHEMATICS	21	41	0	5	21	36	52	46	27	13	119	99	483	45	103	15
GRADE 05 - SCIENCE AND TECH/ENG	19	42	3	8	16	33	39	40	42	19	118	99	478	N/A	N/A	11
GRADE 06 - ENGLISH LANGUAGE ARTS	20	42	0	8	20	34	30	34	50	24	133	100	472	49	113	8
GRADE 06 - MATHEMATICS	11	41	0	7	11	34	36	42	53	17	132	100	472	44	114	4
GRADE 07 - ENGLISH LANGUAGE ARTS	13	40	1	8	12	33	45	40	42	19	137	99	475	49	126	11
GRADE 07 - MATHEMATICS	10	38	0	8	10	31	48	40	42	22	136	99	475	56	125	14
GRADE 08 - ENGLISH LANGUAGE ARTS	21	44	3	10	18	34	30	34	49	22	157	98	473	46	139	9
GRADE 08 - MATHEMATICS	7	38	1	7	6	30	48	42	45	20	156	98	475	48	141	12
GRADE 08 - SCIENCE AND TECH/ENG	12	41	0	6	12	35	38	40	50	19	156	98	472	N/A	N/A	7
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	20	42	1	7	19	35	34	39	45	19	546	99	475	48	481	6
GRADES 03 - 08 - MATHEMATICS	12	41	0	7	12	33	46	41	42	18	543	99	476	49	483	8
GRADES 05 & 08 - SCIENCE AND TECH/ENG	15	41	1	7	14	34	39	40	47	19	274	99	475	N/A	N/A	7

## Enrollment Data

**Enrollment by Race/Ethnicity (2023-24)**

Race	% of School	% of District	% of State
African American	8.3	7.5	9.6
Asian	9.8	26.3	7.4
Hispanic	55.2	40.6	25.1
Native American	0.3	0.2	0.2
White	23.1	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	3.2	4.1	4.5

**Enrollment by Gender (2023-24)**

	School	District	State
Female	286	6,820	442,952
Male	306	7,448	470,307
Non-Binary	0	6	1,700
Total	592	14,274	914,959

## 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?

Daily whole team PLC for teacher collaboration and planning; Schoolwide instructional teams (ILT and Data Team) representing all grade levels, contents and specializations in order to capitalize on teacher voice and ideas.

Weekly data analysis by the whole team. PD on literacy strategies, evaluation and synthesis skills for students focused on during daily PLC.

Utilization of the SW team to continue to provide a culturally and behaviorally responsive system of support in order to increase community/school-based involvement, thereby Reducing the number of Out-of-School Suspensions (as compared to SY 2023-2024) and Reduce the number of students identified as chronically absent (as compared to SY 2023-2024)

### 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?

During SY 23-24, Robinson students have made significant growth in both ELA and math. According to midyear iready data, 77% of students have made progress toward typical growth targets in math, compared with 100% of students have made progress toward their typical growth target in reading. With these significant gains, a significant amount of students remain 3 or more grade levels below in both reading and math. 45% reading (decreased from 51% in ELA) and 36% in math (decreased from 46% in Sept). While both of these statistics represent growth since September iready, student proficiency levels are below grade level. The gains and growth are attributed to our staff's efforts with UDL, culturally responsive teaching, lesson planning, data based instruction and co-teaching.

Instructional data indicates the need to support all teachers with literacy strategies and co-teaching, in order to better support growth and proficiency for SWD and MLL students. According to 2023 MCAS, there are glaring gaps in proficiency between general education student, SWD and MLL students.

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

Students are making academic gains in math, with 23% of students at or above grade level, up from 11% in September. Students are making gains in ELA proficiency as well, but not as strongly. 24% of students at or above grade level in Feb, up from 18% in September.

Instructional data indicates the need to support all teachers with literacy strategies and co-teaching, in order to better support growth and proficiency for SWD and MLL students. According to 2023 MCAS, there are glaring gaps in proficiency between general education student, SWD and MLL students.

We are addressing both areas (this proficiency is low overall regardless of gains) through interventions such as reading intervention services for low level readers to address gaps, and math intervention services, to address students just under proficiency. We are also using targeted math classes in grades 7 and 8 to target higher performing students and bring them to the next level of proficiency.

Students for both interventions are identified through iready, monthly writing data as well as weekly TAT meetings with grade level teams and admin.


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

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

## Section 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			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>  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.	<b>Intentional Practices for Improving Instruction – Engaged Learning</b>  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.	<b>Student-Specific Supports and Instruction to All Students</b>  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.	<b>School Climate and Culture</b>  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			
Implement structure for monthly building meetings to focus on vertical planning  Instituting ILT learning walks 3x per year, with early release days to serve as targeted PD opportunities	Engaged Learning: Educators across content areas will intentionally plan lessons that incorporate district-identified, tier-1 language practices* so that students who are well below grade level in literacy, particularly MLLs and SWDs, can develop language, access grade-level curriculum, and meet learning targets.	Robinson teachers will draw appropriate, actionable conclusions from an analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Including: Analyzing class and student data to set goals and change instruction in order to provide student-specific interventions, enrichment, and support Working collaboratively with students to reflect on their learning progress and performance.	Robinson staff <del>will strive to</del> develop a sense of community and belonging for staff, students, and families by providing a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.

## Section 4: Action Plans and Targeted Initiatives

**4.1 Goal 1- CLSP:** By sharing and listening to all student voices, students will develop and build on their understanding of different cultures, backgrounds and experiences. This will not only provide a more diverse learning environment, this also brings real world connections into the classroom.

Students will continue to refine their capacity in openly processing one another's thinking by actively listening, rephrasing, or agreeing/ disagreeing and providing a rationale, all students reflect on their own and on their peers' reasoning. Students compare and contrast their thinking and opinions to those of others and students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and/or work they produce.

### Performance Objectives:

**Year 1:** Implement structures and training to support schoolwide analysis and inquiry goals (DESE Standards 9 &11)  
Continue to build on literacy trainings for staff (Keys to Literacy, Ellevations)

**Year 2:**

**Year 3:**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Develop and share common goals and instructional strategies with teachers regarding schoolwide analysis and inquiry	September 2024	ILT, ML team, Instructional Specialist
2. Implement and share a system and schedule whereby teachers would be able to model and share lessons with other teachers demonstrating the focus on academic language	June 2025	ILT, teachers
3. Use PLC and PD to share out knowledge with staff from PD such as Keys to Literacy	June 2025	ML, Sped teachers, Reading Specialists
Continue programs such as FISS and ELPAC that will increase parent engagement and advocacy of their child's education	June 2025	ML Lead teacher, parent liaison
Intended Outcomes & Monitoring System		
Intended Outcomes & Monitoring System		Key Performance Indicators

1. All lessons will be aligned with DESE Standard 11 analysis and inquiry expectations	Walkthroughs, Weekly Goals sheet, District walkthroughs,
2. Increased student discourse and active engagement using strategies determined by TCI work and Weekly TAT meetings.	Observations, Interventions captured via TCI/TAT in X2 and reviewed regularly
3. Parents will be more knowledgeable of and actively engaged in their children's learning in order to become advocates for their education and bring greater understanding of their cultures and experiences to the Robinson School community	Attendance from school-wide events, ELPAC, and FISS; increase in two-way family communication
4. Teachers will grow in two areas from HALS: 1. Support for teaching development & growth (HALS 1B2) and 2. Cultural Responsiveness (HALS 3B2)	HALS survey data baseline in FALL and measured two more times

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

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

**The Robinson Middle School has a collaborative leadership structure that empowers teachers and leaders to plan, teach and assess with a strong culture of shared responsibility for student outcomes.**

##### **Performance Objectives:**

###### **Year 1:**

**Implement structure for monthly building meetings to focus on vertical planning**

**Instituting ILT learning walks 3x per year, with early release days to serve as targeted PD opportunities**

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

###### **Year 3:**

Action Steps	Date for Targeted Completion	Responsible Person(s)
Schedule meetings for the 24-25 calendar year Develop schedule, rubric, and protocols for ILT learning walk	Summer 2024	ILT/subgroup/admin
	Summer 2024	ILT/subgroup/admin
Develop and share protocols Share vision and rubric to teachers	Summer 2024	ILT/subgroup/admin
	Fall 2024	ILT/subgroup/admin
Implement schedule Implement 3x yearly learning walk	September 2024	ILT/subgroup/admin
	Walk 1 10/24	ILT
	Walk 2 1/25	
	Walk 3 3/25	
End of year reflection Review confidential/disaggregated data to design PD, adjusting focus/rubric as needed	June 2024	Teachers
	See walk schedule	ILT
ILT reviews data to make changes Implement PD 3x yearly early release	June 2024	ILT/subgroup/admin
	See walk schedule	ILT
ILT reviews data to make changes for next year	June 2024	ILT/subgroup/admin
Intended Outcomes & Monitoring System		Key Performance Indicators
Alignment of lesson implementation Alignment of pedagogy/teaching strategies		Lesson internalization practices across content, weekly planning docs
		Data from walks will show whether practices are aligned
Coherence of existing structures across systems Increase collective responsibility and collaboration		AIR surveys and visits
		AIR surveys and visits
Increased shared responsibilities and leadership practices Help teachers see the usefulness of implementing peer observation		Open Architects data Student perception of learning will increase From 2.9 in June 24 to 3.5 in June 25.
		All teachers given the opportunity to engage in peer observations, with more teachers participating as the year goes on due to increased trust
		District walks will show 70% of classrooms showing providing or

	sustaining indicator 9 and 11
Create feedback loop with ILT to drive instruction and target PD needs	Post pd surveys/reflections

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

**4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:** Educators across content areas will intentionally plan lessons that incorporate district-identified, tier-1 language practices\* so that students who are well below grade level in literacy, particularly MLLs and SWDs, can develop language, access grade-level curriculum, and meet learning targets.

##### Performance Objectives:

##### Year 1:

- Create and explicitly reference relevant language objectives for each lesson that are aligned with the appropriate WIDA Can-Do Descriptors
- Dynamically choose and introduce key Tier 2 academic vocabulary for each lesson and provide direct instruction using SEI best practices (i.e. 7 Steps, repeated encounters with a word in various authentic contexts, cognate awareness, etc.)
- Include in their lessons frequent opportunities for students to engage in productive discussion in groups or partners about the content using appropriate scaffolds (i.e. discussion starters, sentence stems, sentence frames, Think-Pair-Write-Share, etc.)
- Align reading and writing tasks across content areas with grade-level standards and appropriate scaffolds for students to access the content (i.e. paragraph frames, think-alouds, paired reading, models, etc.)

##### Year 2:

##### Year 3:

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Keys to Literacy *UFLI training - will happen during the summer (Gafney/Shannon)	Completed SY 23/24	SPED, ELL, Reading Specialists, and 5th/6th grade ELA Teachers

2. Tier-2 and -3 Vocabulary Utilizing strategies such as, 7 Steps	June of 2025	All teachers
3. Align all lessons per unit with DESE standard 11; analysis and inquiry (possible training on how to incorporate in daily lessons)		All teachers
4. Align all lessons per unit with DESE Standard 9; guiding questions (possible training on how to incorporate in daily lessons)		All teachers
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Using strategies should allow students to be able to understand tier 2 and 3 vocabulary terms. Students are exposed to more vocabulary which will increase their reading content. When using sentence stems in classrooms, students should be using tier 2 and 3 vocabulary terms.		Monthly writing improvements by 1 rubric point, beginning in September 24. Increased proficiency in iready ELA. 23% in June, 24 will increase by 5% annually, first benchmark in June 25
2. • Students use evidence and/or data to draw conclusions, synthesize, and evaluate. • Students openly process one another’s thinking by actively listening, rephrasing, or agreeing/ disagreeing and providing a rationale. • All students reflect on their own and on their peers’ reasoning.  • Students compare and contrast their thinking and opinions to those of others. • Students demonstrate an understanding of the big ideas by drawing inferences, making predictions, and defending hypotheses through discourse and/or work they produce.		The Robinson Middle School has a collaborative leadership structure that empowers teachers and leaders to plan, teach, and assess with a strong culture of shared responsibility for student outcomes."
3. • Students ask clarifying, probing, and open-ended questions of their teacher and of one another to examine their thinking and develop a deeper understanding of content. • Students formulate well developed answers. • Students routinely support their answers with evidence. • All students question, contribute, and collaborate throughout the lesson. • Students identify and correct their own misconceptions through exploration and discussion. • Oral and written questions push student thinking beyond grade-level standards and generate connections to related content from across disciplines.		Monthly writing improvements by 1 rubric point, beginning in September 24. Increased proficiency in iready ELA. 23% in June, 24 will increase by 5% annually, first benchmark in June 25



## Section 4: Action Plans and Targeted Initiatives

**4.4 Goal 4- Student-Specific Supports and Instruction to All Students:** Robinson teachers draw appropriate, actionable conclusions from an analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. This includes analyzing class and student data to set goals and change instruction to provide student-specific interventions, enrichment, and support and working collaboratively with students to reflect on their learning progress and performance.

**Performance Objectives:** Robinson teachers will draw appropriate, actionable conclusions from an analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Including: Analyzing class and student data to set goals and change instruction in order to provide student-specific interventions, enrichment, and support Working collaboratively with students to reflect on their learning progress and performance.

**Year 1:** Data Team, Work Share collaboration, MCAS Practice- analyzing results for standards and providing targeted intervention. Ellevation data analysis and module training.

**Year 2:**

**Year 3:**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Data Team- Authentic data analysis. Action planningReview of student work and MCAS Data. Team repping each grade level and content	December 2024	Administration
2. Ellevation module reviews in PLC for all staff	Bi-weekly by June 2025	Administration/EL staff
3. Monthly Writing, practice MCAS, iredy action planning	Weekly- by June 2025	All staff
4. Small reading groups identified through TAT system	Daily June 2025	Reading Specialists
5. Math focus on data structures for identifying and instructing cusp students	Daily June 2025	Math Specialist

6. Weekly PLC work examining data and action planning	Weekly- June 2025	All staff
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Action planning and lesson implementation with data at the forefront		Growth- iredy Monthly writing- growth and tracking MCAS- growth and identification of cusp students
2. Increased proficiency and growth for MLL students		Access Growth Iready growth and proficiency indicator and predictor Increased capacity to use and link Can Do's with all MLL students
3. Increased reading proficiency for all students		Iready growth and proficiency, F and P scores, in class data review
4. Increased proficiency and growth- math cusp students		Will increase proficiency by increasing percentage of students at or above grade level from 26% in June 24 by 5% annually, first benchmark in June 25.

## Section 4: Action Plans and Targeted Initiatives

**4.5 Goal 5- School Climate and Culture:** Robinson Middle School will increase student attendance rates, from 93.8% in June, 24 to 95% by June of 25. It will increase by 1% annually after that. The Chronic Absenteeism rate will decrease from currently 15.3% to 12.3%, decreasing 2% annually each year. Teachers, support staff, and administration will utilize existing academic (Iready, grades) and non-academic (attendance, discipline) data to develop long and short term goals, and identify potential barriers to address the needs of students and their families.

**Performance Objectives:** Robinson Middle School will increase student attendance rates, from 93.8% in June, 24 to 95% by June of 25. It will increase by 1% annually after that. The Chronic Absenteeism rate will decrease from currently 15.3% to 12.3%, decreasing 2% annually each year. Robinson teachers, support staff, and administration will draw appropriate, actionable conclusions from a variety of academic and non-academic data to inform short- and long-term outcomes to improve access to instruction. Including; Analyzing attendance, discipline, social emotional supports, positive behavioral support practices, parent/community engagement, and existing systems of support.

**Year 1:** Continue to support the implementation of School based attendance team (SBATM), TAT/TCI, SST, to identify students/families in need of support

**Year 2:**

**Year 3:**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Attendance (based on SY 23-24) <ul style="list-style-type: none"> <li>○ Continue with School-based attendance team (SBATM) for identified families using X2 and Open Architect platform.</li> <li>○ Support Schoolwide (classroom attendance incentives)</li> <li>○ Quarterly review of attendance expectations</li> </ul>	Weekly SBATM, Monthly AIM	School-based Attendance Team
2. Discipline ISS and OSS <ul style="list-style-type: none"> <li>● Reduction % (based on SY 23-24)               <ul style="list-style-type: none"> <li>○ Track alternatives to suspension</li> <li>○ Conflict Resolution</li> <li>○ Restorative Justice</li> <li>○ Saturday detention/detention</li> </ul> </li> </ul>	Monthly Data review	Administration
3. PBIS School-wide Implementation <ul style="list-style-type: none"> <li>○ Academic and Behavior</li> <li>○ Positive Recognition</li> </ul>	Monthly data review	PBIS Team

○ Activities and intervention		
4. Family Engagement <ul style="list-style-type: none"><li>○ After School Program Expo</li><li>○ Thanksgiving celebration during the day with family (non denominational)</li><li>○ Frequent Parent/teacher Meetings (Behavior/Concerns)</li></ul>	TBD	After school coordinator Community Schools Manager Parent Liaison
5. New Student Registration <ul style="list-style-type: none"><li>○ MLL and Special Education placement</li><li>○ Welcome packet (logistics) and Behavioral expectations</li></ul>	As needed	MLL team Special Education team, Guidance
6.TCI/TAT Intervention <ul style="list-style-type: none"><li>● Utilize the TCI system in X2 to document, measure, and referral (if necessary) for all interventions</li></ul>	Weekly PLC	Grade level TAT during PLC
7.Social Emotional Learning <ul style="list-style-type: none"><li>○ Utilize DESSA screening (3X year) data to formulate counseling groups and monitor efficacy through conduct, attendance, DESSA data.</li><li>● HALS Survey for staff and students</li></ul>	8-10 Week cycles	Social Workers
8. Portrait of a graduate components <ul style="list-style-type: none"><li>○ Social Emotional supports</li><li>○ Academic responsibility</li><li>○ Credit system/Graduation requirements (Grade 7 &amp; 8)</li></ul>		
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Decrease the ‘Chronic Absentee’ rates and improve daily attendance rates		Reduction in Chronic rates as measured quarterly
2. Decrease both ISS and OSS rates		Reduction in rates as measured quarterly
3. Active use of TCI intervention tracking for all SEL, Academic (TAT), Attendance		Data monitoring during PLC
4.		

## Section 5: Quarterly Progress Monitoring Review

### 5.1 2024-2025 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
<b>1: Year 1 Performance Objective:</b> Decrease the ‘Chronic Absentee’ rates and improve daily attendance rates	Not started		
<b>2: Year 1 Performance Objective:</b> Decrease both ISS and OSS rates	Not started		
<b>3: Year 1 Performance Objective:</b> Active use of TCI intervention tracking for all SEL, Academic (TAT), Attendance	Not started		
<b>4: Year 1 Performance Objective:</b> Implement structures and training to support schoolwide analysis and inquiry goals (DESE	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
Standards 9 &11) Continue to build on literacy trainings for staff (Keys to Literacy, Elevations)			
5: Year 1 Performance Objective:  Implement structure for monthly building meetings to focus on vertical planning	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: Instituting ILT learning walks 3x per year, with early release days to serve as targeted PD opportunities	Not started		
2: Year 1 Performance Objective: Data Team, Work Share collaboration,	Not started		
3: Year 1 Performance Objective: MCAS Practice-analyzing results for standards and providing targeted intervention.	Not started		
4: Year 1 Performance Objective: Ellevation data analysis and module	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
training.			
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=01600330&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600330&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=01600330&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600330&amp;orgtypecode=6</a>
3	<b>Instruction by highly qualified teachers</b> <a href="https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600330&amp;orgtypecode=6&amp;">https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600330&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/3186">https://www.lowell.k12.ma.us/domain/3186</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>




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=01600330&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600330&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=01600330&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600330&amp;orgtypecode=6</a>
3	<b>Instruction by highly qualified teachers</b> <a href="https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600330&amp;orgtypecode=6&amp;">https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600330&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
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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>
<b>8</b>	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>
<b>9</b>	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>
<b>10</b>	<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>