



STEM Academy Quality Improvement Plan 2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Dr. Gregory Passeri, Principal Mrs. Danielle Collins, Assistant Principal Mrs. Nancy Crones, Assistant Principal Mr. Roger Morneau, Assistant Principal Mrs. Jessica Buote, Instructional Specialist Mrs. Lisa Moisakis, Literacy Specialist Mrs. Renee Espinola, Social Worker Mrs. Kathryn Dowling, Social Worker Ms. Tiffany Perry, Social Worker</p>	<p><i>Parent Representatives</i> Heather Condo* Joshua Dyer Vy Nguyen Marivel Santos</p>	<p><i>Teacher Representatives</i> Osama Al-Rekabi Kristen Crotty Fernanda Lopes Jessica Nucefora</p>
1.3 Mission	1.4 Core Values	
<p>STEM Academy at the Rogers School is committed to fostering a passion for Science, Technology, Engineering, and Mathematics among all students. Through inquiry-based learning, the STEM Academy strives to provide a safe learning community based on mutual respect and high academic expectations for all students. Our curriculum integrates real-world applications and ensures students develop critical thinking skills. We believe in personalized instruction and strong community support to empower every student to excel academically and contribute positively to society.</p>	<p><u>S</u>afe <u>H</u>igh Achievers <u>A</u>ccepting <u>R</u>esponsible <u>K</u>ind <u>S</u>upportive</p>	
1.5 Vision		
<p>Working together today to solve the</p>		

challenges of tomorrow.

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

2.1 School Strengths and Notable Achievements 2024-2025

- *Held BOY and MOY Data Summits and will hold an EOY on as well
- *Implemented Coaching Day Model and invited Moody School to participate
- *Robust ILT team participated in “Teach Like a Champion” Book Study
- *Kindergarten Residency hosted by district literacy leadership
- *Implemented a K-4 Reading Intervention program with a Reading Intervention Teacher, Literacy Specialist, Instructional Specialist, and tutors
- *Consistent math writing in grades K, 2, 3, and 4 with teacher-developed rubric and analysis of student work
- *“Shifting the Balance” book study for grades K-5, where we are working to bridge the gap between balanced literacy and the science of reading
- *All middle school ELA classrooms are using the workshop model for Book Clubs.
- *Middle School Math - full implementation of new curriculum in grades 6 - 8 (Illustrative Math)
- *Middle School Social Studies classrooms have focused on non-fiction reading strategies for students.
- *Worked to elevate the reading culture in the school with our schoolwide March Madness reading challenge & book fair
- *Positive Vibes team meets monthly, led by social workers, to come up with SEL-themed STEM challenges. Some examples: Building a Prosthetic Leg and made animal shelters
- *Held 2 Parent Workshops - “How to Help My Child Succeed”...coming soon “SEL Home Wellness and Middle School Health”
- *Hosting a Culture Night in May and a STEAMGHETTI Event in June

2.2 School Data Profile 2024-2025

STEM Academy at the Rogers School: Total students = 905

Title	% of School	% of District	% of State
First Language not English	48.1	45.0	26.0
English Language Learner	36.5	28.7	13.1
Low-income	83.8	72.3	42.2
Students With Disabilities	15.4	20.3	20.2
High Needs	92.2	83.5	55.8

2023 Official Accountability Report - Rogers STEM Academy

Organization Information	
DISTRICT NAME Lowell (01600000)	TITLE I STATUS Title I School
SCHOOL Rogers STEM Academy (01600005)	GRADES SERVED K,01,02,03,04,05,06,07,08
REGION Coastal	FEDERAL DESIGNATION Targeted Support and Improvement (TSI)

Accountability Information

Overall classification Requiring assistance or intervention

Reason for classification
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
44% - Moderate progress toward targets	10

OVERALL RESULTS STUDENT GROUP RESULTS DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	44%
Progress towards targets	Moderate 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 03 - ENGLISH LANGUAGE ARTS	20	44	2	7	17	37	44	40	36	16	81	100	479	N/A	N/A	8
GRADE 03 - MATHEMATICS	22	41	1	8	21	33	48	39	30	20	81	100	484	N/A	N/A	22
GRADE 04 - ENGLISH LANGUAGE ARTS	21	40	1	5	20	34	46	43	33	17	89	98	481	50	78	13
GRADE 04 - MATHEMATICS	37	45	2	8	35	37	46	37	17	18	89	98	490	41	77	31
GRADE 05 - ENGLISH LANGUAGE ARTS	17	44	2	5	15	39	46	40	37	16	87	99	480	58	80	8
GRADE 05 - MATHEMATICS	17	41	0	5	17	36	67	46	16	13	87	99	484	62	80	18
GRADE 05 - SCIENCE AND TECH/ENG	10	42	1	8	9	33	52	40	38	19	87	99	474	N/A	N/A	6
GRADE 06 - ENGLISH LANGUAGE ARTS	20	42	1	8	19	34	34	34	46	24	97	98	476	53	87	13
GRADE 06 - MATHEMATICS	21	41	2	7	19	34	52	42	27	17	95	98	483	63	85	21
GRADE 07 - ENGLISH LANGUAGE ARTS	17	40	0	8	17	33	42	40	40	19	99	100	476	42	86	12
GRADE 07 - MATHEMATICS	17	38	2	8	15	31	48	40	35	22	96	97	479	38	83	22
GRADE 08 - ENGLISH LANGUAGE ARTS	15	44	2	10	13	34	35	34	50	22	107	100	473	49	96	9
GRADE 08 - MATHEMATICS	7	38	0	7	7	30	50	42	44	20	107	100	473	39	95	9
GRADE 08 - SCIENCE AND TECH/ENG	16	41	1	6	15	35	50	40	34	19	107	100	480	N/A	N/A	19
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	18	42	1	7	17	35	41	39	41	19	560	99	477	50	427	8
GRADES 03 - 08 - MATHEMATICS	20	41	1	7	18	33	52	41	29	18	555	99	482	48	420	17
GRADES 05 & 08 - SCIENCE AND TECH/ENG	13	41	1	7	12	34	51	40	36	19	194	100	477	N/A	N/A	10

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?

This year, we began work in *Teach Like a Champion* with our ILT team and started to disseminate that work to grade-level teams during staff meetings. Coaches held BOY, MOY, and EOY data summits in all grade levels to help drive instruction. As a result of our data summits, we implemented the coaching day model at numerous grade levels based on specific grade-level needs. We also invited Moody School leadership and teachers to participate in one of these coaching days centered around the grade 3 Writer's Workshop. In grades K-4 we implemented a reading intervention program with the help of our Literacy Specialist, Instructional Specialist, Reading Intervention teacher, and tutors. K-5 teachers participated in a book study in literacy CPT where they read *Shifting the Balance*. The purpose of this is to find ways to bridge the gaps between balanced literacy and the science of reading. District leadership came and worked with the elementary coaches to implement a Kindergarten centers residency where teachers, coaches, and leaders worked together to work on best teaching practices for the kindergarten centers-based curriculum. District leadership also came and worked with the Literacy Specialist to do a Readers Workshop PD in grade 1 and a Writers Workshop training in grade K. In March, to celebrate Read Across America we held a schoolwide reading competition. Students and teachers were so excited about this and we saw lots of reading participation. We implemented consistent instruction in math writing in grades K, 2, 3, and 4. We used math CPT to analyze student work and calibrate expectations. Math coaches began to implement the Instructional Routines from Eureka Math Squared. Had a workshop PD for middle school ELA teachers, an extended CPT for fourth-grade teachers on the workshop model for Book Clubs using the Details and Synthesis unit, and an extended CPT for the sixth-grade ELA (including SPED) teachers on the Novels in Verse unit. Did a book study of Nonfiction Notice and Note with the seventh and eighth-grade Social Studies teachers and Instructional Specialist in order to develop nonfiction reading comprehension strategies in Social Studies.

To determine school priorities, we first review our data. As a Leadership Team, we analyze the Accountability Data, Instructional Rounds data, DESSA, and i-Ready data. Since we had data summits regularly this year, teachers have been part of data analysis and are aware of our priorities. We also have a strong ILT that helps determine our areas of focus. Next, we worked to make our previous QIP "actionable" for our teachers, which was also supported by the Principal/Assistant Principal's work during the District's Leadership.

2. What progress is your school making toward academic goals? What is data saying the priorities should be? Where there is no desired progress, what is holding up momentum that should be addressed?

Overall, we are making steady progress towards our academic goals. We have increased our student-to-student discourse as well as our student engagement in the past year. We attribute this to clear expectations from the administration, as well as the support of our coaches. We have structures in place for grade-level teams to meet with a social worker every three weeks to discuss how accountable talk can be incorporated into SEL. Our coaches have also shared resources with teachers to help increase student discourse. One piece of data that shows positive progress towards our goal is the Spring 2023 Mathematics MCAS data for grade 4. In 2022, we had 7% of our fourth grade proficient on MCAS, landing us last place in the district in this grade level. Then, in 2023, we were at 37% proficiency in grade 4, growing 30% and placing us 7th in the district. We attribute this to a team that collaborated with each other and their coaches. The team also had high expectations for implementing math writing consistently, leveraging higher-order thinking through math content. Also, in our mid-year check on i-Ready Math, we grew from only 12% of students on or above grade level to 25% of students on or above grade level. We also decreased the amount of students who were two or more levels below grade level from 51% to 33%.

We would like to continue to increase student-to-student discourse. While we now have more students engaged and participating, we want to deepen their thinking through application, analysis, synthesis, and evaluation. One thing we can do to address this is to plan higher-order thinking questions that teachers can ask students during a lesson. We can use our CPT time for this collaboration.

In elementary literacy, we've been focusing on reading comprehension. We hired a reading intervention teacher and with the help of the Literacy and Instructional Specialist, we created a robust reading intervention program for grades K-4. The reading intervention teacher and tutors pull small reading groups and focus on phonics, phonemic awareness, fluency, and comprehension. We use benchmark data throughout the year to inform our instruction and student needs. We plan on continuing this work for the next school year.

Our attendance has improved as well.

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

We have noticed improvement across the building, due to consistent and sustained focus within our team approach. We have made great gains in student engagement and attendance within our school. We use authentic data to guide our weekly PLC meetings.

The greatest academic gains in elementary are in second and fourth-grade Math and ELA. We feel this is because the teachers have strong and consistent routines. They take time to build relationships with students in the first few months of the year. These teachers also collaborate and teach

the Common Core State Standards. These two particular grade levels have also taken on math writing as a part of the instructional day, which leverages the Standards for Mathematical Practices.

We plan to have a continued focus in the early grades in both Math and ELA. There is a newer staff in the early elementary grades and we need to work to help them develop their routines and structures. We plan to work to continue to strengthen our community meetings at the elementary level by implementing more PD and giving teachers a guide to follow. Teachers and coaches will participate in a Responsive Classroom book study to help with grades K and 1 behavior management. Literacy will also continue to be a major focus. Students well below benchmark will continue to receive reading intervention. Teachers will continue their Shifting the Balance book club to bridge the gap between balanced literacy and the science of reading. Many teachers will continue implementing math writing and we will shift our focus to grade levels that are newer to math writing.

In middle school, Mid-Year iReady diagnostic results in Math and show gains across all grades. 17% of students across the school have moved out of the critically low grouping, from 51% at the beginning of the year to 34% in February 2024. Respectively, 13% more students are operating at or above grade level across math at this point in the year, from 12% in September to 25% in February. We have also made sustained progress within our math peer observations with coaching days. In ELA, mid-year diagnostic results show that 15% of students across the school have moved out of low grouping, from 58% to 43% in February 2024. Respectively, 6% more students are operations at or above grade level.

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, support, 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 support.	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"> ▪ Vertical Leadership Teams <ul style="list-style-type: none"> ○ Student Support/SPED ○ Attendance ○ Positive Vibe Group/SEL ○ School Site Council ▪ Weekly Common Planning Teacher Meetings <ul style="list-style-type: none"> ○ Curricular w/ coaching ○ Grade Level Team ○ Data analysis/data summits ○ Social Emotional Learning ▪ PD based on needs of students/teachers/paras ▪ Weekly Admin Team <ul style="list-style-type: none"> ○ Curriculum ○ Special Education ○ Student Support ▪ Coaching Opportunities <ul style="list-style-type: none"> ○ Coaching Days within and across grade levels ○ Individual coaching with teachers ○ Book study of <i>Teach Like a Champion, Shifting the Balance, Responsive</i> 	Eureka Math Squared (K-5) Illustrative Math (6-8) Foundations Phonics Program and Heggerty Phonological Awareness, grades K, 1, 2, and 3 University of Florida Literacy Institute Tier II and III Intervention (UFLI) ST Math (K - 4) Math writing implementation (K - 8) PD offered based on student needs identified by staff and data analysis. Continued implementation of LPS EL model through continued work with EL Department and data analysis in ACCESS. ILT focus remains building instructional consistency through "Teach Like a Champion 3.0 Bookstudy and related PD. Continued work between our science team and district leadership on OpSciEd implementation. Continue to take the next steps within the consistency of data-driven classroom interventions. Evaluation process between principal and assistant principals	Individual and Team Support Based on: I-READY for ELA and Math F & P Benchmark Assessment in Reading Writing About Reading Rubrics Process Writing Rubrics Math Writing Rubrics End of module math assessments Lexia as reading intervention for all students at grades 3 and 4 Lexia, middle school ACCESS/ MCAS DESSA for all students Dibels - Dynamic Indicators of Basic Early Literacy Skills Fountas and Pinnell sub-assessments in Kindergarten	Social Emotional Learning <ul style="list-style-type: none"> ○ Community Meeting (Tier 1) ○ Middle School Advisory (Tier 1) ○ Grade level/school expectations around core values of SHARKS ○ SEL/Positive Vibe Teams School Site Council STEM Academy PTO STEM Academy Digital Media <ul style="list-style-type: none"> ○ Website/ Facebook ○ ConnectEd calls/ translated emails ○ Class Dojo to connect school Use of Translators/Translation by STEM Staff Practice Options based drills at least 2x/yr in coordination with LPS

Classroom: <i>The First 6 Weeks of School</i>	that is based on targeted feedback and alignment. Kindergarten IRA Residency provided by district Literacy Leadership Coaching Days at all grade levels		
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Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1 - CLSP: We will continue to approach the curriculum through the perspective of Mirrors and Windows in order to engage students in learning that broadens their understanding of the world, builds upon their own experiences, and celebrates the diversity of our student body.

Performance Objectives:

Year 1: Advisory and Community Meeting will be functioning in every classroom with consistency, and students will have a forum that will continue to connect them with the STEM Community. In addition, CPT notes will be reflective of our curriculum work at all grade levels.

Year 2: Each classroom will have a classroom library that contains titles that are reflective of our curriculum and materials that do not meet that criteria are removed.

Year 3: Our curriculum will be reflective of the LPS model and contain no material that has not been reviewed for cultural responsiveness.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Community Meeting/Advisory will be happening at each grade level as a tier 1 SEL support.	September 2024	Teachers, administrators
2. Re-establish Student Ambassador Program for the 2024-2025 school year.	October 2024	Administrators, teachers
3. Continue to keep classroom libraries stocked with up-to-date texts which reflect mirrors and windows, rich topics, and opportunities for student choice.	Ongoing until June 2025	Administrators, teachers
4. CPT Work focuses on district curriculum that has been vetted for bias.	Ongoing until June 2025	Administrators, teachers
5. End the year with our "Culture Night" to continually celebrate the diversity within STEM.	May 2025	Entire School

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Consistent curriculum work across all grade levels reflective of priority area.	CPT Notes
2. Students will increase their sense of belonging.	HALS Indicator IIB-1 will increase from 3.71 to 4.0
3. Students will feel a stronger connection with their teachers	HALS Indicator IIB-2 will increase from 3.75 to 4.15.
4.	

Section 4: Action Plans and Targeted Initiatives

4.2 Goal 2 - Leadership, Shared Responsibility, and Professional Collaboration: STEM Academy will continue to be intentional with how we utilize our leadership structures to promote shared accountability in owning achievements and outcomes for all of our students.

Performance Objectives:

Year 1: All CPTs will utilize a consistent structure for engaging in standards based, data-informed collective inquiry. Our ILT will continue to support our instructional focus in implementing *Teach Like a Champion* in ILT with some of the learning being brought back to grade level teams.

Year 2: Build greater autonomy in growing our consistency within lesson structure and how instructional data is used within the classroom to help inform teaching moves and related intervention.

Year 3: We will have a learning culture where the work that is done in ILT is authentically brought back to grade level teams to enhance student learning. This work is apparent in student outcomes being continually monitored through authentic assessment.

Action Steps	Date for	Responsible
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	Targeted Completion	Person(s)
<ul style="list-style-type: none">● Weekly Teacher Team Meetings (Content, Grade Level, etc) Teaching Staff<ul style="list-style-type: none">○ Structured content CPT for all grade levels	June 2025	Teaching & Coaching Staff
<ul style="list-style-type: none">● Weekly Administrative Team Meetings (Operations, Student Support, Curriculum & Instruction) Admin Team<ul style="list-style-type: none">○ Weekly updates to staff regarding discussions and decisions	June 2025	Admin Staff
<ul style="list-style-type: none">● Constant Visibility of Admin Team<ul style="list-style-type: none">○ In the hallways on a rotating basis	June 2025	Admin Staff
<ul style="list-style-type: none">● Authentic Shared Decision-Making with Staff	June 2025	Admin Team
<ul style="list-style-type: none">● Monthly Leadership Meeting	June 2025	ILT
<ul style="list-style-type: none">6. School Site Council<ul style="list-style-type: none">● Responsible for School Improvement Plan● Place for parent/guardian voice● Transparency	June 2025	Staff and Parents
Intended Outcomes & Monitoring System		Key Performance Indicators
1. CPT notes reflect a consistent structure in how collaborative time is used		CPT Notes, observations
2. ILT work is reflected in team based CPT meetings		CPT Notes, survey
3. Teachers will feel that their professional growth is being supported.		HALS indicator I.B-II will improve from 3.54 to 3.75.
4.		

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3 - Intentional Practices for Improving Instruction – Engaged Learning: There will be a collective focus on engaging our students through standards-driven lessons, with ongoing, consistent checks for understanding where students make thinking visible within the classroom.

Performance Objectives:

Year 1: We will focus on lesson planning to ensure that they are driven by content and language objectives focused on the standards being addressed. This will promote a greater consistency within grade-level rigor between classrooms.

Year 2: We will ensure that all lesson plans include purposeful, formative assessment tasks which help build capacity to create opportunities for students to model thinking, and correlate with more informed instructional decisions.

Year 3: As a school, all teaching will be standards-based, using exemplary student work, and ongoing formative assessment to help drive growth on summative assessments such as our school accountability measures.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. The district curriculum is being supported during CPT meetings, including Eureka Math Squared, IM, and Literacy and Math interventions.	June 2025	Coaches and Principal
2. Professional development will be designed and implemented through data analysis including ongoing work within school-based interventions.	June 2025	Principal and Assistant Principal
3. ST Math will continue to be implemented at each grade level at the elementary level.	June 2025	Leadership Team and teachers/math coach
4. Each teacher/administrator will be evaluated based on authentic observation data.	June 2025	Principal and Assistant Principals
5. Regular coaching for teachers, which includes the work of our ILT, to build SEL interventions for students.	June 2025	Teachers, coaches, and social workers
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. There will be a reduction in students two or more grade levels below by 20%.	iReady Data	
2. More classrooms will be deemed to be providing and sustaining during IR.	IR Walkthrough Data	
3. There will be authentic, formative assessments developed at each grade level.	CPT Notes, Observations	
4. Students at or above grade level proficiency will increase by 10%.	MCAS Data	

Section 4: Action Plans and Targeted Initiatives

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

We will continue to develop teacher capacity to create interventions and enrichments that are driven by authentic data. Teachers and administrators will review classroom and student data on an ongoing basis in order to determine the effectiveness of interventions, enrichments, and learning goals.

Performance Objectives:

Year 1: There will be a school-wide intervention schedule in place. Teachers and administrators will identify which students need this support based on data.

Year 2: We will continue to use our school-wide intervention schedule and add more targeted enrichment opportunities for students who demonstrate proficiency.

Year 3: There is a school-wide multi-tiered system of support which adjusts to student needs throughout the year. This system encompasses intervention for students who are below grade level as well as enrichment for students who are on or above grade level.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Lexia, RAZ Kids, i-Ready online instruction, Zearn Math, IXL, STMath	June 2025	All Staff
2. TAT (Teacher Assisted Team Intervention) will be consistent across all grade levels.	June 2025	Teachers/Coaches/ Social Workers
3. Chronic Attendance Incentive Program	June 2025	Social Workers/ Guidance/ Parent Liaison
4. Century 21 provides academic enrichment opportunities during non-school hours	June 2025	21st Century Coordinators
5. K-4 Reading Intervention Program	June 2025	All elementary teachers, administrators, paraprofessionals, tutors.

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Students will move closer to grade level proficiency on iReady	iReady data
2. Our Math Writing scores will demonstrate consistent growth within BOY, MOY, EOY data.	Math Writing Rubric, CPT Notes
3. Student attendance will continue to be near the state average.	OA attendance data

4. Student achievement and growth on the MCAS will result in accountability growth of at least 5%.	DESE Accountability Data

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5 - School Climate and Culture: We will build capacity to support social and emotional needs within the classroom setting, while developing a sense of belonging both in the classroom and school community.

Performance Objectives:

Year 1: All classrooms will implement our Tier I Social Emotional Learning intervention, as well as Class Dojo for ongoing, responsive communication with families. We will also continue to build our music program and STEM offerings in order to increase student feelings of connectedness.

Year 2: We will make adjustments to our SEL curricula that is based on a book study that will be designed to make our SEL interventions better meet the individual needs of our students.

Year 3: All classrooms will reflect elements of “Responsive Classroom” to increase achievement through consistent approaches that are data informed.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Grade level teams design classroom behavior plans based on SHARKS core values to be submitted to Assistant Principals and Principal	October 2024	All Staff
2. Positive Approach to Learning (PALS) will continue to be a focus for reinforcing school-wide expectations for behavior.	June 2025	All Staff
3. Community meetings/Advisory will be happening at each grade level as a tier 1 SEL support.	June 2025	Classroom Teachers
4. STEM PTO will meet once per month with the Principal, AP's and teachers.	June 2025	PTO members
5. The School Site Council will meet on a regular basis to advise the Principal on the direction of the school.	June 2025	Site Council Members/Principal

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Students perceptions towards school connectedness will increase	HALS indicator
2. Staff perceptions of student capability will increase.	HALS indicator

3. Parent feedback will be incorporated within our SEL interventions.	Surveys, focus groups
4. Attendance at school events will be robust and reflective of our school community.	Attendance Sheets, Surveys

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

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

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data

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.doc.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600005&orgtypecode=6
2	Schoolwide reform strategies https://profiles.doc.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600005&orgtypecode=6
3	Instruction by highly qualified teachers https://profiles.doc.mass.edu/profiles/teacher.aspx?orgcode=01600005&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/3225
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>