



Shaughnessy Elementary School
Quality Improvement Plan
2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Jason McCrevan - Principal</p>	<p><i>Parent Representatives</i></p> <p>Kim Bettencourt Carina Faria Indu Guzman Aimee Soy</p>	<p><i>Teacher Representatives</i></p> <p>Jessica Fennell Keri Gangemi Shannon Green Charlene Tutein</p>
1.3 Mission	1.4 Core Values	
<p>We believe that all members of our learning community should strive to be active learners with a focus on academic and personal success, emphasizing student strengths, self-advocacy, and communication. We believe that by collaborating and using a growth mindset, we can work towards being our best selves.</p>	<p>We believe</p> <ul style="list-style-type: none"> ▪ A high-quality education is a fundamental civil right of every child we serve. ▪ Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom. ▪ Parents are our partners. They are our students’ first teachers in the home. ▪ Improving learning requires hard and steady work over time. ▪ Every adult in our community is accountable for the success of our students. ▪ We are committed to eliminating achievement and opportunity gaps among all students. ▪ We are committed to using available funding and resources to meet the needs of all of our students. ▪ We are committed to engaging all students and families with courtesy, dignity, respect and cultural understanding. 	
1.5 Vision		
<p>The Shaughnessy School, with its community</p>		

of students, staff, and families, develops a generation of lifelong learners and responsible citizens.

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

2.1 School Strengths and Notable Achievements 2024-2025

The Shaughnessy School had a new beginning during the 2023-2024 school year. The principal was appointed in early July 2023 and worked to hire 38 staff members during the summer. In addition to the teaching staff and paraprofessionals, the school hired a new administrative team. The assistant principal, one social worker, one math coach, and one literacy specialist were added. The sub-separate CSA program required hiring four out of five classroom teachers. The ML team required the hiring of three out of five positions. The mainstream special educators required the hiring of four out of four teachers. Our allied arts program also required the hiring of five out of five teachers. With an almost completely new staff, the beginning of the year focused on mentoring new teachers, creating rituals and routines, and establishing master schedules. Getting the school opened and ready for students was the priority for the 2023 summer. The beginning of the year was spent on developing tier II and tier III systems of supports for students. With an almost entirely new CSA, allied arts, mainstream special education, and Multilingual Learner (ML) program, the instructional focus was building student supports. With mostly novice teachers the school focused the professional development on safety, interventions, scheduling, and professional development related to ST Math, UFLI, SPIRE, and WIAT. Spring HALS Dashboard data show that school morale is strong amongst school administration and faculty.

As the first cycle of iReady data and observation came back, it was apparent that we had instructional needs in several different grade levels. Developing thorough coaching cycles was the focus after the first round of data. The coaches targeted classrooms and grade levels with needs and used several coaching techniques including team planning, professional development, and modeling to increase content knowledge and pedagogy. This ongoing coaching is steady but necessary in building best practices with teaching structures and content. The second cycle of data mirrored the first set of iReady data. Great gains were made with tier II and III students in literacy and mathematics.

2.2 School Data Profile 2024-2025

Enrollment by Race/Ethnicity (2023-24)

Race	% of School	% of District	% of State
African American	5.8	7.5	9.6
Asian	25.2	26.3	7.4
Hispanic	44.3	40.6	25.1
Native American	0.2	0.2	0.2
White	19.4	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	5.1	4.1	4.5

Title	% of School	% of District	% of State
First Language not English	40.1	45.0	26.0
English Language Learner	30.7	28.7	13.1
Low-income	74.6	72.3	42.2
Students With Disabilities	20.9	20.3	20.2
High Needs	87.6	83.5	55.8

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	19	44	0	7	19	37	49	40	31	16	77	99	483	N/A	N/A	15
GRADE 03 - MATHEMATICS	31	41	6	8	25	33	43	39	26	20	77	99	488	N/A	N/A	31
GRADE 04 - ENGLISH LANGUAGE ARTS	17	40	0	5	17	34	53	43	30	17	90	98	481	47	82	13
GRADE 04 - MATHEMATICS	20	45	0	8	20	37	58	37	22	18	90	98	486	32	82	23
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	18	42	0	7	18	35	51	39	31	19	167	98	482	47	82	16
GRADES 03 - 08 - MATHEMATICS	25	41	3	7	22	33	51	41	24	18	167	98	487	32	82	28

Overall classification Requiring assistance or intervention

Reason for classification
 In need of focused/targeted support
 Low student group performance: Asian

Progress toward improvement targets	Accountability percentile
32% - Moderate progress toward targets	23

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?

The school leaders and Instructional Leadership Team (ILT) reviewed data at the beginning of the year including, but not limited to, attendance, MCAS, iReady, classroom observations, demographic, and community interviews. We also dug into perceptual qualitative data using the HALS dashboard. The data showed that students were disengaged in learning. The ILT then created two schoolwide goals that included all staff.

The first goal required us to examine how to increase student engagement. We used quantitative measures from the HALS dashboard as the benchmark for success. The HALS dashboard student engagement indicators were expected to grow by .3 points from October to March. This benchmark was considered a significant increase by the dashboard designers.

The second goal required the staff to start Culturally Linguistic and Sustaining Practices (CLSP) work. Data showed there was a significant difference between the racial/ethnicity of the staff and students. The beginning phase of CLSP goals focused on case study work with staff. Each staff member was expected to participate in five case studies. The case studies were aligned chronologically to coincide with school events such as learning student names, preparing students with special needs to fire drills, or contemplating the celebration of Christian holidays. The case studies included whole-group and small-group discussions with questions for individuals and groups to contemplate.

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?

The student engagement goal data increased on the HALS dashboard from October to March by 0.03 points. We made slight progress toward the set goal. Grade-level data points from the Spring 2024 HALS Dashboard included:

Averages	Student Engagement Overall	Student Emotional Safety	Student-Teacher Relationships
School Average	3.90	3.41	3.98
K Average	4.15	3.71	4.07
G1 Average	4.30	3.82	4.14
G2 Average	4.04	3.50	4.04
G3 Average	3.63	3.08	3.78
G4 Average	3.49	3.08	3.91

The data shows our student engagement scores are strongest in K-2, and start to decrease in the upper grade levels. Although we had a slight improvement with the HALS Dashboard the data shows the students' perceptions of engagement decrease the longer they are in the school. We need to investigate why upper elementary students perceive minimal student engagement. The learning should include connections to real-world activities/problems, choice in how to showcase the learning, more speaking and listening opportunities, and an increase in student-to-student interactions.

Our CLSP goal was very successful and all staff participated in five case studies and are supporting our school's multicultural day. Staff conversations were rich, candid, and highlighted many different special populations within the school including Multilingual Learners (MLs), students in our CSA program, and racial subgroups. Many of the staff reflections required by the evaluation process indicated the case studies were an invaluable resource when discussing culturally linguistic and sustaining practices. Case studies are valuable for all staff and most of the paraprofessionals were able to participate in at least two case studies. Processing the case studies in whole group and small group situations helped staff participate. Although we started the year strong with a Newcomer Parent class aimed to support our families new to the country, attendance waned as

the year continued. Involving our families with language proficiency in other languages besides English should be a CLSP priority for the 2024-2025 school year.

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

Greatest academic gains:

The results of the spring i-Ready ELA assessment (below) indicate that Tier 2 instruction and interventions are strong at the Shaughnessy School. Based on the findings, we began the year with 30% of students 2 grade levels below in reading, after the final diagnostic we have decreased that percentage to 11%. Additionally, we began the year with 16% of students on grade level and are ending the year with an increase of 45% of students on grade level for reading. While the progress toward reading proficiency at the Shaughnessy School is ongoing, the growth over the past academic year shows promising results. The median percent progress towards typical growth achieved by this school was 123% for the year. Typical growth is the average annual growth for a student at their grade and baseline placement level. Also, 59% of students at the Shaughnessy achieved 100% or more of their individual typical growth goals. Additionally, 31% of students met their annual stretch goal. Stretch growth is the ambitious amount of growth a student needs to be on the path to grade-level proficiency, and it is only expected that 25% of students reach their stretch growth annually.

Following the beginning of the year assessments, it was determined that there was a need to focus on phonics instruction in 3rd grade. Based on the beginning of year i-Ready ELA assessment, 60% of students in 3rd grade were 2 or more grade levels below in phonics. A grade-wide intervention was implemented using Letterland for core phonics instruction and UFLI was brought in as a Tier 2 intervention program to target the students who needed intensive phonics instruction. Following these interventions, the 3rd grade has reduced the number of students 2 or more grade levels below by half, from 60% to 30%, and 60% of the grade level is now on or above grade level in the phonics domain, increasing from 30% at the start of the school year. Furthermore, the students who received UFLI intervention in 3rd grade achieved 150% (median) progress to typical growth with 67% of students receiving improved placement levels. In addition to the strides made in the phonics domain, the third grade saw the strongest movement towards proficiency by being the only grade level to finish the school year with more than half of their students finishing early/on/above grade level.

Least academic gains:

Based on i-Ready and observational data students who placed one grade level below are not growing or making the same progress towards proficiency as their peers. A focus on increasing rigor in Tier 1 instruction is needed to address this need.

School Performance Data:

Students 3+ Grade Levels Below - decreased from 15%-10%
Students 2 Grade Levels Below - decreased from 30% - 11%
Students 1 Grade Level Below - decreased from 39%-35%
Students Early-On Grade Level - increased from 11%-24%
Students Mid/Above Grade Level - increased from 5%-21%

Grade 1 Performance Data:

Decreased # of students who placed 2 grade levels below from 14% - 1%
Decreased # of students who were one grade level below from 78% - 50%
Grew # of students who were early on grade level from 4% -20%
Grew # of students who were mid/above from 4% to 28%

Grade 2 Performance Data:

Decreased # of students who placed 2 grade levels below from 52% - 23%
Grew # of students who were one grade level below from 32% - 35%

Grew # of students who were early on grade level from 11% -20%

Grew # of students who were mid/above from 5% to 22%

Grade 3 Performance Data:

Decreased # of students who placed 3+ grade level below from 24%-15%

Decreased # of students who placed 2 grade levels below from 42%-12%

Grew # of students who were one grade level below from 16%-19%

Grew # of students who were early on grade level from 15%-40%

Grew # of students who were mid/above from 2%-15%

Grade 4 Performance Data:

Decreased # of students who placed 3+ grade level below from 35%-24%

Decreased # of students who placed 2 grade levels below from 10%-5%

Grew # of students who were one grade level below from 35%-38%

Grew # of students who were early on grade level from 11%-14%

Grew # of students who were mid/above from 9%-20%

Grade 1 Growth Data:

The median percent progress towards Typical Growth was 97% with 54% of students receiving improved placement levels

Grade 2 Growth Data:

The median percent progress towards Typical Growth was 122% with 60% of students receiving improved placement levels

Grade 3 Growth Data:

The median percent progress towards Typical Growth was 144% with 64% of students receiving improved placement levels

Grade 4 Growth Data:

The median percent progress towards Typical Growth was 135% with 51% of students receiving improved placement levels

School Growth Data by Baseline Placement:

Baseline placement is determined by placement level on i-Ready Fall Diagnostic:

Students who came in 3+ Grade levels below achieved 150% (median) typical growth with 50% of students receiving improved placement

Students who came in 2 Grade levels below achieved 127% (median) typical growth with 66% of students receiving improved placement

Students who came in 1 Grade level below achieved 111% (median) typical growth with 52% of students receiving improved placement

Students who came in Early On Grade Level achieved 89% (median) typical growth with 66% of students receiving improved placement

Students who came in Mid or Above Grade Level achieved 122% (median) typical growth is 53% of students receiving improved placement

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

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
<p style="text-align: center;">Leadership, Shared Responsibility, and Professional Collaboration</p> <p>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.</p>	<p style="text-align: center;">Intentional Practices for Improving Instruction – Engaged Learning</p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address 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 style="text-align: center;">Student-Specific Supports and Instruction to All Students</p> <p>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) to provide student-specific interventions, enrichment, and supports.</p>	<p style="text-align: center;">School Climate and Culture</p> <p>Provide human and financial resources to support high-quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
3.2 School Strategic Goals and Initiatives			
<ul style="list-style-type: none"> ● Utilizing veteran teachers to model best practices & engage in leadership opportunities ● Continue to use the ILT to develop staff meetings, professional development experiences, and special school events ● Developing a culture of trust, transparency, and a growth mindset among 	<ul style="list-style-type: none"> ● Using district-identified Tier 1 language practices will be provided to all teachers to be used in intentional planning. ● Using data-driven practices to inform instructional priorities for students through (data summits, CPT meetings, data chats, etc..) ● Launch, Explore, 	<ul style="list-style-type: none"> ● The school will spend time analyzing the Winter 2024 ACCESS results to develop strategy groups based on needs ● Identifying students coming into Lowell Public Schools as multilingual learners and completing an initial informal screener to determine academic services and interventions they 	<ul style="list-style-type: none"> ● Class Dojo for two-way communication with families with the capability to translate to multiple languages. ● Parent/teacher conferences twice annually in person or virtually with language translation if needed. ● Family events throughout the school year with low to no cost from families

<p>administrators and teachers</p> <ul style="list-style-type: none"> ● Use Ed Camp structures and teacher choice when developing PD for staff meetings and PD Days ● Having teacher facilitators for PD instead of just school administration ● Developing coaching sessions to meet the needs of the individual teacher or their life stage as a teacher. ● Working with mentors to support the novice teachers within the building ● Developing “Look Fors” matching proficiency for standards I+II using the DESE Educator rubrics ● Build structures for vertical alignment during schoolwide staff meetings and PD ● Develop structures and implementation protocols for peer visitations at the horizontal and vertical team levels for teachers 	<p>Summary Checklist for math</p> <ul style="list-style-type: none"> ● Common lesson template with clearly defined content and language goals & look-fors. Use of common curriculum across grade-level teams to ensure consistent learning experience. ● Aligned coaching to professional needs based on administrator observations ● Students are provided with multiple means of access and expression (UDL) so all students can access Tier 1 curriculum ● Clearly defined data points that support greater student engagement including continued PD on engagement. ● PD on rigor and/or high expectations and rigor ● Increased intentional planning opportunities for general/special educators/ML teachers to better meet student needs. ● Vertical alignment (what does a 2nd grader need to know before going to 3rd grade). ● Training on T2, and T3 intervention strategies to support access to T1 	<p>may need</p> <ul style="list-style-type: none"> ● Give Letterland pre-test, and then continue to test periodically to adjust groups ● Analyze iReady scores to create groups and prepare both reading and math strategies to be taught during intervention and reading groups ● Give staff the proper PD to break down the data collected from various assessments and see what skills are missing and why ● Create scheduled and structured meetings with a team of teachers who are servicing each student to review data and see what adjustments need to be made 	<ul style="list-style-type: none"> ● Community partnerships with local businesses to create activities to bring families together: Mill City Grows, Home Depot, Jeanne D’arcCredit Union ● Cultural school-wide celebration to build connections within the Shaughnessy School community. ● Family Communicator: weekly newsletter with an option to translate into multiple languages ● Weekly phone updates to inform families of upcoming school news and events. ● Opportunities for families and community members to join the School Site Council and/or PTO ● Adult English classes for parents ● Parent volunteer opportunities ● Ongoing plan to update school playground and outdoor classroom ● Before/after school programs offered to all families ● Early student arrival offered to families ● The school will continue to use different motivators to increase the average daily
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	<p>curriculum. Interventions better aligned with the core curriculum</p>		<p>attendance and reduce chronic attendance: Weekly attendance charms and classroom trophies, monthly certificates, twice annual family breakfast, school-wide assemblies, and family newsletter.</p> <ul style="list-style-type: none"> • Connor’s Kindness to promote a positive school climate and decrease bullying • School-wide assemblies to promote a sense of school community
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Section 4: Action Plans and Targeted Initiatives

<p>4.1 Goal 1- CLSP:</p> <p>Increase family and community engagement by establishing a school-based ELPAC to assist multilingual families in offering input on improvement plans, services, and support for multilingual learners.</p> <p>Resources on ELPAC Implementation for Families and Schools in Different Languages https://www.doe.mass.edu/ele/families/elpac/</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Establish an ELPAC at Shaughnessy School</p> <p>Year 2: Implement family engagement workshops</p> <p>Year 3: Evaluate and adjust the strategies to measure the effectiveness of ELPAC and identify areas for refinement</p>		
Action Steps	Date for Targeted	Responsible Person(s)

	Completion	
1. Form an English Learner Parent Advisory Council (ELPAC) - Include representatives from diverse backgrounds, parents, community members, school staff, and administrators.	SY 24/25	School
2. Administer surveys or conduct interviews with a sample of families if applicable - Identify strengths, resources, and cultural assets within the school community	SY 24/25	School
3. Create a school-based plan for engaging families and leveraging their cultural assets to support students through ELPAC - Plan Goals - Identify target population(s) - Strategies/ Workshops Themes (attendance, school-based supports, community resources, etc.)	SY 24/25	School/ ILT/MLL Team
4. Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths. - Family Circles - Family Nights - Family Institute	SY 25/26	School/ ILT/MLL Team
5. Assess the impact of target interventions using surveys or interviews with a sample of families to identify areas of strength and need. Continue to offer workshops for incoming families.	SY 26/27	School/ ILT/MLL Team
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Enhanced Collaboration— The ELPAC committee holds regular meetings to discuss progress, share updates, and address challenges.	<ul style="list-style-type: none"> ● Quarterly ELPAC meetings ● Meeting Attendance Rate ● Diversity representation ● Action completion ● Feedback and reflection 	
2. Increased Family Involvement - Track metrics related to family involvement, such as attendance at school events, parent-teacher conferences, volunteer activities, SSC, PTO meetings, and other school events. ELPAC referrals to families.	<ul style="list-style-type: none"> ● Percentage of families attending events/workshops, ● Percentage of attendees by language dominance ● Percentage of attendees by grade level ● Feedback and satisfaction surveys 	

<p>3. Increased Parental Skills and Knowledge</p> <ul style="list-style-type: none"> - Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school. 	<ul style="list-style-type: none"> ● Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend ● Conduct post-workshop surveys by language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels. ● Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
<p>4. Strengthened Partnerships</p> <ul style="list-style-type: none"> - Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support. 	<ul style="list-style-type: none"> ● Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics ● Monitor data growth on survey results and family feedback to identify strengths, weaknesses, and opportunities for improvement in communication practices. ● Measures of frequency of communication, response rates, and events attendance. ● Percentage of interactions between the school and families. (newsletters, emails, phone calls, social media posts, and in-

Section 4: Action Plans and Targeted Initiatives

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

The Shaughnessy School will develop and implement distributed leadership models that utilize the expertise of educators and administrators through the use of coordinated high-quality professional learning activities focused on teaching and learning and increasing student achievement.

Performance Objectives:

Year 1: The following committees will be formed and/or continued to prepare and implement high-quality professional development for Shaughnessy staff. During year one, school administrators and coaches will primarily facilitate the committees.

Instructional Leadership Team (ILT) - The ILT will continue to develop the student learning goals, professional practice goals, and assessment measures, by collaboratively analyzing data, reading research, and using best practices to increase student achievement.

ELPAC Committee (NEW) - The ELPAC committee will further our CLSP goal to work on building positive relationships with multilingual families aimed at acclimating families to the Shaughnessy School. The committee will help families gain an understanding of school policies, community resources, and serve as a safe place for Shaughnessy School families.

Language Practices Committee (LPC) - (NEW) - The LPC will work to develop best practices for goal 4.3, dedicated to the implementation of tier-one language supports. During year one the committee will review research, calibrate practices, and analyze and use the *Walkthrough Tool* as the primary anchor for effective tier-one supports. The team will primarily focus on the speaking and listening domains.

Peer Visitation - We will also connect this committee to goal 4.5 with a focus on increasing professional culture through the use of teacher-led peer visitations. During year one the administration will support the structures needed for this practice to exist. School administration will encourage two learning walks and one peer visit during the 2025-2026 school year.

Year 2: Using feedback from educators following year one, the main goal for year two is the continuation of the three committees and the peer visitations. As we increase distributed leadership practices with teachers assuming more responsibility for developing agendas, instructional priorities, and goals. Peer visitations start to occur without school administrator's demand. Our PLC focuses on tier-one language supports with reading and writing.

Year 3: The collaborative practices will be entrenched into the professional learning community at Shaughnessy School and professional development facilitation, planning, and implementation will be shared between school administrators and school staff. Peer visitations are common practice for all staff with an emphasis on vertical alignment.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. The ILT will develop the professional practice and student learning goals.	SY 24-27	School Staff, Principal
2. The ELPAC committee will be formed to help increase family engagement with a focus on ML families.	SY 24-27	Assistant Principal, ML Team, Teachers
3. A Common Planning Time (CPT) schedule will be established for the school year collaboratively with teachers that align with the tier-one best language practices. The CPT calendar will be reviewed quarterly to adjust goals as needed through data review.	SY 24-27	Principal, ILT, District Curriculum Leaders
4. The district-identified Walkthrough Tool will be used as the anchor to developing tier-one language practices with a focus on speaking and listening	SY 24-27	All Staff, District Curriculum Leaders
5. Structures for peer visitations including the use of substitutes will be developed to foster distributed leadership and collaborative practices.	SY 24-27	Principal, AP, Coaches, LPC members
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Structures will foster collaborative vertical and horizontal learning opportunities for all school staff.	<ul style="list-style-type: none"> Review of agendas and calendars for collaborative input 	
2. PPG and SLG will be entered into Teach Point in September 2024 and co-presented by the administration and ILT members.	<ul style="list-style-type: none"> Review of agendas Review of TeachPoint 	
3. Common Planning Times will target tier-one language practice learning 90% of the time.	<ul style="list-style-type: none"> Review of agendas 	
4. Tier one language best practices focusing on speaking and listening, as identified by the Walkthrough Tool, will be present 80% of the time on informal and formal walkthroughs.	<ul style="list-style-type: none"> Walkthrough tool analysis 	
5. Teachers will perceive choice, trust, and transparency with school structures dedicated to improving teaching and learning.	<ul style="list-style-type: none"> Increase in HALS Dashboard Indicator IB-II, Support for Teacher Development and Growth (.20 points). By year 3, it should reach the Ideal stage. 	

Section 4: Action Plans and Targeted Initiatives

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

The Shaughnessy School staff will intentionally plan and implement tier-one instruction to use best practices related to building language with a focus on vocabulary development.

Performance Objectives:

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

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

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

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Teachers and administrators will work together to learn and implement tier I language supports for speaking, listening, and vocabulary.	SY 24-27	● All Staff
2. Staff will review and understand, and use content and language objectives	SY 24-27	● All Staff
3. Staff will be able to contrast sheltering, English language development, and reading practices	SY 24-27	● All Staff
4. Data will be analyzed to target language and content goals for all students	SY 24-27	● All Staff
5. Teachers and administrators will work together to learn and implement tier I language supports for reading, writing, and vocabulary.	SY 24-27	● All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. Lessons will have posted content and language objectives in child-friendly language	● Walkthrough Tool Data

2. Teachers will use the district-identified tier 1 language practices in all lessons.	<ul style="list-style-type: none"> ● Walkthrough Tool Data
3. Fifty percent of the students will increase one level as measured by ACCESS Speaking and Listening Scores.	<ul style="list-style-type: none"> ● ACCESS Scores
4. Behavioral, emotional, and cognitive engagement will increase to the Ideal rating on the HALS Dashboard (4.51 rating). The measure will increase .20 points for three consecutive school years.	<ul style="list-style-type: none"> ● HALS Dashboard Results

Section 4: Action Plans and Targeted Initiatives

<p>4.4 Goal 4- Student-Specific Supports and Instruction to All Students: The Shaughnessy School will develop and implement a Multi-tiered System of Support (MTSS) to assist all students in attaining grade-level standards.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Develop the structures, content, data systems, and intervention curricula used to help all students attain grade-level standards with the support of school administration and coaches.</p> <p>Year 2: Refine and implement the structures, content, data systems, and intervention curricula used to help all students attain grade-level standards with the support of school administration and coaches.</p> <p>Year 3: The MTSS system is embedded within the school culture with an asset-based view of all students and implemented independently from teachers and coaches without administrative support.</p>		
Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Develop TCI and TAT interventions appropriate for students’ grade levels and developmental needs	SY 24-27	<ul style="list-style-type: none"> ● Teachers, Admin, and coaches
2. Choose, train, and implement tier II literacy and math interventions at all grade levels	SY 24-27	<ul style="list-style-type: none"> ● Teachers and coaches
3. Continue to implement and train special educators in tier III interventions including SPIRE and Project Read	SY 24-27	<ul style="list-style-type: none"> ● Teachers and coaches,

		special education department
4. Create structures to analyze and group students in interventions based on data	SY 24-27	<ul style="list-style-type: none"> All Staff
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Intervention implementation will lead to 25% fewer special education referrals		<ul style="list-style-type: none"> Special Education Data
2. The implementation of tier II support systems will reduce the number of students identified as two or more grade levels below 40% by year three (SY 25 - 20%, SY 15% - 5%, SY 27).		<ul style="list-style-type: none"> iReady EOY Data
3. Intervention implementation will lead to 25% fewer TAT requests.		<ul style="list-style-type: none"> Aspen TAT Data

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture:

The use of teacher peer visitations will build a positive school culture where teachers are transparent and willing to share best practices horizontally and vertically with colleagues.

Performance Objectives:

Year 1: The Shaughnessy School will develop structures and protocols that allow teachers to complete peer visitations with their horizontal teams. Teachers will complete two walkthroughs and one peer visit with their horizontal team.

Year 2: Teachers and administrators will equally share responsibility for structuring and completing peer visitations with horizontal and vertical teams. Teachers will complete three walkthroughs and two peer visits with both horizontal and vertical teams.

Year 3: Teachers will assume full responsibility for developing, implementing, and maintaining the peer visitation structures. Peer visits and walkthroughs will be happening every trimester without administrative support.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. The district-identified Walkthrough Tool will be used as the anchor for all of the teacher peer visits.	SY 24-27	<ul style="list-style-type: none"> All Staff,
2. A deepened understanding of HALS Dashboard Measure 1.A.3., Professional Community, will take place using root cause analysis.	SY 24-25	<ul style="list-style-type: none"> ILT
3. Structures, protocols, and schedules will be developed to assist teachers in completing horizontal and vertical peer visitations.	SY 24-27	<ul style="list-style-type: none"> All Staff
4. Common planning times will be used to plan, implement, and debrief peer visitations.	SY 24-27	<ul style="list-style-type: none"> All Staff

Intended Outcomes & Monitoring System	Key Performance Indicators
1. The walkthrough tool will be used in 90% of the peer visits.	<ul style="list-style-type: none"> Walkthrough artifact collection
2. A fishbone root cause analysis diagram will be developed to determine the primary	<ul style="list-style-type: none"> Fishbone diagram

drivers to building a healthy professional learning community.	artifact
3. HALS Dashboard measure 1.A.3, Professional Community, will increase to the Ideal level (4.71) by increasing .26 points for three straight years.	<ul style="list-style-type: none"> All Staff
4. Common planning times will focus on peer visitations and tier-one language practices 90% of the time.	<ul style="list-style-type: none"> CPT Agenda Review

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

Goal	Status	Progress Notes <small>(Actions Completed, Actions Remaining, Challenges, Successes)</small>	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	Not started		

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

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

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

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

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

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

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

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

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

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

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

Section 6: Title 1 Schoolwide Requirements

1	A comprehensive needs assessment of the entire school
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600050&orgtypecode=6
2	Schoolwide reform strategies
	https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600050&orgtypecode=6
3	Instruction by highly qualified teachers
	https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600050&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/3222
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 the transition from Grade 8 to the Freshman Academy.

	The high school also coordinates a transition plan to support students 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 toward goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability, and Adult Education administrators.</p>