



**Section 1: Executive Summary Information**

1.1 School Leadership	1.2 School Site Council Members	
<p>Matt Steinberg, Principal Jennifer Salmon, Assistant Principal Kathleen Siwicki, Assistant Principal</p>	<p><i>Parent Representatives</i></p> <p>Matt LeLacheur Cassie Floor Matt Dion Julia Shaw Dora Fernandes Veronique Sainten</p>	<p><i>Teacher Representatives</i></p> <p>Jillian Maguire Allison Kuzara</p>
1.3 Mission	1.4 Core Values	
<p>The Dr. An Wang Middle School strives to ensure that our students are motivated and empowered to reach their full academic and social potential.</p>	<p>P.R.I.D.E. (Participation, Respect, Integrity, Dedication, Empathy)</p> <p>Participation-Become an active member of the Wang community.</p> <p>Respect-Respect yourself and others at all times.</p> <p>Integrity-Your reputation matters: the choices you make now impact your future.</p> <p>Dedication-Set goals and commit to working through obstacles to accomplish them.</p> <p>Empathy-Keep other people in mind at all times: everyone matters.</p>	
1.5 Vision		
<p>The Dr. An Wang Middle School embraces a</p>		

rigorous, dynamic, and diverse academic environment, which develops curiosity, love of learning, and a deep sense of personal accountability. We model our core values of **participation, respect, integrity, dedication,** and **empathy** through our daily practices. Our goal is to ensure that our students are motivated and empowered to reach their full academic and social potential.

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

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

### 2.2 School Data Profile 2024-2025

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

Race	% of School	% of District	% of State
African American	7.6	7.5	9.6
Asian	22.5	26.3	7.4
Hispanic	39.4	40.6	25.1
Native American	0.0	0.2	0.2
White	26.3	21.1	53.0
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	4.3	4.1	4.5

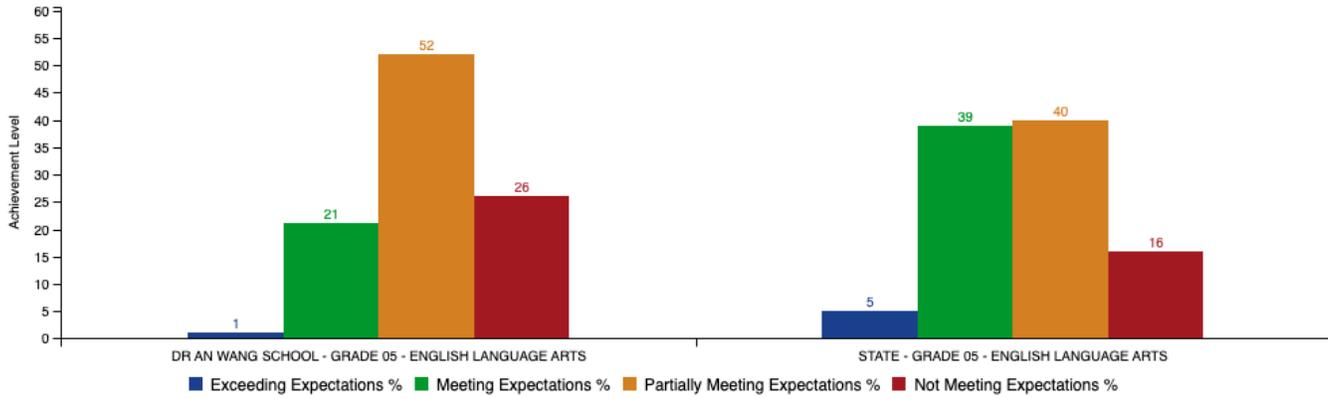
### Enrollment by Gender (2023-24)

	School	District	State
Female	309	6,820	442,952
Male	348	7,448	470,307
Non-Binary	1	6	1,700
Total	658	14,274	914,959

### Selected Populations (2023-24)



Title	% of School	% of District	% of State
First Language not English	39.5	45.0	26.0
English Language Learner	20.2	28.7	13.1
Low-income	67.9	72.3	42.2
Students With Disabilities	19.6	20.3	20.2
High Needs	80.1	83.5	55.8



## 2023 Official Accountability Report - Dr An Wang School

Organization Information	
<b>DISTRICT NAME</b> Lowell (01600000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Dr An Wang School (01600345)	<b>GRADES SERVED</b> 05,06,07,08
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b>	Not requiring assistance or intervention
<b>Reason for classification</b>	Moderate progress toward targets
<b>Progress toward improvement targets</b>	28% - Moderate progress toward targets
<b>Accountability percentile</b>	17

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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#### Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	28%
Progress towards targets	Moderate progress toward targets

#### 2023 Points awarded

2023 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	1	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	<b>Achievement total</b>	<b>0</b>	<b>12</b>	<b>60.0</b>	<b>3</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>20.0</b>	<b>4</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		1.2	9.6	-	3.3	7.6	-
Percentage of possible points		13%		-	43%		-
2023 Criterion-referenced target percentage				28%			

### 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?
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

### 2.4 School Strengths and Notable Achievements 2025-2026

### 2.5 School Data Profile 2025-2026

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<b>2.6 Reflection on Current Practices 2025-2026</b>
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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?
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**Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth**

<b>2.7 School Strengths and Notable Achievements 2026-2027</b>
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<b>2.8 School Data Profile 2026-2027</b>
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## 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			
<p><b>Leadership, Shared Responsibility, and Professional Collaboration</b></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><b>Intentional Practices for Improving Instruction – Engaged Learning</b></p> <p>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.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p><b>Student-Specific Supports and Instruction to All Students</b></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) in order to provide student-specific interventions, enrichment, and supports.</p>	<p><b>School Climate and Culture</b></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			
<p>Co Teaching focus SPED and Content teachers</p> <ul style="list-style-type: none"> <li>- SPED</li> <li>- ELLs</li> <li>- 504s</li> <li>- Latin X pop.                             <ul style="list-style-type: none"> <li>- Weekly Teacher Team Meetings</li> <li>- Content Teams</li> <li>- Grade-Level Teams</li> </ul> </li> </ul> <p>Weekly Admin Team Meetings</p> <ul style="list-style-type: none"> <li>- Special Education</li> <li>- Curriculum &amp; Instruction</li> <li>- Student Support</li> </ul> <ul style="list-style-type: none"> <li>- Constant visibility of and access to Admin Team</li> </ul> <ul style="list-style-type: none"> <li>- Authentic shared decision-making with staff with a focus on developing shared accountability throughout the school</li> </ul> <p>Coaching Model that encourages teachers to continuously grow and expand on best practices.</p> <ul style="list-style-type: none"> <li>- Focus on LatinX and SPED populations</li> </ul> <p>Administration schedule times to sit and participate in CPTs</p> <p>ILT - more substantial with a specific task in mind</p> <ul style="list-style-type: none"> <li>- ILT members bring information back to the</li> </ul>	<ul style="list-style-type: none"> <li>- Full implementation of co-teaching in ELA and Math with PD implemented for teachers to develop and foster this model of inclusion support</li> <li>- Reducing the amount of students in Fundamentals classes</li> <li>- Ensuring that Fundamentals classes are using grade-level curriculum</li> <li>- Design &amp; implement intervention strategies to help support students who are below grade-level expectations                             <ul style="list-style-type: none"> <li>- Uniformed assessments and consistent data reviews for students next steps</li> </ul> </li> <li>- PD offered based on needs identified by staff                             <ul style="list-style-type: none"> <li>- Curriculum adjustments, SEL, increased coaching opportunities, technology</li> </ul> </li> </ul>	<p>Use of OA dashboard to support meaningful assessment check-ins:</p> <ul style="list-style-type: none"> <li>- latinX population</li> <li>- Attendance</li> <li>- Achievement levels</li> <li>- Enrichment period (iReady for placement)</li> </ul> <p>Special Ed</p> <p>Teachers and Special Education (SPED) teachers convene during professional development sessions to collaborate on effectively implementing Individualized Education Program (IEP) goals and accommodations.</p> <ul style="list-style-type: none"> <li>- IEPs available for all teachers                             <ul style="list-style-type: none"> <li>- The beginning of school year PD focused on: What does this accommodation look like in our class?</li> </ul> </li> <li>- How should services be delivered?</li> <li>- Delivered outside of classrooms?</li> <li>- Streamline communication</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a Master schedule that meets the needs of all students, adding enrichment and more horizontal and vertical meeting time for staff</li> <li>-Continuation of the high-five phone calls to students who demonstrate aspects of Pride in their classes</li> <li>-Continue to refine and develop more targeted interventions (academic &amp; SEL)                             <ul style="list-style-type: none"> <li>▪ Incorporation of iDecide for substance use education</li> <li>▪ Continued development of PBIS teacher and curriculum (LOOPER)</li> </ul> </li> <li>Reward-based incentives for student engagement                             <ul style="list-style-type: none"> <li>▪ Students of the Month and parent breakfast</li> </ul> </li> <li>Coaching models focusing on lesson design that incorporates strategic elements to increase student engagement and culturally responsive strategies (UDL) Activate ALL student voices with regard to the school                             <ul style="list-style-type: none"> <li>- Incorporate a stronger student voice through student council improvements/initiatives</li> </ul> </li> <li>Develop culturally responsive PD for that focuses on improving instructional practices for all</li> </ul>

<p>team</p> <ul style="list-style-type: none"> <li>- Act as a go between between teams and ILT</li> <li>- Task - modify enrichment period to meet the needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>- PD offered based on data analysis of school's needs             <ul style="list-style-type: none"> <li>- SEL, cultural learning &amp; equity, effective use of data</li> </ul> </li> </ul> <p>Continue the implementation of the OpenSciEd curriculum for grades 6-8.</p>		<p>students</p> <ul style="list-style-type: none"> <li>• Continue work started this year on anti-racism curriculum taught collaboratively between admin and teachers</li> </ul>

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

<p><b>4.1 Goal 1- CLSP:</b>          Increase cultural and linguistic representation in the curriculum to promote diversity, inclusivity, and student engagement.</p>
<p><u>Performance Objectives:</u></p>

**Year 1:** Review existing curriculum materials to assess cultural and linguistic representation across subject areas.

**Year 2:** Implement language-rich learning environments and materials to support students from linguistically diverse backgrounds.

**Year 3:** Collect feedback from students and educators on the impact of cultural and linguistic representation in the curriculum on school climate

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Select samples of materials used across subject areas, including textbooks, worksheets, reading materials, and multimedia resources - Select by grade level and subject area	SY 24/25	School
2. Utilize the <a href="#">Washington Model</a> to evaluate cultural and linguistic representation within curriculum materials - Variety of roles and character traits, multiple perspectives and contributions, multicultural representation, imagery and language, family representation, teacher guidance, and additional considerations	SY 24/25 SY 25/26	School/CLSP District Team
3. Participate in training sessions and workshops for educators on effective strategies for supporting diverse students and promoting language-rich learning environments.	SY 25/26 SY 26/27	School/ CLSP District Team
4. Increase language-rich strategies like think-aloud, cooperative learning, and interactive discussions to facilitate language acquisition, communication, and conversations on multicultural representation.	SY 24/25 SY 25/26 SY 26/27	School/ CLSP District Team
5. Identify strengths and areas for improvement regarding gaps, biases, or inadequacies in cultural and linguistic representation by grade level.	SY 25/26 SY 26/27	School/ CLSP District Team
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Authentic Representation - Ensure cultural and linguistic representations are authentic, accurate, and respectful, avoiding stereotypes or misrepresentations	<ul style="list-style-type: none"> <li>Rates on the absence of stereotypes, inclusive language, and</li> </ul>	

	representation of diversity in the sampled materials
<p>2. Equity and Inclusion</p> <ul style="list-style-type: none"> <li>- Promote a sense of belonging and validation for students from diverse cultural and linguistic backgrounds, fostering an inclusive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Use Likert scale ratings to identify the quality of peer relationships among students from diverse backgrounds and whether they feel accepted and included by their peers.</li> </ul>
<p>3. Professional Development</p> <ul style="list-style-type: none"> <li>- Provide training and professional development opportunities for educators to increase their awareness and understanding of cultural and linguistic diversity and its importance in curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation rate</li> <li>● Pre- and post-survey</li> <li>● Changes in attitudes and beliefs survey</li> </ul>
<p>4. Cultural Awareness and Appreciation</p> <ul style="list-style-type: none"> <li>- Increase students' and staff's awareness and appreciation of diverse cultures, histories, and languages to foster respect and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in Cultural Events</li> <li>● Interactions with Peers survey</li> </ul>

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

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

Increase ILT voice, coaching cycles, and impact within the school in order to improve LatinX academic achievement and attendance by 15%.

##### Performance Objectives:

Year 1: Develop student-centered Coaching Model that encourages teachers to continuously grow and expand on best practices by:

- Establishing protocols for intellectual preparation (use of unit unpacking and lesson internalization tools) so teachers can effectively prepare for and reflect on all lessons so that language objectives, grade-level texts and tasks, and differentiated scaffolds are the center of every lesson
- Establishing protocols for reviewing student work samples so educators can ensure equitable access to grade level tasks with high expectations and high support
- Developing 360-degree communication and distributive leadership plans to effectively partner with families, build administrators instructional capacity, and maintain regular data-based decision making in service of supporting all students, especially LatinX students.

- Integrating student voice and feedback on instruction
- Continuously improving on goal-centered and data-driven cycles of inquiry for educators to build their pedagogical capacity
- Developing a schedule for non-evaluative walkthroughs to support progress monitoring on coaching goals
- Focus on LatinX and SPED populations

**Continued improvements in PRIDE program**

- High 5 phone calls

**Leadership**

- Teams should have a specific product (PDPs)
- Administration schedule times to sit and participate in CPTs
- ILT - more substantial with a specific task in mind
  - ILT members bring information back to the team
  - Act as a go-between between teams and ILT
  - Task - modify enrichment period to meet the needs of the students

**Incorporate a stronger student voice**

- Administration schedule themselves to attend student council meetings
- Utilize student council more effectively to represent all students and to improve student voice

**Administration Schedule time in rooms**

- All 3 admin (Principal and two Assistant Principals) will have a day during the week set time at least 3 days a week to be in classrooms where they can not be pulled

**Year 2: Work with staff to correlate lessons that are on grade-level for all students, pairing teachers who need assistance with staff that are modeling consistent grade-level instruction**

**Year 3: Building independence with the coaching model i.e. teacher walkthroughs without administration involvement**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Continue coaching model providing opportunities to visit classrooms	06/25	Admin
2. Provide opportunities for teachers to co-plan and co-teach (emphasis on SPED and Content teachers planning together, etc)	06/25	Admin
3. Support mentoring program within the building	06/25	Admin, Instruc Spec
4. Utilize IS and MRT to facilitate and participate in coaching model	06/25	IS, MRT
5. Use ILT to devise changes to academic enrichment/intervention period in our daily schedule to support all students	06/25	ILT

Intended Outcomes & Monitoring System	Key Performance Indicators
<p>By June 2026, all staff will participate in ongoing, differentiated professional development offerings focusing on UDL, SEI, co teaching and assessment / grading.  <b>(Increase HALs 1B-II - Support for Teaching Development &amp; Growth- 3.13 Watch to 3.7)</b></p>	<ul style="list-style-type: none"> <li>- <b>Accountability:</b></li> <li>- <b>3 year projection</b></li> <li>- <b>17% - 28%</b></li> </ul>
<p>By June 2026, all teachers will engage in collaborative data inquiry within each inquiry cycle in order to monitor mastery of selected standards in each subject area as demonstrated on common assessments (such as Writing about Reading, End of Unit Math Assessments and Writing in the Content area (Science / Social Studies).  <b>(Increase HALs 2C - I Value of Learning - 3.25 Watch; HALs 2C-II Academic Challenge - 3.44 Growth to 3.8)</b></p>	<ul style="list-style-type: none"> <li>- <b>MCAS Proficiency: (MLL)</b></li> <li>- <b>ELA 7% - 18%</b></li> <li>- <b>Math 12% - 22%</b></li> <li>- <b>Science 3% - 15%</b></li> </ul>
<p>By June 2027, all staff will be involved and benefit from feedback from strategically conducted coaching cycles, Instructional Rounds and evaluations.  <b>(Increase HALs 1B-II - Support for Teaching Development &amp; Growth- 3.13 Watch to - 3.7)</b></p>	<ul style="list-style-type: none"> <li>- <b>ACCESS:</b></li> <li>- <b>Progress 61% - 75%</b></li> <li>- <b>Growth 44% - 58%</b></li> <li>- <b>Attainment 38% - 50%</b></li> </ul>
<p>By June 2027, a full inclusion model will be implemented with the reduction of students in Fundamentals by 50% and continuous push in of ELL Level 2-3 students at all grade levels</p>	<p><b>Common Formative / Summative Assessments</b>  <b>ACCESS Data</b>  <b>iReady Growth</b></p>

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

**4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning:**  
**Work towards a full inclusion model in ELA and Math classrooms by reducing the student numbers in pull-out groups through professional development on co-teaching and thorough construction of IEPs that correlate with a full inclusion model for all Special Education students.**

**Performance Objectives:**

**Year 1: ETC to ETC and Principal to Principal - making sure that time is built in so that our grade 5 SPED teachers and those from the McAvinnue are able to meet and discuss the needed changes to services for the transition from elementary to middle school.**

- **Grade 5 teachers NEED access to data from the elementary schools to support the development of IEP changes, etc.**
- **Develop a better understanding and criteria for reading, and other services that**

**supports the move to a more inclusive setting**

- **Having a minimum of a monthly SPED meeting including all SPED teachers, ETC and other key players. Increase productive communication and understanding.**
- **Begin to have SPED teachers take a more active role in the classrooms they are in.**
- **Professional development around building relationships between the general education teacher and the special education teachers- this is where we need to make sure we keep the motto they are all our students**
- **Plan is a two day PD with Seaside Consultants - coach Judy DeLucia. (June 20th and 21st) and an August PD**
  - **Choosing co teaching model**
  - **[Co Teaching template](#)**

**Year 2: Continue steps implemented in year 1**

- **Making changes to service, needed meetings, etc**
- **Continue relationship building PD**
- **Train paraprofessionals in expectations for supporting special education students in an inclusion setting**
- **Having SPED teachers receive the needed PD to support the curriculum in the content areas they work with**
- **Begin professional development/observations around what co teaching looks like**
  - **Building on the professional development/observations start to have SPED/Gen Ed teachers implement some of what they see and discuss into their classrooms**
- **Give needed time for SPED and Gen Ed teachers to meet to make decisions around planning, etc.**
- **[Full co teaching present in one class](#)**

**Year 3: Continue steps from years 1 and 2**

- **Making sure that the transition meetings from grades 4 to 5 are clear and have been established between schools and administrations**
- **Transitions in what Fundamentals looks like (unclear right now of the specific details)**
- **Continue to do SPED/Gen Ed observations - PD to support and strengthen the model.**
- **Making sure to continue monthly SPED Team and Admin meetings to strengthen to get feedback on ways to improve the model.**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. <b>Making sure that time is built in so that our grade 5 SPED teachers and those from the McAvinnue are able to meet and discuss the needed changes to services for the transition from elementary to middle school</b>	05/25	Admin, Gr 5 SPED teachers
2. <b>Create SPED teacher schedules</b>	09/24	Admin, teachers
3. <b>Develop a better understanding and criteria (<u><a href="#">rubric</a></u>) for reading, and other services that support the move to a more inclusive setting.</b>	11/24	Admin, instructional specialist, teachers
4. <b>Having a minimum of a monthly SPED meeting including all SPED teachers, ETC and other key players. Increase productive communication and understanding.</b>	06/25	Admin, SPED teachers, ETC
5. <b>Begin to have SPED teachers take a more active role in the classrooms they are in. Begin to co teach in at least one class.</b>	06/25	Admin, teachers

<b>6. PD for all teachers around co teaching with SPED teachers and what that looks like in the classroom.</b>	06/25	Seaside Consultants, Admin
<b>7. Give needed time for SPED and Gen Ed teachers to meet to make decisions around planning, etc.</b>	06/25	Admin, teachers
<b>Intended Outcomes &amp; Monitoring System</b>	<b>Key Performance Indicators</b>	
1. Goals and accommodations that meet the needs of our students due to the transition from elementary to middle school.	<ul style="list-style-type: none"> <li>- Iready Data</li> <li>- Monthly SPED teacher meetings</li> </ul>	
2. To create a more inclusive experience for all students by ensuring that students with diverse backgrounds, abilities, and learning styles are part of the same classroom community. It promotes equity by providing all students with equal opportunities for learning and growth.	<ul style="list-style-type: none"> <li>- Observations and feedback from admin</li> <li>- PD feedback from seaside consultants</li> </ul>	
3. Monthly or bimonthly SPED meetings for all stakeholders will allow for effective communication and understanding of the needs and requirements of our special education students.	<ul style="list-style-type: none"> <li>- Focused agendas</li> <li>- Targeted goals for each student discussed</li> </ul>	
4. Begin to create an effective co teaching model to better meet the needs of our special education students.	<ul style="list-style-type: none"> <li>- Observations from admin</li> <li>- Discussions with PD consultants</li> </ul>	
5. Build a strong relationship between co teachers and an effective model to utilize within our school setting- by providing time to plan together, assess student progress and determine next steps	<ul style="list-style-type: none"> <li>- Teacher surveys</li> <li>- Consistent, dedicated time for co-planning in schedule</li> <li>- Focused conversations in CPT</li> </ul>	
6. Effective implementation between content and special education teachers for the co teaching model requires time to plan.	<ul style="list-style-type: none"> <li>- Scheduling time for teachers to meet</li> </ul>	

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

**4.4 Goal 4- Student-Specific Supports and Instruction to All Students:**  
**Create a daily schedule that allows for intervention and enrichment programs, rooted in high quality instructional materials and supports Common Planning Time and professional learning culture amongst all staff**

**Performance Objectives:**

**Year 1: Ensure all teachers are aware of and provide all accommodations and modifications that students are entitled to through ML status, SPED status and 504 status.**

**Year 2: Establish intervention/enrichment classes that are properly grouped, utilize high quality instructional materials and allow for common planning time each and every day for staff**

**Year 3: Provide opportunities within school day for enrichment programs outside of the classroom i.e. return of Middle School Band, individual project learning, Algebra, book clubs, etc.**

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Set up accommodation folder that all teachers can access	10/24	Lead teachers, Instruc Spec, admin
2. PD on how to provide accom. and mod. for students in inclusion settings	06/25	ELL, ETC, Admin
3. Streamline resources for accommodations between content and grades	06/25	ELL, ETC, Admin
4. Provide time for co-planning between content and SPED/ML teachers.	06/25	ETC, ELL, Admin
5. Creation of a more effective school schedule to include more CPT time for teams as well as intervention/enrichment periods for students	06/26	ILT, Admin

Intended Outcomes & Monitoring System	Key Performance Indicators
Three times a year, within three weeks of completing the iReady diagnostic, 100% of teachers will conference with students individually or in small groups. In addition, using the iREADY diagnostic model, students will meet at least half a year's stretch growth (as defined by iReady norms) and increase by one year's stretch growth on the end of year diagnostic	iReady Diagnostic Growth
80% of students will have made 60%+ progress toward their annual growth goals by winter, and 100% of students will meet their annual growth targets by June on the diagnostic (iReady) math and reading assessments	iReady Diagnostic Growth
100% of students will make at least 50% growth on ACCESS and MCAS testing	ACCESS / MCAS Growth
Increase in student-driven projects throughout the building - attendance in band, increase in 21st century programming to push enrichment initiative	Student Attendance in Extracurriculars



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

4.5 Goal 5- School Climate and Culture:

**Increase student voice, enhance positive behavioral interventions and develop a “culture of celebration” in the Wang to foster an affirming and inclusive environment that is rooted in cultural competency and restorative practices.**

Performance Objectives:

Year 1: Work with building executive functioning skills

- PBIS teacher
  - teach a set curriculum to classes
  - pull students to work individually and in small groups to work on specific skills
  - progressive consequences for repeated behaviors
  - work with students who have been suspended (in or out of school) to check in with academics and behavioral intervention

Orientation binder

- Consequence log
- Supervision
- Behavior flow chart that can be adjusted throughout the year
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Positive School Culture

- Establish a culture where students who are doing the right thing are recognized
  - PRIDE Program
  - Student of the month
    - 3 students per grade (1 per team)
    - Breakfast with parents of SOM each quarter

Year 2:

Positive School Culture

- Establish a culture where students who are doing the right thing are recognized
  - PRIDE Program
  - Student of the month
    - Breakfast with parents of SOM?

Year 3: Incorporate more student voice into decisions around PRIDE at the Wang School

Action Steps	Date for Targeted Completion	Responsible Person(s)

1. Creation of a more effective school schedule to include more CPT time for teams as well as intervention/enrichment periods for students	05/25	ILT
2. Provide time for co-planning between content and SPED/ML teachers.	05/26	Admin/Inst Spec.
3. PBIS teacher teaching a curriculum with a group of 7th graders	11/24	PBIS Teacher, Instr Spec, Admin
4. Each month based on developed criteria students of the month recognized	06/25	Admin and teachers
5. Create more parent involvement through breakfast with parents of Students of the Month on a quarterly basis.	06/25	Admin, teachers, parent liaison
6. HALS Data to measure school culture. The goal is to have all sub categories under school culture to show growth to the approval level.	04/26	Admin, teachers

Intended Outcomes & Monitoring System	Key Performance Indicators
Target school social/emotional improvement by scheduling weekly advisories to incorporate SEL lessons and interpret DESSA data <b>(Increase HALs 2B-I Students Sense of Belong - 3.23 Growth to 3.6)</b>	DESSA / HALs Survey
To support a shared responsibility for the improvement of culture and climate at the Wang School, 95% of staff will aim for the goal to attend school 96% of the time. <b>(HALs 1A-III Professional Community - 3.48 watch to 3.6)</b>	HALS Survey
Establish and monitor systems to decrease chronic absenteeism; decrease chronic absenteeism from 18% to 14% <b>(Increase HALs 2B-I Students Sense of Belong - 3.23 Growth to 3.6)</b>	Chronic Absenteeism Rate
Strengthen our community connections by inviting families to our monthly (weekly) student academic and SEL celebrations and monitoring attendance.	Family Attendance

## 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	Not started		

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

### 5.2 2024-2025 Quarter 2

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

## Section 5: Quarterly Progress Monitoring Review

### 5.3 2024-2025 Quarter 3

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

## Section 5: Quarterly Progress Monitoring Review

### 5.4 2024-2025 Quarter 4

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

## Section 5: Quarterly Progress Monitoring Review

### 5.5 2025-2026 Quarter 1

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

## Section 5: Quarterly Progress Monitoring Review

### 5.6 2025-2026 Quarter 2

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

## Section 5: Quarterly Progress Monitoring Review

### 5.7 2025-2026 Quarter 3

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

## Section 5: Quarterly Progress Monitoring Review

### 5.8 2025-2026 Quarter 4

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

## Section 5: Quarterly Progress Monitoring Review

### 5.9 2026-2027 Quarter 1

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

## Section 5: Quarterly Progress Monitoring Review

### 5.10 2026-2027 Quarter 2

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

## Section 5: Quarterly Progress Monitoring Review

### 5.11 2026-2027 Quarter 3

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

## Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

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

## Section 6: Title 1 Schoolwide Requirements

1	<b>A comprehensive needs assessment of the entire school</b> <a href="https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600345&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600345&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=01600345&amp;orgtypecode=6">https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&amp;leftNavId=100&amp;orgcode=01600345&amp;orgtypecode=6</a>
3	<b>Instruction by highly qualified teachers</b> <a href="https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600345&amp;orgtypecode=6&amp;">https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600345&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/3198">https://www.lowell.k12.ma.us/domain/3198</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.

**8 Measures to include teachers in the decisions regarding the use of academic assessments**  
Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

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

**10 Coordination and Integration of Federal State and local services and programs**  
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.  
Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework.  
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.