



SCHOOL IMPROVEMENT PLAN 2026 - 2029

QRSD Vision	QRSD Mission
QRSD students and graduates are lifelong learners who embody hard work, curiosity, excellence, diversity and inclusivity. They are productive local and global citizens whose respect, responsibility, resilience, and innovation allow them to thrive in a rapidly changing world.	Quabbin Regional School District: • Forges strong and positive relationships with students to increase their confidence, independence and capacity for academic and social-emotional success. • Engages students with rigorous, culturally responsive curriculum and instruction aligned with students' interests to promote curiosity and academic risk-taking. • Utilizes multiple sources of data to improve and adapt both instruction and support to meet the diverse needs of all students. • Fosters open communication with families and the greater QRSD community to build effective partnerships and create meaningful and equitable opportunities for engagement.
Theory of Action	QRSD Core Values
If we foster a culture of equity and achievement, then every member of the Quabbin Regional School District will personally thrive and affect positive change in their world.	Students First! We make all decisions in the best interests of students. Respect: We treat others the way we want to be treated. Responsibility: We foster an inclusive and diverse community. Resilience: We strive for excellence and work until we succeed. Innovation: We encourage curiosity and explore possibilities.
Strategic Objective I	Strategic Objective II
Implement an integrated, multi-tiered system of support (MTSS) that uses real time data to provide targeted academic, social-emotional, and behavioral interventions ensuring equitable growth for every learner.	Integrate real-world learning and expand competency based learning pathways that serve as authentic experiences for skill application and align with individual student interests, empowering students to successfully transition to post-secondary education, career, and civic life.

Strategic Initiative I		Strategic Initiative II	
By June 2027, audit the current systems and structures that inform and support the Student Success Team processes.		By June 2027, gather data on every student that includes career aspirations, academic interests and personal background to tailor advising, build meaningful relationships and guide students toward college or career readiness.	
By June 2028, formalize a unified, district-wide MTSS framework that weaves academic, social-emotional, and executive function interventions into one single, cohesive system.		By June 2028, ALL students in grades 6-12 will maintain an active personalized MyCAP portfolio that reflects their career interest and post-secondary goals.	
By June 2029, implement a standardized, data-informed MTSS framework across all buildings, ensuring 100% of students identified as “at risk” receive timely, targeted interventions. Measure: We will see a 10% year over year increase in students meeting grade level benchmarks in ELA/Math.		By June 2029, ALL students in PK- Post Grad will participate in Real -World Learning. By June 2029, every student in grades 9-12 will have the opportunity to participate in work-based learning, internships or dual enrollment ensuring ALL 2029 QRSD graduates leave with a clear, documented post-secondary plan.	
School Improvement Plan Overview			
School Goal (2026-27)			
In order to ensure equitable growth for every learner, we will develop and implement a standardized elementary Student Success Team (SST) protocol by the end of the 2026-2027 school year.			

School Improvement Goal: *By June 2027, Oakham Center School will have a clearly defined, consistently implemented, and data-informed SST process that ensures staff can identify students in need, initiate appropriate interventions, monitor student progress, and make timely decisions regarding next steps.*

Monitoring Progress

Process Benchmarks:

Process Benchmark	Person Responsible	Date	Status
Identify inconsistencies in referral procedures, documentation, intervention selection, and progress monitoring.	Principal/All staff	September/ October	

Identify how academic, behavioral, attendance, social-emotional, and other students data are used to identify students	Principal/Classroom Teachers/Special Education Teachers/Coach	September/ October	
Identify the SST and referral process	Principal/Classroom Teacher/Special Education Teachers/Coach	September/ October	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	October	
SMART Goals - Establish Goals and Action Plan (Tier 2 Interventions - Social/Emotional)	Tricia Worthington, Classroom Teachers	10/15	
Grade Level Data Meetings (Academic)	Diane Lyons Tricia Worthington, District Admin Team	TBD October	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	November	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Diane Lyons, Cait Foster Classroom Teacher(s)	As Needed	
Reteach PBIS Lessons (Social/Emotional)	Cait Foster	11/30	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	December	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Diane Lyons, Cait Foster Classroom Teacher(s)	As Needed	

Progress Monitoring Meetings (Academic)	Diane Lyons	TBD	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	January	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Diane Lyons, Cait Foster Classroom Teacher(s)	As Needed	
Mid-Year Assessments (Assessment Calendar)	Diane Lyons	TBD	
Reteach PBIS Lessons (Social/Emotional)	Classroom Teachers	1/4	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	February	
SMART Goal midpoint check (Tier 2 Interventions - Social/Emotional)	Teachers	2/12	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Diane Lyons, Cait Foster Classroom Teacher(s)	As Needed	
Grade Level Data Meetings (Academic)	Diane Lyons	TBD	
Reteach PBIS Lessons (Social/Emotional)	Classroom Teachers	2/22	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	March	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Daine Lyons, Cait Foster Classroom Teacher(s)	As Needed	
Progress Monitoring Meetings (Academic)	Diane Lyonns	TBD	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	April	
SST Process (Academic & Social/Emotional)	Tricia Worthington, Diane Lyons, Cait Foster Classroom Teacher(s)	As Needed	

Reteach PBIS Lessons	Classroom Teachers	4/26	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	May	
SST process Audit: (Academic & Social/Emotional) - Data & Identification - Meeting Efficacy	District Admin Team	May	
End of Year Assessments (Academic)	Diane Lyons	TBD	
Progress Monitoring of Tier 2/3 Students (Academic)	Diane Lyons	June	
SMART Goals - Establish Goals and Action Plan (Tier 2 Interventions - Social/Emotional)	Tricia Worthington, Classroom Teachers	5/15	
SST process Audit: (Academic & Social/Emotional) - Intervention Alignment - Fidelity Tracking - Feedback Loops	District Admin Team	June	
End of Year Data Meeting (Academic)	Diane Lyons	TBD	

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact</i>	Person Responsible	Date	Status
Improved student achievement evidenced by progress monitoring	Intervention Team Classroom Teachers		
Educators making instructional decisions based on data	Intervention Team Classroom Teachers		
Increased student engagement in learning	Intervention Team Classroom Teachers		
Educators progress monitoring students and identifying student strengths and areas for growth.	Intervention Team Classroom Teachers		
Track whole class/individual rewards for meeting expected behavior in shared spaces	PBIS Team		
Seek feedback from classroom teachers on PBIS in classrooms and building wide	PBIS Team		

Resources Supporting Implementation

Resources
District assessment calendar
Intervention Team
Data in shared drive
HMH and Eureka Materials
Technology - district issued devices
Assessment Materials (academic)
Tier 2 resources for Social/Emotional support
Operational Audit Framework
Second Step curriculum
PBIS Lessons

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
A completed SST Current-State Audit and Process Map identifying strengths, gaps and priority areas of improvement	Principal/Classroom Teachers/Coaches		
Create a schoolwide SST process with clearly defined expectations, roles, timelines, and decision making-making protocols	Principal/Classroom Teachers/Coaches		
Ensure that the SST process is an integral component of the school's MTSS rather than a separate or disconnected intervention system.	Principal/Classroom Teachers/Coaches		

School Improvement Goal: By June 2029, Oakham Center School will have a formalized, sustainable MTSS framework that integrates academic, social-emotional, and behavioral supports into one coherent system. Every student will have access to increasingly intensive support based on identified needs, with decisions driven by multiple sources of data monitored through a consistent Student Success Team/MTSS process.

Monitoring Progress

Process Benchmarks:

Process Benchmark	Person Responsible	Date	Status
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MTSS framework drafted, reviewed, and approved	District wide MTSS	2027	
MTSS Framework finalized and approved	MTSS Team	2028	
Full implementation of unified MTSS framework	Principal/Classroom Teachers/Coaches/ Interventionists	September 2028/2029	
School wide definitions for Tier 1, 2, and 3 established	Principal/Classroom Teachers/Coaches/ Interventionists	2028/2029	
Academic, SEL, behavioral, and executive-function supports operate within the same system	Principal/Classroom Teachers/Coaches/ Interventionists	2028/2029	
Every tier has an established menu of evidence-based supports .	DECAP/ Coaches	2028-2029	
Interventions have clear entry, monitoring, and exit criteria	DECA	DECAP	
Frequent progress monitoring across all three domains	Schoolwide MTSS	District Assessment Calendar	
School wide SEL instruction (Second Step)(PBIS)	All staff	Ongoing	
Common Referral form established	School wide MTSS	Ongoing	

Measuring Impact

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Educators progress monitoring students and identifying student strengths and areas for growth.	Intervention Team Classroom Teachers		
Track whole class rewards for meeting expected behavior in shared spaces	PBIS		
Seek feedback from classroom teachers on PBIS in classrooms and building wide	PBIS		

Resources Supporting Implementation

Resources
District assessment calendar
Intervention Team
Data in shared drive
HMH and Eureka Materials
Technology - district issued devices
Assessment Materials
Staffing to support meetings
Dedicated PD time
Second Step curriculum
PBIS Lessons