

School Overview

Lowell Elementary is a magical place where students from all over the world with a diversity of strengths and challenges come together with staff each day to learn and grow academically, socially, behaviorally, and emotionally. Lowell's attendance zone includes students who live on the west side of Capitol Hill and students who live in downtown Seattle (South Lake Union/Belltown, south to the International District).

Our school population includes students on track to meet and/or exceed standard; students with mild to significant disabilities; students who together, speak over 30 different languages; students eligible for free/reduced lunch, students/families who are homeless and/or in traditional housing, and students who are advanced learners. We are truly an urban school, with all that an urban school has to offer.

Inclusion is a core value for our school staff and community. Lowell is an SPS "Early Adopter" school, working with the Novak Group focused the principles of Universal Design for Learning (UDL), including implementation of Restorative Practices. We use the Common Core standards to guide our instructional practices and Positive Behavioral Interventions and Supports (PBIS) to guide our work in supporting student social, behavioral, and emotional learning. To be responsive to the needs of the whole child, our work is structured through an Integrated Multi-tiered System of Support (MTSS).

We strive each day to close the Opportunity Gap, see our work through an equity lens, and dedicate ourselves to forming positive relationships with each student and family who walks through our school doors.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

Three-year Goal:

By spring of the 2025-2026 school year, overall favorable rating in the area of equity and anti-racism will grow from 79% favorable to 90% favorable on the spring student school climate survey.

One-year Goal:

By spring of 2024 overall favorable rating in the area of equity and anti-racism will grow from 79% favorable to 85% favorable on the spring student school climate survey.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to provide unwelcoming environments. Per Board Policy No. 0030, welcoming environments reflect and support the diversity of the district's student population, their families, and community and promote a sense of belonging.

Evidence of alignment to student outcome focused governance:

Our school team is committed to making school a safe and welcoming place for students of all cultures and backgrounds. We will provide intentional teaching and support for all students to support treating one another with respect even when disagreements occur. We want all of our students to feel included, safe, and welcomed at Lowell.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Collective efficacy is a core value for our staff. As such, we are committed to viewing all students as **our** students regardless of classroom placement. We strive to build trusting relationships between students and all adults in the school, so students feel safe communicating when things are hard or they need help. Staff will be visible across multiple settings and engage positively with all students.
- We will provide consistent Tier I PBIS practices across all school settings and recognition of when students meet those expectations; We will provide additional opportunities for students with greater need to work towards individualized goals in all settings.
- Classrooms will have break areas to support student self-regulation.
- We will foster collaboration and community in classrooms through morning meetings, coteaching frameworks, and evidence-based SEL instruction.
- We will teach students about the power of perseverance and use language and feedback that allows all students to see themselves as capable learners by emphasizing growth mindset.
- We will teach and facilitate personal coping skills and strategies and reflective problem-solving and restorative practices.
- We will have learning experiences that affirm multiple identities, including race, ethnicity, and language. We will affirm and include primary language and strive to uplift individual family strengths and stories.
- We will develop schedules and staffing that promote inclusion and support our belief that all students are general education students first.
- We will utilize coteaching frameworks to provide students multiple adults in the classroom to leverage relationship building and provide frequent small-group and 1-1 support.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

Continued staff development that focuses on inclusive practice, including PBIS, restorative practices, and co-teaching. Additionally, the Racial Equity Team will continue to provide professional development on Green Days focused on reducing disproportionality in how students and staff experience their time at Lowell.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

Staff will engage and data review work at least every six weeks with support from interventionists, multilingual educators, special educators, and administrators. This collaborative process ensures accountability to common assessments, pacing, team learning, regrouping intervention supports, and materials use.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

An effective MTSS framework for social-emotional and behavior needs will include four components: a screening process, progress monitoring, tiers of responsive supports, and data cycles that support decision-making. With the addition of new staff, we are committed to improving consistency, systems, and alignment within our SEL Team (Social-emotional Learning Team). The SEL team includes administrators, the school psychologist, social worker, nurse, family support worker, Levy coordinator, school-based health clinic, and attendance secretary. A 0.5 counselor and Communities in Schools staff member will join this team in Fall 2023.

We will hold Multi-disciplinary Action Team (MAT) meetings for students who continue to show significant or ongoing needs to develop more intensive supports.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

Three-year Goal:

By Spring 2026, 70.8% of 3rd Grade students will be proficient on the 3rd Grade English Language Arts Smarter Balanced Assessment.

One-year Goal:

By Spring 2024, 38.1% of 3rd Grade students will be proficient on the 3rd Grade Reading MAP Assessment.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

We will use multiple formative assessments including letter/sound/phonics identification checks, Dibels, SIPPS and/or BAR Placement and Mastery tests, oral reading fluency (ORF) checks, and anecdotal notes from reading conferences. We will observe speaking and listening skills, offer students reading interest surveys, and identify preferred motivations to build into literacy instruction to promote engagement.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

The Lowell vision is that literacy instruction is inclusive, providing all students access to instruction and grade-level standards and receive differentiated instruction at their level. Instructional strategies and materials will be aligned across grade-levels and teams will collaborate frequently around data, groupings, and instructional materials.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- We will prioritize consistent small group instruction across the grade levels.
- We will hold regular data team meetings with all staff who support the grade level present.
- Groups will be flexible and fluid based on formative assessment data.
- Regardless of which instructor leads the small group, the entire team shares collective responsibility for student reading growth.

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- We will continue to learn about Universal Design for Learning, high-leverage practices for teaching multilingual students, and MTSS.
- We will engage in additional professional development around MLL learner supports.
- We will continue to learn and calibrate around literacy assessments in partnership with interventionists.
- Staff will participate in learning walks focused on both whole-group and small-group instruction both at Lowell and across other schools.
- Our comprehensive schedule will include designated time for small group reading and "What I Need (WIN)" Time for differentiated learning supports.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

For the 2023-24 school year, Lowell is focused on two of Novak Education's UDL Components: Clear Learning Objectives and Flexible Methods. When teachers set firm grade-level learning objectives are made visible to students and referred to often throughout the lesson, students understand the purpose of what they are learning and have ongoing opportunities to reflect on where they are in relationship to the goal. With a focus on flexible methods, lesson and learning design provide students with flexibility in how they learn, make sense of language, and build

understanding. Flexible methods customize learning experiences through choice, scaffolding, and targeted supports to make content more accessible for all.

Additional supports offered within general education:

- Additional push-in and coteaching support from instructional assistants, TIPS tutors, special education teachers, multilingual staff, and interventionists.
- Daily small group reading instruction.
- Daily “WIN” – What I Need block, focused on reteaching, pre-teaching, and extending learning in math and reading.

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

For the 2023-24 school year, Lowell is focused on two of Novak Education’s UDL Components: Clear Learning Objectives and Flexible Methods. When teachers set firm grade-level learning objectives are made visible to students and referred to often throughout the lesson, students understand the purpose of what they are learning and have ongoing opportunities to reflect on where they are in relationship to the goal. With a focus on flexible methods, lesson and learning design provide students with flexibility in how they learn, make sense of language, and build understanding. Flexible methods customize learning experiences through choice, scaffolding, and targeted supports to make content more accessible for all.

Additional supports offered within general education:

- Additional push-in and coteaching support from instructional assistants, TIPS tutors, special education teachers, multilingual staff, and interventionists.
- Daily small group reading instruction.
- Daily “WIN” – What I Need block, focused on reteaching, pre-teaching, and extending learning in math and reading.

Advanced Learning and Highly Capable Services:

Lowell’s comprehensive schedule has a designated 30-min block each day called WIN – What I Need for each grade level. HC services are delivered during this block and may include small-group reading or math at the student’s level or project-based learning experiences. This time will focus on expanding a student’s range/depth of learning around a topic or skill.

Expanded Learning opportunities for students through afterschool or summer programs:

Team Read, SPS Summer Programs, and Boys and Girls Club are opportunities to extend and practice literacy skills outside of the school day.

Homework Policy:

Lowell teachers may choose to send home unfinished classwork or assignments that extend learning. As a school, we encourage families to ask their student(s) about what they are learning in class and to read together.

Priority Area: Family and Community Engagement

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

In three years, the number of families providing feedback in some form (building-based survey, targeted parent feedback outreach, and feedback slips) will be 100% to ensure all voices are heard. Our goal is to engage all families to increase connectedness to the building.

One-year Goal:

In one year, the number of families providing feedback in some form (building-based survey, targeted parent feedback outreach, IEP meetings, and feedback slips) will be 75% to ensure many voices and perspectives are heard. Our goal is to engage all families to increase connectedness to the building.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

- We will gather family feedback to inform all building initiatives, ensuring all voices inform our building work.
- This will include specific Portuguese-language outreach to families who reside at Mary's Place.
- The Family Engagement Team (FET) will meet consistently to plan for outreach and events. Included in the FET are community partners like the School-Based Health Center, the Family Resource Center (Urban League) and Communities in Schools.

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Professional development where community partners deepen our understanding of student experiences in different contexts.
- Opportunities to review family feedback collectively.
- Trauma sensitive practices
- Restorative practices
- Racial equity work

Lowell serves multiple communities with unique experiences. Each of these populations have unique and sensitive needs. We serve a large special education population, students experiencing homelessness, families in transition, including many recent immigrants and refugees, multilingual students, and families who are resource insecure. Building professional development will build our collective understanding and empathy for diverse student and family experiences to better meet their needs.

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Families have multiple opportunities and ways to share their experiences and impact the practices at Lowell Elementary School.

- Lowell will hold listening spaces and events for families to share their experiences at Lowell and their hopes moving forward.
- Written or oral feedback will be gathered at all Lowell events and parent-teacher conferences.
- Leadership and the Family Support Worker will proactively schedule targeted connections with underrepresented families, cultural identities, and languages throughout the year.

Families feel welcome, connected, and valued at Lowell.

- Lowell will hold at least 3 community events to build connections to the building, staff, and other families (open house, Bingo night, school dance, and field day)
- Teachers will send ongoing whole-class communication regarding class events and engage in ongoing communication with targeted families.

Families receive meaningful support at Lowell.

- Build and enhance partnerships with housing organizations.
- Connect families to physical and mental health supports at the School-Based Health Clinic and through SEL team referrals.
- Support families' resources needs with the Urban League partnership, Friday Food Bag partnership, Right Now Needs Fund, and clothing and supplies managed by Family Support Worker.

These strategies proactively reach out to families furthest from educational justice to ensure their voices and perspectives are heard and amplifies their voice. Their perspectives are heard and believed even when feedback is negative or critical. We believe hard conversations strengthen our community. We also believe families need their basic needs met in order to fully engage in school and we seek to support those areas.

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Lowell staff is committed to culturally responsive, anti-racist teaching and learning.

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- New Staff Onboarding and introductions of new staff, Affinity Groups, Staff Social events (including picnics, pumpkin carving, potlucks, and Bingo).
- Teacher Leader Cadre – Just in Time, new staff connection and learning spaces.
- Development of Staff Induction Plan, including timeline and process.

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

Significant Racial Equity Team (RET) involvement in hiring practices and decision-making, ensuring diverse voices are heard in meetings.

- Assurance that RET team member(s) are also on BLT to promote cohesiveness across the groups.

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

To promote shared leadership, all staff are encouraged to join, lead, or co-facilitate committees such as Family Engagement, Arts, PBIS, Sunshine, Assemblies, Inclusionary Practices and Levy Team, and BLT. Staff were also invited to join TLC, ED Tech Leads, and be mentors for student teachers.

Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Per Pupil

Amount: \$15,769

How will funds improve student learning? Purchase paper and supplies.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Equity

Amount: \$94,000

How will funds improve student learning? Additional MLL and intervention FTE.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: PreK Admin

Amount: \$39,108

How will funds improve student learning? 0.5 Office Assistant.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: LAP

Amount: \$72,000

How will funds improve student learning? 0.5 Interventionist FTE.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: HP LAP

Amount: \$75,397

How will funds improve student learning? 0.5 Counselor, 0.05 Interventionist FTE, TIPS Tutor.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title 1

Amount: \$201,802

How will funds improve student learning? Interventionist FTE.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title 1 PD

Amount: \$22,422

How will funds improve student learning? Release Day Subs.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Title 1 Parent

Amount: \$3,540

How will funds improve student learning? Title 1 Family Engagement Nights - Food.

Academic Year: 2023-2024

Funding Type: Specific

Funding Source: Levy

Amount: \$391,000

How will funds improve student learning? Interventionist and Levy Coordinator FTE, TIPS Tutors.