



2024-25 CSIP Review and Updates

Lowell Elementary School

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Lowell Elementary School

Principal: Chelsea Dziedzic

Members of the Building Leadership Team and Parent/Guardian Partners: Chelsea Dziedzic, Olivia Gates, Paul Tran, Bryanna Jacobs, Laura Schulz, Cece Pardo, Marianne McLaughlin, Sophie von Veh, Davina Diaz, Susannah Nelson, Teri Ginster, Lais Seus, and Courtney Zier (parent)

Community Partners (Community Based Organizations): Odessa Brown School-Based Health Center, Urban League of Metropolitan Seattle, Tutors Impacting Public Schools, WA-BLOC, Seattle Teacher Residency, Boys and Girls Club, Jack Straw Theater, Seattle Children's Theater, Community Roots Housing, UW Community Engagement and Leadership Center (CELE), Atlantic Street Center, Sound Mental Health, Solid Ground, and Therapeutic Health Services (THS).

[2023-26 CSIP Lowell](#)

[Lowell Elementary School Report](#)

[Lowell Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

In 2023-24, we offered staff professional development that focused on inclusive practices with renewed emphasis on PBIS and restorative practices. We deepened our learning of Universal Design for Learning (UDL) with PD from Novak Education. School focus areas for UDL were clear learning objectives, flexible methods, and co-teaching. Additionally, the Racial Equity Team provided professional development on Green Days focused on reducing disproportionality in how students and staff experience their time at Lowell. Staff engaged in data review work at least every six weeks with support from interventionists, multilingual educators, special educators, and administrators.

This collaborative process sought to ensure aligned use of common assessments and pacing and offered support for team learning and regrouping and intervention support. We collectively looked at attendance data and used common formative assessments including letter/sound/phonics identification checks, DIBELS, SIPPS Mastery tests, oral reading fluency checks, and anecdotal notes from reading conferences. Use of this data helped inform differentiation during our WIN (What I Need) block.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

Lowell continues to experience significant student mobility due to its unique urban attendance boundary with many apartments and shelters and few traditional single-family homes. By the end of 2023-24, Lowell had received 175+ new students and 113 had moved away. Currently, over 100 students are experiencing homelessness. We also have over 75 students enrolled in our multiple special education programs and over 150 multilingual learners.

Of these multilingual learners, over 50 are new to the country and are emergent in their acquisition of English. Because of these considerations, it is critical that we focus our energies on deepening our knowledge of students, families, and their unique strengths and needs. We will continue our focus on strong and aligned Tier 1 academics with meaningful consideration for Universal Design for Learning. Through common assessments and differentiation, we can tailor small group instruction to student needs, and we will continue with our focus on being a safe and welcoming school community.

What are short-term and long-term desired outcomes for student, family, and staff groups?

We want everyone to feel welcome, safe, and included at Lowell. When student/family needs are identified, school teams (Multidisciplinary Action, SEL, admin, and teaching teams) will offer cohesive wraparound supports with a whole-child lens. Multilingual families will be offered interpretation when they visit the school or over the phone. At the start of the year or as they arrive, students will be assessed to identify strengths and current levels of performance across subject areas.

This information will be used to plan for Tier 1 scaffolding and small-group instruction. Staff will work together to provide aligned instruction across grade levels and engage in co-planning and co-teaching across gen ed, special ed, and multilingual departments.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

Data from district student and staff climate surveys, individual student feedback, and data from the external Novak Group observation summaries of the school was reviewed in illuminating learning environments that are Joyful, Safe, and Anti-racist. Since fall 2023, the UDL work with Novak has focused on Clear Learning Objectives, Flexible Methods, and Collaboration and Community.

Summary of student strengths supported by data:

The Spring 2024 student climate feedback offered strengths. The most notable gain as it relates to learning environments from students was in “Pedagogical Effectiveness” – with 88% responding favorably, a 3-pt gain. There was also significant (6-pt) gain in “College and Career Readiness.”

Identify and prioritize student needs supported by data:

Spring 2024 student data revealed a need for the staff to continue to focus on Inclusionary Practices, as there was a 5-pt decline in this domain. There was a 76% favorability response, compared with a District average of 86%. In looking deeply at the questions and responses, some students indicated that they wanted more choice in how they learn and share knowledge and want greater emphasis on relationship-building with their teacher and class community. Multiple students disagreed with the statements, “I feel like I belong in my classroom,” “My teacher cares as much about my feelings and relationship with others as they do about my learning,” and “My classroom feels like a community.”

In the Fall 2024 Novak report, the need for additional student choice was amplified, stating, “an area for growth would be to empower students to consistently have options and choices to personalize their learning journey and leverage their own tools and resources to enrich the instructional experience. This practice was observed in only 1 out of 12 classrooms today. By providing students with more opportunities to actively leverage options and choices, we can support them in taking ownership of their learning.”

Summary of possible root causes of the priority student need:

It is unclear how many of the same students who took the survey in Fall 2023 were the same as those who took it in Spring 2024 because of ongoing mobility. We recognize that mobility certainly impacts a classroom community – it can be hard when their friends leave unexpectedly, and new students join. Disrupting relationships with peers and teachers can alter a student’s educational program. Due to unique and unforeseen circumstances, there was also one intermediate-grade classroom that had four teachers throughout the year.

We suspect those students lacked the feelings of a consistent, caring community with teachers that they deserved and that may have surfaced on the climate survey. It is also unclear how many students who took the survey did not have language support in taking the survey (for example, the survey was not available in Portuguese or Lingala) which may have impacted their understanding of the questions and the continuum responses.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

Spring 2024 student climate data noted an increase 2% increase in “Identity and Culturally Responsive Teaching” and a 3% decline in “Equity and Anti-Racism.” Since then, over 20 certificated staff members have attended at least 2 days of GLAD (Guided Language Acquisition Design) training. Project GLAD focuses on the academic, behavioral, and emotional needs of children, and emphasizes cultural sensitivity and responsiveness.

Per Novak feedback from September 2024, Lowell teachers provided scaffolds and structures to support student background knowledge, varied methods for sharing ideas were used, including turn and talk, gestures to show agreement or disagreement, and sentence stems in multiple classes, and teachers used visuals, word banks, and sentence stems to support language and vocabulary needs. Persistent support was evident, with teachers redirecting struggling students and encouraging them to rejoin group activities.

Summary of data proving professional learning is effective in supporting student outcomes:

Spring student climate survey data indicated a 5% decline in “Inclusionary Practices.” Professional development has primarily been provided by facilitators from Novak Education with a focus on Universal Design for Learning. In their September 2024 site visit report, it was noted: In universally designed classrooms, firm grade-level learning objectives, based on the standards, are visible to students and referred to throughout the lesson. Teachers consistently posted learning objectives and connected the day’s learning to previous lessons. 9 out of 12 classrooms had learning goals posted. Students engaged with the learning task in most classes, indicating they understood their responsibilities. Instructional materials and assessments were linked to goals in 9 out of 12 classrooms, with all students participating in preferred activities during choice time when offered.

Other examples include one teacher posting lesson objectives for ELA, Math, and SEL, and verbally sharing and processing these objectives with students. In fact, in 8 out of 12 classes the teachers referred to the goals multiple times. The posted objectives were rigorous, appropriate for students, and linked to grade-level standards, focusing on what students would learn by the end of the lesson. For example, students were guided to identify their feelings and discuss them with a partner in one class. In another class, students were discussing the concept of consequences during SEL time. Teachers also shared the purpose of the learning objectives and why they were important, ensuring students engaged with the tasks and understood their goals. When students struggled, many teachers revisited and clarified the objectives, restating and reteaching as necessary.

The learning environment and lesson design must foster engagement, collaboration, and community (Focus Area 4). Teachers presented scaffolds to support collaborative work, such as echo reading, choral reading, and partner sharing protocols. 10 out of 12 classrooms provided scaffolds for collaborative work. Strategies were used for students to work with diverse partners, like Partner A and Partner B. Teachers responded, modeled, and supported students when they engaged positively in their interactions, using examples like table points for engagement and participation. They drew out personal and cultural connections of learners to the content. Strategies honored the input of all students, with teachers expressing appreciation for student contributions.

Additionally, 10 out of 12 classrooms used collaborative strategies for dialogue and discussion. Teachers used various methods to ensure all students could participate meaningfully. For instance, they incorporated sentence stems during circle routines and projected conversation norms on the whiteboard. Teachers also facilitated whole-group discussions about consequences and used gestures for agreement and disagreement to manage conflicts constructively. By using tools like Google Translate, they supported conversations in students’ home languages, further honoring diverse backgrounds. These practices not only fostered a collaborative atmosphere but also helped students feel valued and included in the learning process.

Professional learning that needs to be strengthen or is no longer being implemented due to minimal impact on student outcomes:

Instead of creating school-based modules as we have in the past, the Racial Equity Team at Lowell will be using aligned PD from DREA as part of SPS’s Green Day Racial Equity Series Pilot for 2024-25. These modules will include

- Reflective Practitioner: Starting with Self
- Reflective Practitioner: Building a Racial Equity Community
- Authentic Learning Partnerships: Understanding Students
- Authentic Learning Partnerships: Relationship Strategies.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families’ voices are various levels:

Family feedback, both formal and informal, is solicited at multiple events throughout the school year, including Popsicles on the Playground, Curriculum Night, at PTA meetings and playdates (that were held at parks throughout the attendance zone), PTA events such as Bingo Night and the

School Dance, Math Night, and at annual parent-teacher conferences. Lowell has a significant number of students with special needs and family feedback and input is sought during each of the approximately 80-100 IEP/evaluation meetings held annually.

Student attendance case management has also been a way Lowell's SEL team (including counselors, social workers, nurses, and administrators) have been able to build relationships and seek to understand family needs and feedback, particularly from families who are experiencing barriers to attend. A team from the school also regularly visits Mary's Place Regrade location to build community and hear from families. This has included visits related to Back-to-School relationship-building, health supports, and after-school tutoring sessions provided by Lowell staff at the Mary's Place site.

Given the large number of multilingual families at Lowell, all staff use the Talking Points app for 2-way communication or Lionbridge/Linguistica for over the phone interpretation when speaking to families.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Odessa Brown School-Based Health Clinic:

The partnership with our health clinic is invaluable in providing wrap-around services for students and families during the school day and with extended hours as needed. Students benefit from having access to mental health counseling, pediatric care, screenings for autism and ADHD, medication adjustments, vaccines and vaccination clinics, dental screenings, and community care coordination including connection to resources like Apple Health, outside mental health providers, and special lessons around topics such as sleep, handwashing, and mental health awareness.

The clinic staff is an integral part of our building Social-Emotional Learning team and our Family Engagement Team. They participate in all school-wide events to build even more powerful relationships with families, staff, and students. This partnership supports our CSIP goals in so many ways including helping students be able to attend school by eliminating many barriers such as vaccination exemption or poor mental health. They don't have to miss school to attend the doctor. They also improve two-way family communication with the school at events and through informational sharing systems and collaboration. Their relationships with families are authentic and powerful. In 2024-2025, additional dental supports, and mental health FTE will be added to the partnership.

Urban League of Metropolitan Seattle Family Resource Center:

With the partnership and financial support of the Urban League and a grant from the Seattle Department of Neighborhoods, we opened our Family Resource Center this year. This is a re-designed space with the sole purpose of welcoming families and providing them with basic needs. This includes a food pantry, clothing and shoes, warm coats, hats, gloves, and hygiene supplies. The space also includes items that can be a barrier to students in attending school such as laundry soap because if students do not have clean clothes, they often avoid attending school.

The Family Resource Center supports our academic goals by providing services that feed and clothe children for them to be ready to learn. It also increases family engagement two-way communication as families come to shop, share their needs, and build relationships with the staff and volunteers that work in the Family Resource Center. The Family Support Worker and Social Worker also work in this community space to provide cohesive wraparound support to families. In 2024-25, we plan to continue to enhance food offerings through meal kits and shopping hours for families on Thursdays. The partnership with Urban League will continue to seek outside community food resources we can add to the program.

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

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

By spring of 2025 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.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Student Attendance Agreement Plan
- Internal Spreadsheet
- Tracking Notes

Timeframe for Reviewing Process Data Measures:

Weekly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Principal
 - Social Worker
 - Nurse
 - Attendance Secretary
 - Counselor
 - Family Support Worker
 - Levy Coordinator
 - Classroom Teachers
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Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 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.

2024-25 One-Year Goal:

By Spring 2025, 38.1% of 3rd Grade students will be proficient on the 3rd Grade Reading MAP Assessment.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Student work samples

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Shared lesson plans, leadership and staff coaching from Novak Education and Early Literacy Coach.

Timeframe for Reviewing Process Data Measures:

Weekly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Admin
- Novak Coach
- Inclusive Practices Team
- Early Literacy Coach
- BLT

Evidence-based Practice 2:

Research-based Reading Instruction: K-3 educators utilize intentional, research-based reading instruction, using increasingly complex texts and reading and writing tasks to build comprehension, knowledge, and strategic reading.

Student Outcome Data Measures:

- MAP

- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Student work samples

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data
- Coaching cycle data

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Admin
- Early Literacy Coach
- Early Literacy Capacity Builder Teachers
- K-3 teams

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:

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

Measures and Targets

2023-26 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.

2024-25 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.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Collaborating with Community: Develop and strengthen relationships with government and non-government agencies, community groups, businesses, and other educational providers to enhance learning opportunities and outcomes for students and families.

Outcome Data Measures:

Discipline/Suspensions, Levy Essential Support Tracking, WA-Bloc Support Tracking

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- Engagement Event Exit Tickets

Timeframe for Reviewing Process Data Measures:

Middle of Year, End of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Admin
- Levy Team
- SEL Team

Evidence-based Practice 2:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

- Student Attendance
- Missed Instruction Log
- Discipline/Suspensions

Timeframe for Reviewing Outcome Data Measures:

- Middle of Year
- End of Year

Process Data Measures:

- Engagement Event Exit Tickets
- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey, samples of 2-way family communication (Talking Points, IEP meeting notes, phone call notes).

Timeframe for Reviewing Process Data Measures:

- Middle of Year

- End of Year
- Beginning of Year

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- BLT
- Family Engagement Team

2024-25 Budget Allocations to Support Continuous Improvement

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

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,196,933
- **Activities Implemented:** Standards aligned instruction and materials for all students as well as 1 TIPS Tutor with extended hours, Social Worker services, Library materials, and office staff support.

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$209,061
- **Activities Implemented:** Certificated interventionist FTE

Title 1 Professional Development

- **Dollar Amount:** \$23,229
- **Activities Implemented:** Release day substitute costs

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$415,768
- **Activities Implemented:** Instructional supports to students who qualify for multilingual services and extra time for multilingual assistants to support with translation and interpretation and multilingual supplies.

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$125,354
- **Activities Implemented:** Certificated interventionist FTE

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$102,097
- **Activities Implemented:** School counselor FTE

Preschool Administration

- **Intent and Purpose:** Funds are intended to recognize the extra preschool workload for the school and may be used for any program.
- **Dollar Amount:** \$39,582
- **Activities Implemented:** 0.5 Office Assistant

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$391,000
- **Activities Implemented:**
 - Interventionist FTE
 - .5 Levy and Partnerships Coordinator,
 - 4 TIPS tutors, and extra time for staff

Levy Performance Pay

- **Intent and Purpose:** The intent of performance pay is to provide additional funding support to Levy focus students allowing schools flexibility in determining how to invest these dollars.
- **Dollar Amount:** \$69,000
- **Activities Implemented:** Substitute costs, supplies, GLAD training