



## 2025-26 Annual CSIP Lowell Elementary School

### Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

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

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### 2025-26 School Information and Leadership Team Members

**School Name:** Lowell Elementary School

**Principal:** Chelsea Dziedzic

**Instructional Vision Theory of Action:** By committing to high-leverage MTSS practices with a focus on Tier 1 context, including intentionally organizing adults through thoughtful design, utilizing common systems, analyzing data to guide instruction, and crafting tasks that are standards-based, engaging, and rigorous, we will effectively support our multilingual learners and students receiving special education services, ultimately driving significant academic growth for all students.

**Members of the Building Leadership Team:** Aleamarie LaCross, Paul Tran, Ivan Che, Teri Ginster, Carolyn Isakson, Sara Joy Gollings, Adrienne Johnson, Sophie von Veh, Laís Seus, Courtney Zier, James Dixon, Cathy Chen, Vanessa Meraki, Chelsea Dziedzic

[2023-26 CSIP Lowell](#)

### OSPI School Report Card Information (2024-25 School Year)

**Student Enrollment:** 393

**Special Education Percentage:** 21.4%

**Multilingual Learning Percentage:** 38.7%

**Highly Capable Percentage:** 0.8%

**Free and Reduced Lunch:** 75.1%

**Washington School Improvement Framework Status:** Foundational

[Lowell OSPI School Report](#)

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# Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

## Data analyzed for the CNA:

- MAP ELA
- MAP Math
- School-based Student Surveys
- Student Mobility Data
- SPS Climate Survey (staff or students)
- School-based Family/Community Survey

**Top Strengths from Multiple Data Sources:** What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

The data from both the Staff and Student Climate surveys, along with academic performance indicators, reveal significant positive trends. The Staff Climate survey shows a notable 6-point improvement in the perception that leadership effectively addresses racial concerns. Additionally, more staff members reported that the Purple and Green Day professional development sessions were helpful, and there was a 3-point increase in the number of staff who feel they can be themselves at work. These results suggest a growing sense of inclusivity and support within the school environment.

The Student Climate survey reflects substantial gains as well, with a 12-point increase in students' sense of college and career readiness. Students indicated a stronger awareness of various job opportunities and college pathways, which suggests improved alignment of the school's curriculum with real-world applications. There was also growth in perceptions of teacher pedagogical effectiveness, likely linked to the ongoing professional development efforts in Universal Design for Learning (UDL) and Guided Language Acquisition Design (GLAD). Furthermore, more students expressed that they feel they can be creative and think deeply at school, pointing to a positive shift in the learning environment. Finally, gains in student voice and leadership were evident, with more students feeling empowered to take on leadership roles. This can be attributed to the efforts of the Student Leadership Club, led by the school counselor, and the school's partnership with WA-Bloc, which has provided additional opportunities for student leadership development.

In terms of academic performance, there were notable gains in the MAP Reading assessments. 3rd grade students made significant growth, reaching the 70th percentile, demonstrating strong academic progress. Additionally, 1st grade students showed improvement from fall to spring, with their achievement rising from the 34th percentile to the 44th percentile. There was also observable growth in 2nd grade during the same period, with grades 1-3 collectively demonstrating strong academic development over the school year.

These data strengths reflect a school environment that is not only fostering inclusivity and student engagement but also driving meaningful academic growth.

**Top Needs from Multiple Data Sources:** What top needs (2 or 3) have emerged from the analysis of multiple data sources?

The data also highlight several areas of need and challenges that require attention moving forward. In the Staff Climate survey, there were declines in key areas, including the perception of a collaborative work culture. Staff members also reported feeling less connected to their school community, and there was a noticeable decrease in the number who feel valued and respected. These results suggest that while there have been positive strides in some areas, fostering stronger collaboration and a deeper sense of community and respect among staff should be prioritized.

The Student Climate survey revealed declines in the area of inclusive practices, with students indicating a desire for more choice in their learning. This suggests that while there have been gains in student engagement, there may still be a gap in meeting students' preferences for more personalized and flexible learning experiences. Addressing this need could help further enhance the school's inclusivity and student satisfaction.

In terms of academic performance, although 2nd-grade students showed some growth in MAP Reading, the overall progress was limited. This represents a concern, as the growth was not as substantial as in other grades. A potential contributing factor to this challenge could be student mobility, as some students who participated in the survey in the fall were not the same students in the spring, which may have impacted the results. Addressing these challenges, particularly around student mobility and targeted interventions for 2nd-grade students, will be important in ensuring consistent academic progress across all grade levels.

These areas of need suggest that while there have been notable successes, there is still work to be done in strengthening staff collaboration, enhancing inclusive practices, and ensuring more consistent academic growth, particularly in the early grades.

**Disproportionalities:** What disproportionalities exist among student groups?

Academic disproportionalities persist, with noticeable gaps in academic proficiency between the overall student population and students with IEPs and multilingual learners. These disparities underscore the need for more targeted supports, differentiated instruction, and inclusive practices to ensure that all students—regardless of background or learning needs—have equitable access to high-quality instruction and opportunities for academic success.

**Root Causes of Disproportionalities:** What root causes have been identified for disproportionalities among student groups?

The root causes of the disproportionalities in academic proficiency are likely closely tied to high levels of student mobility. At Lowell, a significant portion of newly enrolled students are either multilingual learners, students with IEPs, or both. Many new multilingual students are also new to the country/emergent bilinguals. This trend has a substantial impact on schoolwide data, as these student populations often require additional time and support to adjust to a new learning environment and to access grade-level academic content effectively.

The challenge is further compounded by the fact that very few students have attended Lowell continuously since kindergarten. In the 2024–25 school year alone, the school welcomed over 200 new students—a considerable influx that presents both logistical and instructional challenges. The frequent transitions disrupt learning continuity, limit relationship-building, and place additional demands on educators to differentiate instruction quickly and effectively.

As a result, these mobility patterns contribute to persistent gaps in academic achievement, particularly among students receiving special education services and multilingual learners. Addressing these disproportionalities will require systemic supports, including stronger onboarding processes for new students, increased access to targeted interventions, and professional development focused on inclusive practices that meet the needs of a highly mobile and diverse student population.

**Greatest Potential for Impact:** What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

In response to these challenges, we are grounded in a clear and responsive instructional vision designed to meet the needs of all students—particularly our multilingual learners and students receiving special education services. By committing to high-leverage Multi-Tiered System of Supports (MTSS) practices, with a strong emphasis on the Tier 1 instructional context, we aim to create a learning environment where every student has access to high-quality, grade-level instruction.

This vision is operationalized through the intentional organization of adults to ensure that staffing, schedules, and instructional groupings are strategically designed to maximize impact. We are utilizing common systems across classrooms to promote consistency, collaboration, and clarity in instructional expectations. Ongoing data analysis plays a central role in informing instruction, allowing educators to identify student needs in real time and adjust practices accordingly.

Moreover, our focus on crafting learning tasks that are standards-based, engaging, and rigorous ensures that all students are challenged and supported in meaningful ways. This approach not only fosters deep thinking and creativity but also builds equitable access to academic content. By strengthening Tier 1 instruction and aligning it with our instructional vision, we are positioned to close opportunity gaps, accelerate learning, and drive significant academic growth across all student groups.

**Interconnected Needs:** How are needs related to each other or influencing each other?

There are several interconnected needs emerging from both student and staff feedback that are guiding our strategic priorities. Students are clearly expressing a desire for more inclusive practices, including greater choice and voice in their learning experiences. Our instructional vision is directly responsive to this feedback. Through our professional development plan, we are deepening staff capacity in Universal Design for Learning (UDL), Guided Language Acquisition Design (GLAD), and social-emotional learning (SEL) supports and instruction. These approaches are intentionally selected to promote more inclusive, accessible, and engaging learning environments that reflect and honor the diverse needs of our student body.

Staff feedback has highlighted a need for stronger connection, collaboration, and a deeper sense of being valued within the school community. We recognize that in order to effectively support students, staff must also feel supported and included. In response, we are prioritizing adult SEL, staff community-building efforts, and collaborative structures such as co-teaching and collective problem-solving around student needs. Additionally, we are working to increase staff engagement in leadership and decision-making through meaningful participation in committee work, creating more avenues for voice and shared ownership of schoolwide goals.

As a result of increased staffing allocations, we've welcomed a number of new staff members throughout the year. To ensure these individuals are fully supported and integrated into our community, our principal interns are developing a comprehensive onboarding plan specifically designed for staff who join midyear. This plan aims to build early connection, clarity, and confidence so that all educators—regardless of start date—feel prepared to contribute to our shared vision.

Through these coordinated efforts—anchored in a responsive instructional vision, targeted professional development, and intentional staff engagement—we are building a more inclusive, connected, and collaborative school culture that supports growth and success for every member of our community.

**Quick Wins:** Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

We will continue to provide release days for Professional Learning Communities (PLCs) to support meaningful collaboration. All staff will be encouraged to join committees and share committee notes to foster transparency and collective ownership. Staff circles with WA-Bloc will remain a key space for connection and reflection. Additionally, our professional development will build on existing initiatives such as UDL, GLAD, and SEL, focusing on deepening current practices rather than

introducing new committees or initiatives, thereby respecting staff capacity and avoiding unnecessary workload.

For students, we will maintain our instructional vision while integrating the Emotional Literacy look-for into UDL planning to better support social-emotional growth. We will collaborate with WA-Bloc to strengthen student leadership opportunities and restorative practices, fostering a positive and inclusive school climate. Academic supports will continue to be delivered in a differentiated manner through small group reading instruction and WIN (What I Need) time, ensuring targeted support that meets students' individual learning needs.

**Technology Use to Strengthen Student Learning:** How is technology being used to strengthen classroom instruction and student engagement?

Technology plays a vital role in supporting differentiated instruction and increasing student engagement across our learning environment. Students utilize their 1:1 devices (iPads K-2 and laptops 3-5) to access programs such as iReady Reading and Success Maker Math, which provide personalized learning pathways when they are not receiving direct instruction during small group reading or WIN (What I Need) time.

Staff effectively integrate technology to enhance instructional delivery and planning. Digital tools, including slide presentations and instructional videos, are used to present content in dynamic and accessible ways. Educators leverage technology to make learning more visible by clearly posting learning objectives and success criteria, incorporating visuals and sentence stems, and embedding key principles of Universal Design for Learning (UDL). These practices ensure that instruction is inclusive, engaging, and tailored to meet the diverse needs of all learners.

In addition, iPads and translation tools play an essential role in supporting multilingual learners by providing real-time translation, visual aids, and interactive language development applications that enhance comprehension and communication. Tablets are also instrumental in meeting the needs of students with Individualized Education Programs (IEPs), including those who use Augmentative and Alternative Communication (AAC) systems or require modified writing tools. Programs such as Boardmaker allow students to express themselves, access the curriculum, and engage with learning tasks in meaningful and developmentally appropriate ways.

**Support for Staff to Use Technology to Strengthen Student Learning:** What ongoing support is provided to ensure staff are proficient with required use of technology?

Staff receive ongoing professional development in the effective integration of technology through monthly training sessions led by two designated Educational Technologists within the school. These individuals are trained to provide targeted support and guidance to ensure that instructional technology is used purposefully and effectively. In addition to in-house training, the school also benefits from the expertise of District Digital Learning Specialists, who have provided focused professional development on tools such as Magic School AI. This training has supported staff in leveraging artificial intelligence to enhance instructional planning and implement principles of Universal Design for Learning (UDL) more effectively across the curriculum.

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

### **Measures and Targets**

#### **2023-26 Goal:**

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

#### **2025-26 Goal:**

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

## **Action Plan**

### **Evidence-based Practice 1:**

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships. For example, educators will use one of the following resources: SEL

### **Implementation Activity:**

Staff will participate in each of the 1-hour PD modules provided by Coordinated School Health. These sessions will be facilitated by our social worker on Purple Days. We will utilize the common SPS SEL curriculum and scope and sequence documents.

### **Process Data Measures:**

- Walk-through/Observational Data
- Professional Development Attendance and Exit Tickets

### **Timeframe for Reviewing Process Data Measures:**

Monthly

### **Student Outcome Data Measures:**

SPS Climate Survey (staff or students)

### **Timeframe for Reviewing Student Outcome Data Measures:**

End of Year

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

- Counselor/Social Worker
- BLT

### **Evidence-based Practice 2:**

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

### **Implementation Activity:**

The school attendance team compiles and reviews attendance data weekly and coordinates interventions through a PLC process.

### **Process Data Measures:**

- Student Attendance Agreement Plan
- Care Coordination Plans
- MTSS Team Meets Regularly

### **Timeframe for Reviewing Process Data Measures:**

Weekly

### **Student Outcome Data Measures:**

School Attendance Dashboard on Atlas

### **Timeframe for Reviewing Student Outcome Data Measures:**

Quarterly

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

- Principal
  - Social Worker
  - Attendance Team
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## **Priority Area: Classroom Instruction and Academic Success**

### **Measures and Targets**

#### **2023-26 Goal:**

By spring 2026, 70.8% of 3<sup>rd</sup>-grade students will be proficient on the 3<sup>rd</sup>-grade English Language Arts Smarter Balanced Assessment.

#### **2025-26 Goal**

By spring 2026, 22.4% of 2<sup>nd</sup> Grade students will be projected to be proficient or above in ELA based on MAP.

#### **2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy**

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Lowell is fortunate to be designated as one of the Early Literacy Priority Schools, which has been providing an important opportunity to strengthen our literacy instruction.

We will continue to collaborate closely with our literacy coach to deepen staff understanding of the science of reading, focusing on essential components such as systematic phonics, fluency, close reading, and writing about reading.

Staff will work alongside the coach to establish consistent independent literacy routines and ensure that all students engage with both complex grade-level texts and differentiated reading materials in small groups.

Interventionists will continue to play a critical role by supporting data analysis of DIBELS and MAP assessments, progress monitoring SIPPS instruction, and leading PLC discussions centered on designing interventions and student response to intervention.

This coordinated approach will help ensure that every student receives the instruction and support necessary to develop strong foundational literacy skills.

### **Action Plan**

#### **Evidence-based Practice 1:**

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

#### **Implementation Activity:**

Staff will continue to focus on designing Tier 1 instruction that is universally accessible. We will use our 4 look-fors to keep us focused and aligned. All grade level teams share lesson plans with one another, along with MLL and Sped staff, to ensure alignment.

#### **Process Data Measures:**

- Walkthrough/Observational Data
- Lesson Plans

### **Timeframe for Reviewing Process Data Measures:**

Quarterly

### **Student Outcome Data Measures:**

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

### **Timeframe for Reviewing Student Outcome Data Measures:**

- Admin Team
- BLT
- Interventionists

## **Highly Capable Services**

- Differentiation: Educators use pre-assessments to determine the needs of students, providing flexible grouping, extension opportunities, and tiered assignments to meet the varied needs of learners.
- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade-level and above-grade-level learning.
- Social Emotional Learning: SEL programming is tailored to support the needs of Highly Capable Learners. Learning may include strategies that nurture self-awareness, empathy, and resilience. Instruction may include opportunities to explore identity, manage perfectionism, and develop collaboration skills.

## **Expanded Learning**

SPS Summer Programs and Boys and Girls Club are opportunities to extend and practice literacy skills outside of the school day. We also offer a Computer Science Club on Mondays after school. We plan to begin work with Reading Partners in January 2025.

## **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.

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## **Priority Area: Family and Community Engagement**

### **Measures and Targets**

#### **2023-26 Goal:**

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

#### **2025-26 Goal:**

In one year, the number of families providing feedback in some form (building-based survey, targeted parent outreach, IEP meetings, parent-teacher conferences and feedback slips) will be 85% to ensure that all voices and perspectives are heard. Our goal is to engage families to increase connectedness to the building.

## Action Plan

### Evidence-based Practice 1:

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.

### Implementation Activity:

Educators will use Talking Points and Smore to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement. Ed Tech leaders will provide training to staff with these platforms.

### Process Data Measures:

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

### Timeframe for Reviewing Process Data Measures:

Middle of Year

### Student Outcome Data Measures:

Student Attendance

### Timeframe for Reviewing Student Outcome Data Measures:

End of Year

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

Family/Community Engagement Team

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## 2025-26 Budget Allocations to Support Continuous Improvement

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

### Fund Program: Basic Education

**Intent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade-level specific state standards that includes differentiation and enrichment. The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

### Fund Program: 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:** \$210,490

**Activities Implemented to Meet Intent and Purpose:** Interventionist FTE

#### **Fund Program: 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:** \$520,358

**Activities Implemented to Meet Intent and Purpose:**

- Instructional supports for eligible students
- Translation and interpretation
- WIDA Testing Coordinator Stipend
- Textual materials

#### **Fund Program: 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:** \$131,970

**Activities Implemented to Meet Intent and Purpose:** Interventionist FTE

#### **Fund Program: 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:** \$92,579

**Activities Implemented to Meet Intent and Purpose:** Counselor FTE

#### **Fund Program: Levy Funds**

**Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.

**Dollar Amount:** \$391,000

**Activities Implemented to Meet Intent and Purpose:** Interventionist FTE, TIPS Tutors, GLAD training and substitute costs

#### **Fund Program: Other Funding Source**

**Intent and Purpose:** Levy Performance Pay

**Dollar Amount:** \$69,000

**Activities Implemented to Meet Intent and Purpose:**

- Substitute costs
- Supplies
- iReady Reading

#### **Fund Program: Other Funding Source**

**Intent and Purpose:** Preschool Administration

**Dollar Amount:** \$40,688

**Activities Implemented to Meet Intent and Purpose:** 0.5 Office Assistant