

Madison Metropolitan School District

Lowell Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Our attendance area draws from vibrant neighborhoods on Madison's Eastside, including both Darboe-Worthington and Atwood. Culture and climate survey data for Lowell have been historically positive, with students, parents, and staff all rating Lowell high across areas. Lowell has strong systems supporting positive behaviors. Our Tier-1 systems include teaching and reinforcing our Pillars of Power: community, discipline, and leadership. We have a highly committed staff, eager to take on new initiatives and dedicated to high quality instruction. Lowell staff work to ensure that our school is a welcoming one, and collaboratively plan to make sure all students feel a sense of belonging in classroom communities where their identities are both represented and celebrated.

Gaps in the achievement of students of color remain. Most notably, FastBridge data for our Black students and our students learning English is significantly lower than for their white peers. A renewed focus on a strong literacy curriculum, including professional learning, coaching, and collaborative planning, will be important for the 22-23 school year and beyond.

As we enter the 23/24 school year, the Lowell staff is poised to support all of our students and families as they move through their elementary tenure. Our staff began a study of the science of reading during the 19/20 school year and is eager to continue the district-wide LETRS training and engage in the second year of implementation of a new literacy curriculum. We recognize that high-quality instruction as well as strong social-emotional supports are two of our best levers for equity. At the same time, we are committed to our own anti-racist learning and actions. Through collaborative teaming, the development of trusting relationships, and a sense of collective efficacy within our community, we are committed to furthering student learning and developing the hearts and minds of the students entrusted in our care. In 2023, we adopted a new mission statement: Lowell Elementary: Nurturing gifts and inspiring learning in a joyful community.

Table of Contents

Goals	4
Goal 1 : Every child is on track to graduate ready for college, career, and community.	5
Goal 2 : The district and every school in it is a place where children, staff, and families t...	6
Goal 3 : African American children and youth excel in school.	7



Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by AIMSweb(2)/Forward/ACT.

Evaluation Data Source: AIMSweb ORF (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

In order to provide differentiated and targeted small group instruction during Skills Block and ALL Block, teams will meet regularly to a) Review curricular assessments and screener data to place students in small groups and assess effectiveness of instruction b) Plan for high-quality and targeted lessons using evidence-based materials c) Review weekly progress monitoring data for any student below the 25th percentile on screener assessments

Strategy 2

Teams will collaborate around instruction of Module lessons to include: a) Planning with the end in mind, using an understanding of unit performance tasks and grade level standards b) Consistent and flexible use of total participation protocols to support peer discourse and deepen understanding

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teams will collaborate around mathematical instruction to include: a) Planning with the end in mind, using an understanding of grade-level focus standards and student assessments, to ensure mastery of skills b) Reflecting on data, including curricular assessments, student work, and/or weekly progress monitoring to determine instructional next steps and need for differentiation

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased our students' attendance rate of 90% or higher by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Staff will use practices that support a sense of belonging and connection to the classroom community, including Developmental Designs practices, PBIS routines and systems, and the prioritization of strong relationships with students and families.

Strategy 2

The attendance team will develop tiered interventions to target attendance, including tier one communication to all families on a quarterly basis, tier 2 interventions focused on family and community engagement, and tier 3 interventions to address barriers to attendance.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

All students will be assigned a learning partner, who will develop a relationship with the student and champion their academic success.

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

All students will be assigned a learning partner, who will develop a relationship with the student and champion their academic success.

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

All students will be assigned a learning partner, who will develop a relationship with the student and champion their academic success.