

# LOWELL AREA SCHOOLS

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February 1, 2023

Dear Parents and Community Members:



We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for Lowell Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessments, accountability and teacher quality. If you have any questions about the AER, please contact Abby Wiseman, Lowell Middle School Principal, for assistance.

## Central Administration

**Nate Fowler**

Interim Superintendent

**Dustin Cichocki**

Director of Human  
Resources

**Cindy Brenk**

Sonia Hodge

**Heather Sneider**

Director of Special Education

The AER is available for you to review electronically by clicking [here](#). You may also review the report by visiting the Lowell Area Schools web site at [www.lowellschools.com](http://www.lowellschools.com) (click on Our District, Annual Notifications) or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Our key initiatives revolve around our mission of high-quality learning, for every student, in every classroom, every day with primary interventions focusing on the bottom 30% of our students in regard to achievement as well as our students with disabilities. These students are identified as having achievement gaps, their specific performance is analyzed, and an individual plan is established to assist them in achieving effective growth expectancies and proficiency norms.

## Board of Education

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## Process for Assigning Pupils to the School

Lowell Area Schools assigns pupils to specific school buildings based on their primary address.

## Status of the 3-5 Year School Improvement Plan

Each building team within the District establishes goals for continuous improvement stemming from a variety of data sources including but not limited to M-STEP, SAT, PSAT 10, PSAT 8/9, NWEA MAP, classroom assessments, perception surveys, and demographic data. The District School Improvement Plan and Building Improvement Plan go hand in hand in regards to services provided and action steps that will be implemented during the next 3-5 years. Our focus is on providing high-quality learning for every student, in every classroom, every day. Progress monitoring of student learning on a frequent and continual basis assists us in accomplishing goals. We have also implemented a Positive Behavior Intervention Support System (PBIS). This is part of a comprehensive Multi-Tiered System of Support (MTSS). In addition to academic needs, building plans are developed to meet the physical, social, and emotional needs of students.

**We Value Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship**

## **Description of School**

- Graded as an “A” school by the State of Michigan
- High School Algebra, Geometry, Spanish 1, French 1 and English 9 available for credit
- Exploratory classes in a wide range of interest (art, band, orchestra, drama, physical education, computer, health and Spanish)
- Google Classroom
- MTSS plan for both struggling and advanced students
- PBIS implemented (Positive Behavior Intervention System)
- STEM Programing
- Career Readiness classes
- Student of the Trimester recognition
- Read180 ELA Program
- Math Interventionist at each grade level
- After school tutoring program
- Daily Advisory period to provide intervention, support SEL, and PBIS
- 1:1 Chrome Book Technology
- Use of Restorative Practices
- Comprehensive general education counseling
- Certified Child Life Specialist working on healthy development and school readiness
- Major Construction Project Underway for LMS

## **Core Curriculum**

Lowell Area Schools uses the Michigan Merit Curriculum as provided by the State at [www.michigan.gov](http://www.michigan.gov). Lowell Area Schools has implemented the Michigan Academic Standards which can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde) Lowell will continue to strive toward high-quality learning for every student. Providing an avenue for success of the essential content and skills each child needs for postsecondary experiences in a globalized world will be the focus. Each Building Leadership Team works with its teachers to provide collaboration time centered on individual student data of the curriculum to be learned. Planning for future instruction is centered on each student’s mastery of the essential content and skills and demonstrating behavior expectations as identified within our Positive Behavior Intervention Support System (PBIS).

## **Student Achievement Results**

Lowell Area Schools uses the Measurement of Academic Progress (math, reading, and language usage) for students in 1st through 7<sup>th</sup> grade. MAP tests are unique in that they are computerized, adaptive tests. The more questions students answer correctly, the more difficult the questions become. When the students incorrectly answer a question, the test becomes easier. The test is adapted and responsive to student learning levels. This is different from the State of Michigan’s M-STEP tests, which were criterion based tests, with the same questions for each student in a particular grade. Information on M-STEP tests are aligned with the Common Core State Standards, implemented in Lowell. The MAP test is given to students in fall and spring. This assessment allows staff, parents, and students to see growth over a given time period. The MAP test provides valuable data that directly affects the instruction within classrooms. Comparison percentages are given to show how each individual student compares to other students within his/her grade level. A 50% score means that a student scored above 50% of the students at his/her grade level who took this test nationally. Lowell students do very well on this test. In general, they score well above the national percentage average, and make larger than average gains from fall to spring. Lowell Area Schools is proud of the achievement that takes place in our District, and the MAP test is another source of data that proves this high level of achievement.

The PSAT 8/9 test is given to 8<sup>th</sup> grade students to monitor student achievement. The PSAT series evaluates student’s academic strengths and weaknesses and provides useful information on each student’s individual skill set. This information is used to guide students and parents on the coursework that should be pursued at school and give insight to an educational path. It also helps staff identify student strengths and weaknesses for course placement and interventions.

**Parent/Teacher Conferences**

2020-2021: 55% of parents attended Fall Conferences. 55% of parents attended Spring Conferences.

2021-2022: 53 % of parents attended Fall Conferences. 30% of parents attended Spring Conferences

Lowell Middle School would like to congratulate students, staff, and parents for being committed to excellence. We look forward to another outstanding school year!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Abby Wiseman', with a stylized, cursive script.

Abby Wiseman