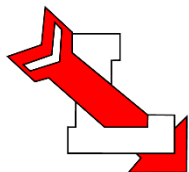


# LOWELL MIDDLE SCHOOL

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## Lowell Middle School Administration

**Abby Wiseman**  
Principal

**Ron Acheson**  
Assistant Principal

**Casey Saylor**  
Coordinator of Student Services

## Central Administration

**Nate Fowler**  
Superintendent

**Dustin Cichocki**  
Director of Human Resources

**Dan VanderMeulen**  
Director of Curriculum

**Sonia Hodge**  
Chief Financial Officer

**Liz McCall**  
Director of Special Education

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Lowell High 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 Steve Gough, Lowell High School Principal for assistance.

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 2024-25 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 had at least one underperforming student subgroup in 2023-24. An additional Targeted Support (ATS) school is one that had 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 was in the lowest 5% of all schools in the state, had a graduation rate at or below 67% or failed to exit ATS status 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.

### Process for Assigning Pupils to the School

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

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

Each building within the District works on 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 details 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 the 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.

## **Description of the School**

- Graded as an "A" school by the State of Michigan
- High School Algebra, Geometry, Spanish 1 available for credit
- Exploratory classes in a wide range of interest (art, band, choir, orchestra, drama, physical education, computer health, Spanish, STEM, Cultural Literacy, Communications, Life Skills)
- All teachers maintain a Google Classroom
- MTSS plan for both struggling
- PBIS (Positive Behavior Intervention System) implemented
- STEM Programming
- Career Readiness classes
- Read 180 ELA Program
- Math Interventionist at each grade level
- After School tutoring program
- Daily Advisory period to provide intervention, support SEL, and PBIS
- 1:1 ChromeBook Technology
- Use of Restorative Practices
- Comprehensive general education counseling
- Intervention Counselor for at-risk students
- Child Study process for identifying at-risk students and implementing interventions
- Cognitively Impaired self-contained classroom
- Participation in Unified Sports

## **Core Curriculum**

Lowell Area Schools use the Michigan Merit Curriculum as provided by the State at [MI Merit](#). Lowell Area Schools has implemented the Michigan Academic Standards which can be found at [MI Standards](#). 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 7th 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 students incorrectly answer a question, the test becomes easier. The test is adapted and responsive to the student's learning level. 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, winter, and spring. This assessment allows staff, parents, and students to see growth over a given time period. The MAP tests provide valuable data that directly affects instruction within classrooms. Comparison percentages are given to show how each individual student compares to other student's within their grade level. A 50% score means that a student scored above 50% of the students at the student's 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 8th 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 education path. It also helps staff identify student strengths and weaknesses for course placement and interventions.

## **Parent/Teacher Conferences**

2022-2023: 59% attended Fall Conferences. 34% attended Winter Conferences.

2023-2024: 65 % attended Fall Conferences. 32% attended Winter 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,



Abby Wiseman  
Principal