

Lowell Instructional Vision 4.0A – 2025-2026 – updated 9-26-25

SPS Key Investments: MTSS, UDL, CEAs, PLCs, and Updated Danielsen Framework

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.

Access to all for Tier 1: Strong, inclusive Tier 1 is foundational to Lowell's MTSS

Aligned Weekly Lesson Plans and use of SPS Scope and Sequence
Intentional scheduling and resource mapping using DM Schedules
Collective Efficacy – Shared adult commitments and internal accountability

Learning Objectives Novak UDL Focus Area	Flexible Methods and Materials Novak UDL Focus Area	Collaboration and Community Novak UDL Focus Area	Emotional Literacy New Novak UDL Focus Area
Linked to Grade-level Standards Learning Targets Success Criteria	What I Need Time (WIN) GLAD Asset-based approach Coteaching Visuals and Manipulatives	Intentional partnerships and groups Talk structures Discussion norms Safety in risk-taking Student leadership	Inclusion and belonging Explicit SEL teaching Student self-regulation Student self-advocacy SEL embedded throughout the day

PLCs

Collaboratively plan responsive Tier 1 instruction.

Operate with common assessments/student work at its core.

Plan for and review CEAs following district Assessment Calendar.

Content and/or grade-level driven.

Monitor and adjust pacing.

Inclusive of gen ed, sped, and MLL teachers, interventionists, and teacher residents.

Danielsen

SPS Focus on: 1b, 2c, 3c, 4c – *Knowing and valuing students, maintaining purposeful environments, engaging students in learning, engaging families and community*

Shared focus on Criterion 7: *Communicating and collaborating with parents and the school community.*

Shared focus on Criterion 8: *Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*

Student growth goal setting aligned with CSIP, Levy, and Instructional Vision.

Release Days and Learning Walks

Aligned to high-leverage practices (in green above).

Teachers observing each other with clear look-fors (Novak 1,4,5)

Focus on Early Lit (K-3), Differentiated Instruction (4-5), and CEAs (all).

Data Tracking

Schoolwide Spreadsheets

- Attendance
- Academic
- SEL Interventions

Common assessment calendar.

Includes classroom-level data, student work, and CEAs.

Collaborative problem solving.

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District PD and coaching	School-based PD and coaching
- Novak Group Principal Leadership Coaching (Pam Tupy) - Principal Leadership Coaching (Katie Pearl) - SPS K-3 Early Literacy Network and Coaching (Ani Raymond) - SPS MLL Instructional Coach (Thad Williams) - Title 1 Consulting Teacher (Sae Kang) - Special Ed. Consulting Teacher (Christian Herdener) - Digital Learning Consulting Teacher (Nick Rose) - JMLSTI (Shana Brown and Danielle Vaillancourt)	- Purple Days – Emotional Literacy, PBIS, and Trauma Informed Behavior Supports - Green Days -- DREA Racial Equity Pilot – Year 2 (Jonathan Rogers and RET) - GLAD (Guided Language Acquisition Design) - Ed Tech Leaders (AI-Magic School, Smore, Atlas) - Teacher Leader Cadre (Danielson, DM Schedules, PBIS, Inclusive Practices) - WA-BLOC building support and coaching for teachers (Mario Ramirez) - Teacher Leader Cadre (Inclusionary Practices and Danielson support) - UW Haring Center – Inclusionary Practices Demonstration Site (Shane Miramontes) - Release/Data Days (Peer observations, data review, UDL planning time)