SCHOOL IMPROVEMENT PLAN

2024–2025 COUGAR CREEK

LAKEWOOD
SCHOOL DISTRICT

Lakewood School Improvement Plans for 2024-25

Cougar Creek Elementary School
English Crossing Elementary School
Lakewood Elementary School
Lakewood High School
Lakewood Middle School

"Education is for improving the lives of others and for leaving your community and world better than you found it." Marian Wright Edelman

Each year, our building and district staff collaborate to prepare and implement School Improvement Plans (SIPs). These "roadmaps" outline strategies and activities designed to enhance student achievement. A SIP defines each school's collective goals, the actions planned to meet those goals, the data to be monitored, timelines, responsibilities, and how staff will be supported through professional learning. Relevant evidence plays a crucial role in both the development and ongoing adjustment of each SIP.

Each Lakewood SIP is tailored to the unique needs of its building and students while aligning with overall district priorities and the Lakewood Compact. Three common goals—strong Tier 1 instruction, clearly defined Multi-Tiered Systems of Support (MTSS) and fostering a sense of belonging—serve as the foundation for these plans. Together, staff work to understand and address the specific strengths and areas for improvement of each student.

This year, an additional component has been added to each building's goals: measures of achievement. Each building has established metrics to track progress and evaluate the attainment of its objectives.

All efforts to support the academic growth and well-being of our students and community are rooted in these school improvement goals. These plans enable us to identify new opportunities to meet student needs effectively. As we finalize our District Strategic Plan this year, we look forward to refining our SIP goals, moving toward a unified and cohesive vision for learning in our community.

Our administrators and staff are committed to prioritizing student achievement in these plans. Our shared commitments, structures, and learning extend across our school communities, guided by the belief that we all have the power to leave our community and world better than we found it.

Bryan Toutant
Executive Director of Teaching and Learning

School Improvement Plan

Acronym Glossary

Acronym	Full Term	Meaning
BAS	Benchmark Assessment System	This is the assessment system used in the Fountas & Pinnell reading resources
CARE Team	Typically means Coordinate and Align Resources to Educate	A team of teachers who consult around and plan interventions or referrals for students in need of social-emotional, behavioral and/or academic supports.
BLT	Building Leadership Team	Each building has a staff leadership team that collaborated with school administration.
CIA	Collect, Interpret, Apply Approach	This is a reading program published by Read Side by Side used in the 4th and 5th grade
CBM	Curriculum Based Measure	Formative assessment that is brief and provides a snapshot of a particular student skill.
GLAD	Guided Language Acquisition Design	Strategies used primarily to engage non-English speaking students.
LAP	Learning Assistance Program	The Learning Assistance Program (LAP) offers supplemental services for K–12 students scoring below grade-level standard.
ML	Multilingual Learner	Term used to describe a student in which their home language is not English.
MTSS	Multi-Tiered System of Supports	Framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their need.
PBIS	Positive Behavioral Interventions and Supports	A school-wide system of support that teaches positive and appropriate behavior, while minimizing or eliminating an emphasis on punishing negative or inappropriate behaviors.
ODR	Office Disciplinary Referrals	Referrals for inappropriate or concerning behaviors. These are monitored for data concerning patterns school-wide or among groups of students.

PD	Professional development	Teacher professional learning
PLC	Professional Learning Community	A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
SAP	Student Assistance Professional	Supports students that are at-risk or using alcohol, tobacco or other drugs.
SBA	Smarter Balanced Assessment	Summative assessments given yearly in the areas of English Language Arts and mathematics.
SPED	Special Education	Additional instructional service for students with disabilities.
SSA	Student Support Advocate	Supports students and families that have personal, financial and basic needs unmet.
SST	Student Support Team	Staff members that meet to understand needs and create action plans for students needing academic, behavioral or emotional support within the school building.
STAR Assessment	The acronym itself no longer applies	Standardized, computer-adaptive benchmark and progress-monitoring assessments created by Renaissance Learning for use in K-12 education.
SWIS	School-Wide Information System	This is a system used by our elementary schools to track and disaggregate disciplinary data to support the social-emotional learning priority of our district.
TILT	Trauma-Informed Leadership Team	The team of teachers and administrators in each school who monitor and plan professional learning around trauma-informed practices and social-emotional learning.

Lakewood School District School Improvement Plan 2024-25

Cougar Creek Elementary School

Goal #1:
- Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.
  - *Measure 1 – Trauma Informed Leadership Team (TILT) will survey selected community groups to determine an increase in community and school engagement.*
  - *Measure 2 – Increase in student school engagement as measured by increased scores on the Relationship Mapping and Emotional Regulation Questionnaire.*

Alignment to Lakewood District Goals:
- Cultivate a sense of ownership and belonging among students by developing their leadership skills in academic and non-academic endeavors.
- Support all staff as stewards of healthy, caring, creative relationships centered on the social-emotional growth of students.
- Develop and expand professional learning communities between and across grade levels.

Strategy 1.1 - Staff will utilize class meetings and class team building activities emphasizing inclusiveness, belonging, and awareness of individual differences on a regular basis. Staff will also utilize restorative practice techniques to resolve conflicts and create an environment of inclusivity.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Class meetings will focus on inclusiveness, belonging and awareness of individual differences. Student Advocates will create a bridge between all classrooms meeting with the principal, dean and counselor twice a month to discuss, plan and monitor class meeting prompts focusing on inclusion and belonging.	• Certificated staff • Student Advocates • Principal and Dean of Students • Daily or weekly • Ongoing throughout the year	• Class meeting prompts	• Regular class meetings in each classroom • Feedback from Student Advocate meetings and notes

Strategy 1.2 - The CCE school counselor will implement programming that identifies students that need additional support to help them feel supported, connected to the school community, and a greater sense of belonging. She will also do classroom lessons on a regular basis to make connections with all students.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
All staff members will complete the Relationship Mapping process three times per year. Each staff member selects 1-3 students to focus on, aiming to build stronger, positive relationships. Students are surveyed twice annually to identify adults at the school with whom they feel a positive connection and would feel comfortable seeking help. Data is analyzed for trends across demographic groups and programs.	• All staff members • Counselor • Principal and Dean of Students • Ongoing throughout the school year	• Relationship Mapping Assessment	• Data analysis of Relationship Mapping assessments given during the school year
The Emotion Regulation Questionnaire will be given to students in grades 3-5 by the school counselor three times during the year to survey students about how their thoughts impact their feelings. This data will help determine if this year's focus on mindfulness shows an increased ability in students to monitor and change their thoughts and feelings.	• Certificated staff • Counselor • Principal and Dean of Students • Daily or weekly • Ongoing throughout the year	• Emotion Regulation Questionnaire	• Data analysis of Emotion Regulation Questionnaire assessments given during the school year

Strategy 1.3 - Family engagement will be intentional and data-informed, fostering a greater sense of belonging that aligns with cultural and heritage initiatives led by Cougar Creek Elementary staff and students.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
A Parent Advisory Group will be established focusing on belonging, inclusivity, and cultural sensitivity and awareness. It will align its work to the Cougar Creek Elementary Heritage and Culture leadership team.	• Principal and Dean of Students • Parents • Ongoing throughout the school year	• Articles related to Parent Advisory topics selected by the group	The Parent Advisory Group will complete ongoing internal assessments of goals and objectives.

Strategy 1.4 – Identify and share a monthly schoolwide theme focusing on diversity and inclusion.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
A Heritage and Culture group will create monthly activities focusing on a different group/theme each month. Activities will include class meeting prompts, classroom lessons and activities, morning announcements, and visuals throughout the school.	• Heritage and Culture group members • Ongoing throughout the school year	• Educational resources provided to teachers in building SharePoint	• Review of level of implementation of resources within each classroom periodically during staff meeting

Strategy 1.5 – Focused outreach to families who have historically had limited access or engagement.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
TILT will utilize strategies found within the book Street Data to engage families that are traditionally underrepresented in schools.	• TILT members • Family and Community members • Ongoing throughout the school year	• Street Data books	• TILT will survey selected community groups to assess growth in community and school engagement

Lakewood School District School Improvement Plan 2024-2025

Cougar Creek Elementary School

Goal #2:
- Each student will benefit from a meaningful and purposeful learning program guided by a defined system of supports responsive to their readiness, strengths, and interests.
    - *Measure 1 – Measurable increase in Comprehensive Skills Program students participating in the general education program.*
    - *Measure 2 – Increase in student writing achievement as measured by the Units of Study assessments.*

Alignment to Lakewood District Goals:
- Expand academic and vocational experiences that encourage each student to pursue their passions in the Lakewood school community.
- Build culturally responsive academic support systems that remove barriers to high achievement.

Strategy 1.1 - Enhancement of systems for early identification and intervention in literacy for grades K-3. This includes regular data analysis meetings leading to shared decision making as well as development of classroom interventions.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
The principal, and/or the Title teacher will participate in grade level team data meetings every three to five weeks to analyze data to make instructional decisions, guide intervention strategies, and identify referrals to the Student Support Team.	- Certificated staff - Administration - Title/LAP teacher - School Psychologist - Student Support Team - Ongoing throughout the school year	- Dedicated data system - Dedicated PLC time	- Evidence of meetings every 3 to 5 weeks - Team notes - Grade Level Team documents - SST referrals

Strategy 1.2 - Staff will increase student access and remove barriers to learning through implementation of Universal Design for Learning (inclusionary practices).

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Systems for early identification and intervention(s) will be enhanced for grades K-5. This includes regular data analysis meetings leading to shared decision making as well as development of classroom intervention systems.	• Certificated staff • Administration • School Psychologist • Ongoing throughout the school year	• Dedicated data systems • Intervention materials • Professional development in classroom intervention structures	• Evidence of meetings every 3 to 5 weeks • Team notes • Grade Level Team documents • SST referrals

Strategy 1.3 – Comprehensive Skills Program (CSP) teachers and identified general education teachers will increase accessibility and remove barriers to learning through implementation of Universal Design for Learning (inclusionary practices).

Activities	Persons/Timeline	Resources	Monitoring and Evidence
CSP teachers and assigned general education teachers will work with our ESD 189 Inclusionary Practices coach to increase participation of CSP students in the general education program.	• Comprehensive Skills Program teachers and individual general education teachers • Administration • ESD 189 coach • School Psychologist • Ongoing throughout the school year	• Professional Learning Community time • ESD 189 support	• Increase in CSP students successfully participating in the general education program

Strategy 1.4 – Teachers will implement the writing program Units of Study to increase student achievement in writing.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
K-5 teachers will implement the writing program Units of Study with fidelity and according to the curriculum scope and sequence. Teachers will have dedicated Professional Learning Community time for planning and reviewing assessments. A writing coach will support teachers with implementation of the program.	• Certificated staff • Administration • Writing coach • Ongoing throughout the school year	• Units of Study curriculum • Professional Learning Community time • Writing coach support	• Units of Study student assessment data • Alignment of the scope and sequence to the program

Lakewood School District School Improvement Plan 2024-2025

Cougar Creek Elementary School

Goal #3:
- All students will receive high quality instruction focused on student centered learning and achievement, aligned to standards with consistent and appropriate feedback, and with multiple opportunities for acceleration as informed by strong assessment systems.
  - *Measure 1 – Student Support Team referrals will reduce by 15% at 2nd and 3rd trimesters.*
  - *Measure 2 – Teachers will utilize essential standards to guide their curriculum maps, curriculum implementation, acceleration, and interventions.*

Alignment to Lakewood District Goals:
- Expand academic and vocational experiences that encourage each student to pursue their passions in the Lakewood school community.
- Build culturally responsive academic support systems that remove barriers to high achievement.

Strategy 1.1 – Essential standards will be utilized to guide instruction as well as intervention structures and groups reading and writing.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Representatives from each elementary school will create a scope and sequence essential standards. CCE teachers will utilize these essential standards to align curriculum to inform Tier 1 instruction and interventions.	• Director of Teaching and Learning • Teacher representatives • Administration • Ongoing throughout the school year	• Washington State Standards • Substitute costs	• Implementation of curriculum aligned to the essential standards

Strategy 1.2 – Teachers will use targeted intervention curriculum and assessments to accelerate achievement for identified student groups.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Training will be provided to CCE staff by TILT (Trauma informed Leadership Team) team centering on removing culturally responsive barriers to high achievement.	• All instructional staff • TILT members • Ongoing throughout the school year.	• Disaggregated student data • Training materials and videos	• Teachers will develop, share, and implement strategies to increase inclusion

Strategy 1.3 – Teachers will utilize intervention curriculum and assessments to create instructional groups to accelerate student achievement levels.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
Teachers will utilize intervention curriculum and assessments that align to the essential standards to create small instructional groups and to monitor students' progress over time.	• All instructional staff • Ongoing throughout the school year.	• Intervention curriculum, including aligned assessments • Essential standards • PLC time	• Improved STAR scores – 15% projected growth, Math and Reading