



SCHOOL IMPROVEMENT PLAN

2024–2025 ENGLISH CROSSING



LAKWOOD
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 4 th and 5 th 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 2024-2025

English Crossing Elementary School

Goal #1

- Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.
 - *Measure 1- Monthly attendance rates will increase by 5% as compared to the 2023-2024 school year as measured by attendance data and all-in classroom celebrations.*
 - *Measure 2-Attendance rates at family events will increase by 5% over last year as measured by clicker counts and/or sign in sheets.*

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- Increase family connection activities and engagement in these activities for families of students identified as ML and homeless.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Plan and offer multiple school family nights including cultural events, reading nights, and open houses.	<ul style="list-style-type: none"> • All staff • Building Leadership Team (BLT) • Multilingual Language (ML) teacher • Parent Teacher Association (PTA) • Multi-year goal 	<ul style="list-style-type: none"> • Additional staff hours – extended workday • Stipend for coordinator and/or committee • Supplies 	<ul style="list-style-type: none"> • Event sign in sheets and feedback from participants • Survey responses from families and students around belonging and engagement
Extend invitations to all families of students identified as ML and homeless by communicating in the preferred language and mode.	<ul style="list-style-type: none"> • School leadership team • ML teacher • Paraeducators • PTA • Student Support Advocate (SSA) • Multi-year goal 	<ul style="list-style-type: none"> • Language Link • SSA support • Transportation as needed • FinalSite training • FinalSite 	<ul style="list-style-type: none"> • Number of families reached and invited using FinalSite reports • Number of families who attended events using clicker counts and/or sign in sheets

Strategy 1.2 -All teachers and staff will use agreed upon Tier 1 practices in order to establish a welcoming, inclusive, and culturally responsive school community.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
All teachers will teach Second Step lessons, including the four week Bullying Prevention Unit, and reinforce concepts throughout the week to increase empathy, problem solving skills, and emotional regulation.	<ul style="list-style-type: none"> • Certificated staff • Counselor • Dean of Students • Principal • Ongoing throughout the year 	<ul style="list-style-type: none"> • Curriculum scope and sequence • Alignment of digital curriculum and kits • Digital access 	<ul style="list-style-type: none"> • Training provided for new teachers • Mid-year implementation check • Summative knowledge assessments • Formative assessments for students
Teachers and staff will continue to learn about and use restorative practices in order to increase prosocial behaviors; increase school safety and sense of belonging; and improve school culture.	<ul style="list-style-type: none"> • All staff • Counselor • Dean of Students • Principal • Multi-year goal 	<ul style="list-style-type: none"> • Restorative Practices training resources 	<ul style="list-style-type: none"> • Training agenda, presentations, and sign in sheets • Exit slips • Staff interviews or surveys • Attendance data • Behavior data, discipline referrals and disparities • Alignment of Tier 1 practices and restorative practices
Trauma Informed Leadership Team (TILT) will provide leadership and implementation checks of trauma informed practices and schoolwide Positive Behavioral Interventions and Supports (PBIS) such as positive greeting at the door, PROMPT, visual schedules, and teaching and reinforcing expected behaviors.	<ul style="list-style-type: none"> • All staff • Trauma Informed Leadership Team (TILT) • Administrators • Multi-year goal 	<ul style="list-style-type: none"> • School wide expectations matrix • TILT stipends • Release time for TILT members to complete implementation checks 	<ul style="list-style-type: none"> • TILT meeting agenda and notes • Behavior data, discipline referrals, and disparities • Professional Learning Community (PLC) PLC meeting agendas, presentations, exit slips

Strategy 1.3 -Build and expand culturally responsive teaching practices.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Teachers and staff will continue to increase the availability and use of culturally diverse literature across content areas.	<ul style="list-style-type: none"> • All staff • Administrators • Multi-year goal 	<ul style="list-style-type: none"> • Class library lists • School library lists • Building budget funds to purchase books 	<ul style="list-style-type: none"> • Classroom library audit • School library audit and purchasing records
Teachers will increase culturally diverse instructional materials and lessons; specifically, the use of Since Time Immemorial (STI) curriculum	<ul style="list-style-type: none"> • Certificated staff • Administrators • Ongoing throughout the year 	<ul style="list-style-type: none"> • Curriculum scope and sequence • List of books in library that align to STI • Tribal consultant 	<ul style="list-style-type: none"> • PLC notes • Staff meeting agendas • Lesson plans
Professional development opportunities to increase understanding and use of culturally responsive practices in order to affirm and value student diversity and strengths.	<ul style="list-style-type: none"> • All staff • Administrators • Multilingual Language (ML) teacher • Ongoing throughout the year 	<ul style="list-style-type: none"> • Professional development planning and resources on World-class Instructional Design and Assessment (WIDA) standards, levels of language development, and “I Can” statements. 	<ul style="list-style-type: none"> • PLC agendas and presentations
Teachers and staff will engage in professional learning on the Cultural Competency, Diversity, Equity, and Inclusion (CCDEI) Standards for Educators.	<ul style="list-style-type: none"> • All staff • Administrators • Ongoing throughout the year 	<ul style="list-style-type: none"> • BLT stipends • CCDEI color copies for staff 	<ul style="list-style-type: none"> • PLC and staff meeting agendas • Exit slips and reflection from PLC meetings

Lakewood School District School Improvement Plan 2024-2025

English Crossing 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-By June of 2025, grade level teams will report improved efficiency in grade level team meeting protocols as measured by PLC exit slips and grade level team survey data.*
 - *Measure 2- Math proficiency will improve by 5% from October of 2024 to June of 2025 for all students as measured by classroom-based assessments and standardized 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 – Staff will employ Multi-Tiered System of Supports (MTSS) ensuring responsive teaching and learning that meets student needs.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Grade level teams will meet regularly to focus on instruction and interventions to meet each student’s needs for academic and behavioral support.	<ul style="list-style-type: none"> • District Multi-Tiered Systems of Support (MTSS) committee • Building Leadership Team (BLT) • Administrators • Multi-year goal 	<ul style="list-style-type: none"> • Professional development (PD) planning and resources • Substitute coverage for staff on district MTSS leadership team 	<ul style="list-style-type: none"> • Grade level team notes • Progress monitoring data • Discipline data
Staff will continue to learn about and implement Tier 2 supports and interventions in the classroom setting.	<ul style="list-style-type: none"> • Certificated staff • Grade level teams • Ongoing throughout the year 	<ul style="list-style-type: none"> • MTSS documentation and forms • PD on Tier 2 behavior supports 	<ul style="list-style-type: none"> • Agendas • Exit slips • Meeting Observations • Discipline data

Strategy 1.2 - All staff will monitor student progress and proficiency using formative and summative assessments.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Targeted small group interventions will be provided in classrooms and during intervention times in learning support and Title/LAP.	<ul style="list-style-type: none"> • All staff • Administrators • Ongoing throughout year 	<ul style="list-style-type: none"> • MTSS student intervention plans 	<ul style="list-style-type: none"> • Assessment data – CBM, SPIRE, CORE • Progress monitoring/tracking sheets • Program rosters
Professional Learning Communities (PLCs) and grade level teams will create and/or identify high quality common assessments to inform core instruction and classroom interventions.	<ul style="list-style-type: none"> • Certificated staff • Ongoing throughout year 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • PLC meeting notes • Common assessments identified
The Student Support Team (SST) will be used as a responsive, problem-solving team to identify student needs and Tier 2 and Tier 3 interventions.	<ul style="list-style-type: none"> • All staff • Administrators • School Counselor • Ongoing throughout year 	<ul style="list-style-type: none"> • MTSS guide 	<ul style="list-style-type: none"> • SST referrals • SST meeting notes • Parent feedback • Progress monitoring of identified interventions

Strategy 1.3 – Staff will align math instruction and intervention to meet student needs.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Classroom teachers will use Bridges Math curriculum and Bridges Intervention materials.	<ul style="list-style-type: none"> • Classroom teachers • Principal • Ongoing throughout the year 	<ul style="list-style-type: none"> • Bridges Curriculum • Bridges Intervention • Bridges Educator Site 	<ul style="list-style-type: none"> • Grade level team meeting notes • Bridges assessments – checkpoints, pre and post tests
Grade level teams will identify and align math instruction on Fact Fluency standards.	<ul style="list-style-type: none"> • Certificated staff • Principal • Ongoing throughout the year 	<ul style="list-style-type: none"> • CCSS grade level standards focused on Math Fact Fluency • PD on fact fluency 	<ul style="list-style-type: none"> • PLC notes • IXL usage and assessment data • Classroom based math assessments

Lakewood School District School Improvement Plan 2024-2025

English Crossing 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-By June of 2025, all certificated teachers will improve their understanding of WIDA standards and assessments.*
 - *Measure 2-By June of 2025, students receiving ML services and support will improve their literacy scores by 5% as measured by STAR and SBAC.*

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- Teachers will provide all students, including subgroups such as multilingual learners and students receiving special education services, with access to core instruction of grade level content through solid Tier 1 instruction and intervention and the implementation of adopted curriculum.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
The English Crossing Elementary (ECE) master schedule will be designed to prioritize core instruction blocks and intervention times.	<ul style="list-style-type: none"> • Principal • Grade level teams • August 2024 • Monitor schedules throughout the year 	<ul style="list-style-type: none"> • Materials and schedules and staffing information 	<ul style="list-style-type: none"> • Core instruction blocks for ELA and Math identified • Intervention and instructional schedules built to protect core instruction time
Provide access, training, and ongoing support to all teachers on adopted curriculum.	<ul style="list-style-type: none"> • Certificated Staff • Principal • District office staff • Teacher leaders • Mentor teachers • Ongoing throughout the year 	<ul style="list-style-type: none"> • Professional development time and resources • Curriculum materials • Training on the new Amplify Science Curriculum 	<ul style="list-style-type: none"> • All staff have access to grade level curriculum and training plan identified • Grade level teams identify scope and sequence for core instruction using adopted curriculum

Strategy 1.2 – All staff will engage in learning about and implementation of strong instructional practices to support multi-lingual learners (ML).

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Develop and implement professional development opportunities for all staff to learn about instruction to support ML students.	<ul style="list-style-type: none"> • Principal • ML teacher • District office directors • Ongoing throughout the year 	<ul style="list-style-type: none"> • World-class Instructional Design and Assessment (WIDA) standards 	<ul style="list-style-type: none"> • Training presentations • Sign-in sheets • Exit slips
All teachers will set goals and identify strategies to increase instructional practices to support ML students.	<ul style="list-style-type: none"> • Certificated staff • ML teacher and staff • Administrators • Ongoing throughout the year 	<ul style="list-style-type: none"> • WIDA standards • ML student plans 	<ul style="list-style-type: none"> • Training materials • Sign-in sheets • Goal setting forms • Lesson plans • WIDA scores