



SCHOOL IMPROVEMENT PLAN

2024–2025 LAKEWOOD MIDDLE



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 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.

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<p>Goal #1:</p> <ul style="list-style-type: none"> • Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community. <ul style="list-style-type: none"> ○ <i>Measure 1-Increased number of clubs and student attendance at clubs at LMS.</i> ○ <i>Measure 2-Increased student belonging as measured through fall and spring student belonging survey.</i>
<p>Alignment to Lakewood District Goals:</p> <ul style="list-style-type: none"> • 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 opportunities for students to be connected to LMS through a variety of provided activities.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Provide Spring/ Winter Socials.	<ul style="list-style-type: none"> • Associated Student Body (ASB) Advisor/ASB Secretary • Assistant Principal • Participating teachers • Two times a year 	<ul style="list-style-type: none"> • ASB Funds 	<ul style="list-style-type: none"> • Student attendance numbers
Organize and implement Field Day.	<ul style="list-style-type: none"> • All staff • Leadership students • End of Year 	<ul style="list-style-type: none"> • ASB Funds 	<ul style="list-style-type: none"> • Student participation
Teachers continue greeting at door.	<ul style="list-style-type: none"> • All staff • Daily throughout the year 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Hall monitoring by administration and fellow teachers.
Provide student clubs based on student interest.	<ul style="list-style-type: none"> • Staff club advisors • Weekly throughout the year 	<ul style="list-style-type: none"> • Building discretionary funds 	<ul style="list-style-type: none"> • Student attendance numbers

Strategy 1.2 - Monitor belonging and adjust strategies according to student responses and needs.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Administer Belonging survey twice a year.	<ul style="list-style-type: none">• Trauma Informed Leadership Team (TILT)• Classroom teachers• Fall and Spring	<ul style="list-style-type: none">• Survey	<ul style="list-style-type: none">• TILT will review survey and share relevant strategies with staff
Complete Relationship Mapping Activity	<ul style="list-style-type: none">• TILT• Classroom teachers• Fall and Spring	<ul style="list-style-type: none">• Electronic relationship mapping document	<ul style="list-style-type: none">• TILT will review survey and share relevant strategies with staff

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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 the end of the year, all classroom teachers will implement the equivalent of 15 min of intervention three times per week focused on student proficiency of essential standards.*
 - *Measure 2-Increased parent and community voice as measured through surveys, meetings, and other building activities.*

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 2.1 - Individual student needs will be identified and addressed in the classroom through a variety of activities.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Complete student STAR Testing in all mathematics and ELA classes.	<ul style="list-style-type: none"> • Mathematics and ELA teachers • Three times a year 	<ul style="list-style-type: none"> • Student technology 	<ul style="list-style-type: none"> • Number of students completing STAR assessments
Teachers integrate intervention time in classes.	<ul style="list-style-type: none"> • All classroom teachers • Daily/Weekly throughout the year 	<ul style="list-style-type: none"> • Staff professional development around data, intervention models, etc. 	<ul style="list-style-type: none"> • Student academic and behavioral growth in each class
Teachers develop intervention plans based on Grade Level Team meetings.	<ul style="list-style-type: none"> • All classroom teachers • Every five to six weeks throughout the year 	<ul style="list-style-type: none"> • Staff professional development around data, intervention models, etc. 	<ul style="list-style-type: none"> • Student academic and behavioral growth in each class • Essential standards identified and monitored through Grade Level Team meetings
Teachers will provide increased support for students in class (such as adjusted reading levels, UDL strategies, etc.).	<ul style="list-style-type: none"> • All classroom teachers • Daily/Weekly throughout the year 	<ul style="list-style-type: none"> • Staff professional development around data, intervention models, etc. 	<ul style="list-style-type: none"> • Increased teacher and student use of defined supports

Strategy 2.2 - Increase parent and community voice.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Teachers will communicate with families regarding student strengths and struggles	<ul style="list-style-type: none">• Classroom teachers (shared with administrators)• Ongoing throughout the year	<ul style="list-style-type: none">• Email and surveys	<ul style="list-style-type: none">• Input received by families
Implement strategies to increase attendance at Parent Teacher conferences.	<ul style="list-style-type: none">• All staff• October	<ul style="list-style-type: none">• Interpreters	<ul style="list-style-type: none">• Parent Teacher conference attendance
Gather parent input on LMS School improvement Plan.	<ul style="list-style-type: none">• Building administration• Fall	<ul style="list-style-type: none">• Survey	<ul style="list-style-type: none">• Review responses to inform school improvement planning
Gather parent input on student handbook.	<ul style="list-style-type: none">• Building administration• Spring	<ul style="list-style-type: none">• Meet in Spring 2025• Notes/feedback from meeting	<ul style="list-style-type: none">• Parent participation

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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 performance on summative assessment such as SBA, will increase; more students will move from level two to level three.*
 - *Measure 2-Staff collaboration will increase; for example, at least 50% will participate in learning walks throughout the year.*

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 3.1 - Staff will prioritize high-quality daily instruction using a variety of formative and summative assessments. Additionally, content grade bands will collaborate to align these assessments.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Teachers will regularly collaborate within content grade bands.	<ul style="list-style-type: none"> • Certificated staff • Ongoing throughout the year during Professional Learning Community (PLC) time 	<ul style="list-style-type: none"> • Professional development resources • Student data 	<ul style="list-style-type: none"> • Notes, etc. from PLC meetings
Teacher collaboration will increase use of formative assessments, such as exit tickets, and other daily checks.	<ul style="list-style-type: none"> • Certificated staff • Ongoing throughout the year 	<ul style="list-style-type: none"> • Professional development resources • Student data 	<ul style="list-style-type: none"> • Observed use of formative assessments
Teachers will regularly post learning objectives and integrate them into each daily lesson.	<ul style="list-style-type: none"> • Certificated staff • Ongoing throughout the year 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Observed use of Learning Objectives

Strategy 3.2 - Staff will engage in professional learning by observing and reflecting on each other's instructional practices.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Principal will organize Learning Walks.	<ul style="list-style-type: none">• Administration• Monthly starting in November	<ul style="list-style-type: none">• SIP (School Improvement Planning) building budget	<ul style="list-style-type: none">• Number of completed Learning Walks
Certificated staff will share experiences and ideas from Learning Walks.	<ul style="list-style-type: none">• Participating certificated staff• Ongoing throughout the year	<ul style="list-style-type: none">• Time during staff meetings, PLC time.	<ul style="list-style-type: none">• Learning shared in staff meetings and during PLCs