SCHOOL IMPROVEMENT PLAN

2024-2025 LAKEWOOD HIGH SCHOOL

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

Lakewood High School

Goal #1:

- Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.
    - *Measure 1-Student survey/exit slips perception regarding Advisory period.*
    - *Measure 2-Student attendance rate will improve over time.*

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 – Connect students with community resources.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Partner with community members to support student success and post-secondary options.	• All staff • Student Success Team (SST) • Career and Technical Education (CTE) teachers • Student Support Advocate (SSA) • Student Assistance Professional (SAP) • Career Center Specialist (CCS) • Ongoing twice per month throughout the year	• LincNW • College and Career Fair	• Staff plan created with student input • High School and Beyond Plan completion rate • Student placement in apprenticeships and vocational programs

Strategy 1.2 - Support and enhance social-emotional learning for all students.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
Advisory Committee will revise Advisory program and lessons based on student feedback in combination with Character Strong to meet student needs. • Ongoing evaluation of lessons • Shared leadership in planning • Include student voice	• Advisory teachers • Administration • Ongoing twice per month throughout the year	• Character Strong curriculum • Committee created lessons	• Staff will monitor participation and student reflections • Exit tasks with students to collect data • Feedback will be reviewed to identify and inform needs • Completed revision of Advisory lessons scope and sequence

Belonging Advisory student group meetings to facilitate small group discussions:
• Address concerns and problem solving
• Increase visibility of activities to staff and students
	• Administration
	• Belonging Advisory Students
	• Ongoing throughout the year
		• Meeting materials	• Student feedback on improvements around the school
			• Ideas enacted from the Belonging Advisory:
			  ○ Cougar Clean-up Crew
			  ○ Expectations posted
			  ○ PSA on Cougar News

Social Emotional Learning (SEL) standards will be consistently embedded in academic learning targets.	• All staff • Ongoing throughout the year	• SEL standards • SEL best practices examples	• Increased student ability to self-regulate and self-manage

Strategy 1.3 - Monitor the individual needs of each learner, by consistently collaborating around the students' respective strengths, interests, and preferences.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
Staff will confer individually with students about academic progress in class and check-ins on personal concerns.	• All staff • Student Support Team (SST) • Ongoing throughout the year	• None	• Evidence of implementation through observations • School attendance data monitored by the Dean of Students • Student developed academic growth goals • Grade Level Team meeting notes
Increase parent engagement to support student success via: • Spring Course Fair • Parent conferences • Parent meetings, if needed • Email, phone calls, weekly family communications	• All staff • Booster clubs • Strategic plan committee • Ongoing	• Event materials • Linc NW	• Parent participation in activities • Two-way communication with families will increase as shown through email, phone calls, conferences, and meetings • School attendance data monitored by the Dean of Students • Academic data/Student Growth goals • Behavior/discipline data • New Course/Extra-Curricular Fair

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Lakewood High 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-Student class grades and graduation rate changes.*
    - *Measure 2-Increased enrollment in programs such as Sno-Isle, Regional Apprenticeship Program (RAP), Everett Community College (EvCC) Running Start, etc.*

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 - Support students' needs to access a meaningful and purposeful education.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Provide professional development for teachers which support students in core instruction, including inclusionary practices, working with reluctant or unmotivated learners and family and community engagement.	• Certificated staff • Administrators • Building Leadership Team (BLT) • Social-Emotional- Multi Tiered System of Supports (MTSS team) and CARE team • Student Success Team (SST) • Ongoing throughout the year	• None	• Engagement of students in classrooms • Student grade data • Student graduation data • Comprehensive student High School and Beyond plans

Strategy 2.2 - Develop peer to peer academic and social support systems.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
Provide tutoring and peer tutoring to support students and help accelerate learning.	• Certificated staff • Counselors • National Honor Society students • Multiple times each semester	• High Impact Tutoring program	• Student grades • Student graduation data • Number of students receiving tutoring
Academic support for students in the classroom will be provided through intervention blocks, extended time on Friday afternoons, and early release time.	• Certificated staff • Administration • Paraeducators • Substitute teachers • Ongoing throughout the year	• None	• Student grades • Student graduation data • Number of students attending academic support on Friday ER
Support peer mediation groups and proactive lessons in class to help students with conflict resolution and mediation.	• Certificated staff • Administration • Cougar Crew • Ongoing throughout the year	• None	• Scheduled conflict resolution lessons in Advisory • Schoolwide discipline data • Restorative conversations, student to student, staff to student

Strategy 2.3 –Develop and enhance post-secondary support systems.			
Activities	***Persons/Timeline***		***Monitoring and Evidence***
Continue to offer Bridge to College Math and English courses to support students with transition to community college. Also provide diverse college bound class options- such as creative writing, and Advanced Placement (AP) statistics.	• Math and English teachers • Administration • Department of Teaching and Learning • Offered each semester	• Funds for professional development for Bridge to College teachers • Funds for student AP exam cost	• Enrollment in courses • Grades in courses • Number of students entering community college
Strengthen NCAA supports for students pursuing athletics in college.	• Counselors • Administrators • Career Center Specialist • Athletic Director/Coaches • Ongoing throughout the year	None	• Number of students playing sports in college

Deepen relationship with Sno-Isle and other tech prep programs to support students who are pursuing vocational school or work.	• Counselors • Administrators • Career Center Specialist/CTE Teachers • Ongoing throughout the year	None	• Number of students entering the work force • Number of students attending vocational programs • Number of students in Regional Apprenticeship Program (RAP) • College and Career Fair • Sno-Isle
Deepen relationship with military to support students who want to pursue this option.	• Counselors • Administrators • Career Center Specialist • Ongoing throughout the year	None	• Armed Services Vocational Aptitude Battery (ASVAB) participants • Number of students entering the military

Lakewood School District School Improvement Plan 2024-2025

Lakewood High 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-Decrease in the number of failing class grades, increase students on track to graduate.*
    - *Measure 2-Increase graduation rate, including students receiving special education services and multi-language learner support.*

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 - Graduation rates will improve through focused interventions with seniors and increased communication with families.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Provide mid-quarter communication from teachers to families regarding senior progress.	• Certificated staff • Ongoing each quarter throughout the year	• None	• Student grade reports • “F” grade report • Graduation rate
Letters to senior families will be sent at the end of each quarter regarding status of graduation.	• Principal letters at the end of 1st and 3rd quarter • Counselors send graduation plans to each family	• Postage for mailings	• Graduation rate

Strategy 3.2 - Students who receive special education services will have access to grade level standards through inclusionary practices.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
Students on Individualized Education Plans (IEPs) will be moved into co-taught classes based on data and IEP team decisions. Special education teacher will support science & social studies classes.	• Special Education case managers • Counselors • IEP team members • Ongoing throughout the year	• None	• Student grade reports • IEP goal completion rate

Strategy 3.3 **-**Students who receive Multi-Lingual (ML) services will be supported in general education classrooms.			
Activities	**Persons/Timeline**	**Resources**	**Monitoring and Evidence**
ML teacher will support general education teachers who have students receiving ML services clustered in their classroom.	• Certificated staff • ML teacher • Ongoing throughout the year	• None	• World-class Instructional Design and Assessment (WIDA) scores • Grade reports/data
The ML teacher will provide ongoing professional development on culturally responsive teaching and inclusionary practices through optional sessions for interested staff.	• ML teacher • Certificated staff • Ongoing throughout the year	• None	• WIDA scores • Student grade reports/data