



2025-26 Strategic Action Plan

At Lockwood, we provide a learning community that recognizes all students as capable learners. We promote high standards, expect accountability, and celebrate success. Cooperation, responsibility, and confidence promote our goals of life-long learning and responsible citizenship.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Supporting student success means not only creating a safe, caring, and respectful environment, but also aligning our efforts with the Northshore Strategic Plan. To meet students' needs, we must identify key goals and take focused action, guided by a continuous cycle of inquiry, reflection, and improvement. The steps of this cycle are outlined below.

Community Engagement

Lockwood Elementary held monthly meetings with representatives from the PTA, PACE, EAP, and specialized programs to share updates, plan events, and strengthen collaboration. These gatherings encouraged stakeholder input, volunteering, and shared decision-making. We also hosted informal coffee chats to build relationships and better understand family experiences, while student focus groups ensured their voices and ideas were heard.

Lockwood felt it was important to hear from students, families/caregivers, and the community: 2025-26 will continue to hold these events on-

- Principal Coffee Chat – October 17, 2025.
- REJ Walk – Spent lunchtime with students and conducted interviews to gather data on October 24, 2025, from 12:15–1:15 PM.
- Leopard Student Council – Monthly meetings held with student representatives.
- Focus Student Interviews – Administration met with selected focus students to hear about their school experiences on October 23, 2025, and June 12, 2026.
- Family Survey – Developed by SDLT and Lockwood administrators, the survey was distributed on November 1, 2025, to gather family feedback on connection and support for their children at Lockwood.

Examination of Student Data

Part of our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information,

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student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.

During Spring 2025, we reviewed the following data:

- ★ Attendance Records
- ★ Demographic Information
- ★ End of Course Grades
- ★ Informal and formal classroom assessments
- ★ iReady Data in Reading
- ★ SBAC Scores
- ★ Climate Data
- ★ Focus Student Progress Monitoring
- ★ PLC Data Tracker

Quantitative Data	Qualitative Data	Experiential Data
<p>iReady Data in reading for Grades K-5: This data informed our progress related to our Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p> <p>SBA Data in reading for Grades 3-5: This data informed our progress related to our Goal 3 measure of minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.</p> <p>WIDA Results: This data informed our progress in supporting students who are multilingual learners to determine the area(s) of support to aid</p>	<p>Panorama Data for Grades 3-5: This data informed our progress related to our Goal 2 measure of students' sense of belonging and safety.</p> <p>SEL Survey Data for Grades K-2: The data from this school-developed survey (adapted from Panorama) informed our progress related to our Goal 2 measure of students' sense of belonging and safety.</p> <p>Guidance Team: This data informed our progress related to our Goals 2 and 3 measure of students' academic and SEL growth and success.</p>	<p>Lunch Bunch: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Check and Connect: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Cultural Awareness Forum: This data informed our progress related to our Goal 2 measure of students' sense of belonging.</p> <p>Observations: This data informed our progress related to our Goals 2 and 3 measure of students' academic</p>

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<p>students in their English acquisition.</p> <p>Attendance Records: This data informed us of who needs support around attendance. This data will be used to determine if this is a possible barrier to academic and/or SEL success.</p>		<p>and SEL growth and success.</p>
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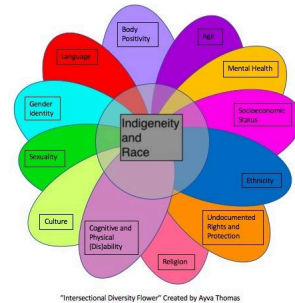
Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2025-26 school year, we will build off of what we learned from our work over the last four years on Domains 1, 2, and 3 of the [Northshore School District Equity Handbook](#), while also adding in a focus on Domain 4.

- [2024-27 NSD REJ Framework](#)

Throughline #2: Identity-Affirming Environments and Experiences

THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES	
<p>POWER</p> <p>2A: Students feel like they can share about their intersecting identities in classroom and school settings</p>	<p>PRACTICES</p> <p>2B: Students get to experience environments and opportunities that affirm their identities</p>
<p>POLICY</p> <p>2C: Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level</p>	<p>PEDAGOGY</p> <p>2D: Students have a deepened understanding about their own intersectional identities and that of their peers</p>



The "Build", "Create", and "Connect" categories are in alignment with and in response to the Northshore School District Student Justice Collective's 2025-26 Call to Action: for administrators and staff to Build, Create, and Connect with students to advance identity-affirming environments and experiences in our schools and classrooms.

Working Definition of "Identity-Affirming" in Educational Contexts = To acknowledge, celebrate, and include the personal and social identities of our students in their educational environments and experiences



Student Voice & Leadership

- Establish student advisory councils (e.g., Leopard Student Council) that provide direct input on school policies and practices.
- Invite students to co-design school or department projects, exhibitions, and initiatives that reflect and celebrate their personal and social identities.
- Use restorative circles to foster identity-affirming peer relationships.
- Create opportunities for students to serve in leadership roles that reflect a wide range of voices and lived experiences.

Equity in Systems & Recognition

- Sustain and refine discipline, attendance, and recognition systems, using data to identify and address disparities among student groups..

Identity-Affirming Practices

- Regularly highlight and share examples of staff modeling identity-affirming behaviors and inclusive teaching practices.
- Integrate students' names, pronouns, and home languages into instruction, communication, and day-to-day interactions.
- Encourage students to bring cultural artifacts, traditions, and personal stories into classrooms, meetings, and school-wide conversations.

Family & Community Engagement

- Invite diverse families to serve as classroom resources, guest speakers, and volunteers.
- Break down barriers to ensure families have access to school-related information, such as materials, events, and meetings—considering language needs, accessibility, transportation, and family obligations.
- Ensure equitable access for families to participate in school and district teams or committees by adapting application language, offering flexible scheduling, and providing childcare and interpretation services.
- Create and distribute resource lists for families in multiple formats (e.g., website, email, print).
- Host events and functions within the community to reach families where they are.
- Foster welcoming, inclusive environments for families and community members at all school events and gatherings.
- Involve diverse families and community members in the planning of school activities, events, and committee work.
- Ask families and community members what types of school-related events, activities, and support they would like to see.
- Seek ongoing input on how schools and the district can best support families and strengthen partnerships.



Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic/Latino students that require our attention. These gaps include:

Access or Outcome Gap	Root Cause
Students who identify as Hispanic and Latinx performed at much lower proficiency rates on reading assessments compared to their grade level, non-Latinx peers: iReady grades K-5 (30% compared to 59%) SBA grade 3 (42% compared to 72%); 14 Ss SBA grade 4 (27% compared to 67%); 10 Ss SBA grade 5 (50% compared to 88%); 10 Ss	<ul style="list-style-type: none">• Less instructional time in reading• Limited academic vocabulary• Pre-teaching and re-teaching• MTSS and intervention opportunities• Socio-economic barriers• Home-school partnerships• Welcoming, safe environment for families to engage in partnership with our school
Students in grades 3-5 had a 57% favorable response to questions pertaining to emotional regulation. In comparison, our Hispanic and Latinx students had a 44% favorable response to these questions. Students in grades 3-5 had a 54% favorable response to questions pertaining to belonging. Our 3-5 Hispanic and Latinx students had a 51% favorable response to questions around belonging. Students in grades K-2 had a 55% favorable response (always) to questions pertaining to belonging in our Hispanic and LatinX students, as compared to 54% around belonging.	<ul style="list-style-type: none">• Teacher knowledge of students' culture• Knowledge gap of culturally responsive teaching practices• Feelings of being valued and connected may be lacking• Parental lack of knowledge regarding US educational system• Opportunities to engage in Social Emotional Learning (SEL) work, specifically around managing emotions• Opportunities for community building and connection

OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan [goals](#) related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
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<p><u>Goal 1</u> Success in the Early Years Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Increased percentage of students in each subgroup meeting or exceeding standards in English Language ARTS and Mathematics by the end of grade 3.</p> <p>By June 2026, there will be an increase in the number of Hispanic and Latinx students achieving their stretch goal in iReady reading.</p>
<p><u>Goal 2</u> Responsible, Resilient, Empathetic Learners Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals and the supports to reach them.</p> <p>By spring 2026, we will increase the percentage of students who feel a sense of belonging based on Panorama data and classroom surveys.</p>
<p><u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>By June 2026, all students will make typical growth in iReady reading, with those below grade level achieving their stretch growth goals with a focus on our Hispanic/Latinx students.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on our data and root cause analysis, we believe that if we provide high quality instruction opportunities for educators, and educators in turn provide high quality instruction for all students, in the area of foundational reading skills (specifically phonics), then we will see improved academic outcomes for students across all reading measures.

SMART GOAL 1: Success in the Early Years

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Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 1 is as follows: By June 2026, there will be an increase in the number of Hispanic and Latinx students achieving their stretch goal in iReady reading.

Strategies/Practices for Goal 1:

Instructional Strategy	Instructional Practice
<p>To make progress toward our specific goal of improving student reading proficiency through structured literacy, we will focus on:</p> <ul style="list-style-type: none">• Ongoing PD on NEW structured literacy and evidence-based reading practices (e.g., LETRS, Orton-Gillingham).• Targeted small group instruction during intervention blocks focused on foundational reading skills.• Monthly PLCs to review reading data and plan differentiated Tier 1 instruction.• Diagnostic and pre-assessments to guide flexible grouping and instruction.• Explicit instructional routines with modeling, guided practice, and feedback.• Direct teaching of decoding, encoding, and comprehension with multisensory supports and scaffolds.• Collaborative learning to build oral language, fluency, and comprehension.• Clear “I can” statements to help students understand and track their learning.	<p>Our instructional strategy focuses on the following key components to ensure effective implementation of our new Structured Literacy curriculum:</p> <ul style="list-style-type: none">• Data-Driven Small Groups: Use ongoing assessments (phonics screeners, fluency checks, comprehension) to form flexible, targeted groups focused on foundational literacy skills.• Collaborative PLCs: Teachers regularly analyze student data, plan literacy-aligned lessons, share evidence-based practices, and adjust instruction to support all learners.• High-Quality Reading Instruction: Deliver systematic, scaffolded, multisensory instruction grounded in the science of reading, including modeling, guided practice, and feedback.• Clear Learning Objectives: Include student-friendly “I can” statements to clarify lesson goals and promote student ownership.• Purposeful Collaborative Learning: Provide structured activities like oral language practice, partner reading, and comprehension discussions to reinforce skills and boost engagement.



Domain Four:	Equity Strategies
<p>To ensure equity focus in our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p> <p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p>The equity strategies we will employ:</p> <p>Strategies for 4C</p> <p>We will provide</p> <ul style="list-style-type: none">• opportunities to visit and volunteer in the classroom including running small groups, etc.• room parent opportunities.• PTA night presentations with educational content for families to use. <p>Strategies for 4D</p> <ul style="list-style-type: none">• a multicultural forum (parents come and present on their cultures/backgrounds for staff).• invitations in varied formats for events.• continued support for our Natural Leaders.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on our data, we believe that by creating a safe, welcoming, and inclusive environment—especially engaging Hispanic and Latinx families—and consistently using community-building, SEL, and high-quality structured literacy instruction, students will feel greater belonging, empathy, and confidence. This will boost attendance, engagement, and academic growth, especially in reading.

This foundation supports social-emotional development and empowers students to take risks, overcome challenges, and build essential literacy skills for long-term success.

SMART GOAL 2: Responsible, Resilient, Empathetic Learners

By spring 2026, we will increase the percentage of students who feel a sense of belonging based on Panorama data and classroom surveys.



Strategies/Practices for Goal 2:

Instructional Strategy	Instructional Practice
<p>To make progress toward our goal, we will deepen and strengthen the implementation of our Multi-Tiered System of Supports (MTSS) for student social, emotional, and behavioral development. This approach will include:</p> <ul style="list-style-type: none"> • Tier 1 SEL: Explicit instruction for all students using tools like Second Step and Zones of Regulation. • Tier 2 SEL: Targeted supports for students needing extra help with the same tools. • Caring Adults: Access to counselors and staff for trusted relationships and support. • Community Building: Daily practices like morning meetings to create a safe, inclusive environment. • Positive Social Skills: Modeling and reinforcing cooperation, feedback, and conflict resolution. • PBIS: Clear expectations and positive reinforcement school-wide. • Professional Learning: Ongoing training in racial equity and culturally responsive practices to support all students. 	<p>Instructional Practices to Implement:</p> <ul style="list-style-type: none"> • Check-Ins: Daily or weekly verbal/written check-ins to gauge emotions and build trust. • Interest Inventories: Used to tailor lessons and increase relevance. • Two-by-Ten Strategy: Daily 2-minute connections over 10 days to strengthen relationships. • Community Circles: Regular meetings to build belonging and positive culture. • Culturally Relevant Goals: Link learning to students' lives and communities. • Strength-Based Roles: Group work roles that showcase students' strengths and experiences. • Multilingual Supports: Sentence frames, visuals, and word banks for inclusive participation. • Cultural Connections: Tie academic content to students' cultural/community knowledge through projects.
Domain Four:	Equity Strategies
<p>To ensure equity focus in our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p>	<p>Goal 4B: Ongoing Communication with Families & Community</p> <ul style="list-style-type: none"> • Provide all communications in families' home languages with real-time interpretation at events. • Use multiple platforms (text, email, paper, apps, social media) for consistent access. • Create a Family Communication

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<p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p>Advisory Group to review and improve outreach for clarity and inclusivity.</p> <p>Goal 4C: Equitable Family Involvement in Education</p> <ul style="list-style-type: none">• Offer flexible participation: in-person, virtual, and varied times.• Provide childcare, food, and transportation at events to reduce barriers.• Create inclusive, culturally relevant volunteer options, including at-home and asynchronous opportunities. <p>Goal 4D: Valuing Diverse Family & Community Voices</p> <ul style="list-style-type: none">• Hold regular listening sessions for underrepresented families.• Create a Family Equity Council for diverse input in decisions.• Share how family feedback shapes school actions ("You spoke, we listened").
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GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps Theory of Action

If we build a safe, inclusive, and culturally responsive learning environment where students feel valued, and use data-driven instruction aligned with the Northshore Strategic Plan to set clear reading goals, create engaging reading experiences, and offer targeted support, students will improve their reading skills. Ongoing inquiry involving student voice, family engagement, and reflection on teaching will ensure equitable growth and success for all readers.

SMART GOAL 3: By June 2026, all students will make typical growth in iReady reading, with those below grade level achieving their stretch growth goals with a focus on our Hispanic/Latinx students.

Strategies/Practices for Goal 3:

Instructional Strategy (Reading - Year One of K-2 Structured Literacy Implementation):	Instructional Practices for Structured Literacy in K-2: Explicit, Systematic Phonics Instruction
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To make progress toward our reading goals, we will strengthen the implementation of our MTSS tiered approach to supporting students' foundational literacy skills and social-emotional needs.

This means we will:

- Prioritize Tier 1 and Tier 2 reading instruction and intervention in the master schedule.
- Use common assessments to monitor foundational reading skills and track progress.
- Provide ongoing training in structured literacy, including phonics and evidence-based strategies.
- Use data to guide small group instruction during intervention blocks.
- Hold monthly PLC meetings to review reading data and plan differentiated supports.
- Pre-assess reading skills before each unit to guide instruction.
- Regularly check in with students during lessons to monitor understanding.
- Teach reading strategies that support access to Tier 1 curriculum.
- Offer structured, collaborative reading activities that engage all learners.
- Use clear "I can" statements to communicate reading goals to students.

- Teach letter-sound relationships and decoding skills in a clear, sequential way.
- Use multisensory approaches (e.g., tapping out sounds, letter tiles, writing letters) to reinforce learning.
- Frequent Formative Assessment & Progress Monitoring
- Regularly assess phonemic awareness, decoding, fluency, and comprehension using quick checks and formal tools.
- Use assessment data to adjust instruction and form small groups for targeted intervention.
- Data-Driven Small Group Instruction
- Group students flexibly based on current skill levels and needs identified through data
- Provide targeted instruction in phonics, fluency, vocabulary, or comprehension as needed.
- Use of "I Can" Learning Targets
- Share clear, student-friendly learning goals each lesson, such as "I can blend sounds to read words" or "I can retell a story in order."
- Refer back to targets throughout the lesson and during student reflection.
- Structured Collaborative Learning
- Incorporate partner reading, choral reading, and peer discussions to reinforce skills and build oral language.
- Use guided reading groups to scaffold practice and model strategies.
- Intentional Check-Ins & Feedback
- Pause frequently to check for understanding with thumbs up/down, quick oral responses, or mini-conferences.
- Provide immediate, specific feedback to support skill development and confidence.



	<ul style="list-style-type: none"> • Incorporate Visuals and Hands-On Materials • Use alphabet charts, word walls, sound cards, and manipulatives to support decoding and vocabulary. • Encourage students to use finger tapping or magnetic letters to segment and blend words.
	<p>Our instructional strategy relates to:</p> <ul style="list-style-type: none"> • small groups. • building a schedule with blocks of uninterrupted time for core subjects. • building within the schedule dedicated intervention blocks where we focus on RTI in our MTSS framework. • team teaching. • data-driven instruction.
Domain Four:	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>4B Schools and departments have developed an effective ongoing communication system with families and the community.</p> <p>4C Schools and departments provide families with equitable opportunities to be involved in their children's education.</p> <p>4D Families and community members from diverse backgrounds are listened to and their opinions are valued.</p>	<p>Equity Strategies We Will Use:</p> <p>Communication (4B):</p> <ul style="list-style-type: none"> • Create consistent two-way communication with families and partners using various platforms. • Provide translation and interpretation to ensure access for all. • Train staff in culturally responsive communication to build trust. <p>Family Involvement (4C):</p> <ul style="list-style-type: none"> • Invite families to visit, volunteer, and support classrooms. • Offer translation at events and meetings to reduce language barriers. • Host PTA nights with take-home learning strategies. • Provide flexible and virtual meeting options.

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	<ul style="list-style-type: none"> Develop leadership programs to involve families in decision-making. <p>Listening & Valuing Diverse Voices (4D):</p> <ul style="list-style-type: none"> Create multicultural forums to share and celebrate family cultures. Use multiple outreach methods for event invitations. Create and Support Natural Leaders to strengthen community engagement. Use culturally responsive surveys and focus groups for feedback. Form diverse advisory councils to help shape school policies.
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OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If our strategies appear to be working, we will continue to execute our plan as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in Reading.	<ul style="list-style-type: none"> WaKIDS for Kindergarten iReady for K-5 SBA for Grade 3 	<ul style="list-style-type: none"> November Fall, winter, spring Spring
Increased percentage of	<ul style="list-style-type: none"> iReady for K-5 	<ul style="list-style-type: none"> Fall, winter, spring

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students in each subgroup meeting or exceeding standards in Numbers and Operations.	<ul style="list-style-type: none">• K-2 Structured Literacy• Foundational literacy skills• Oral reading fluency	<ul style="list-style-type: none">• Monthly PLCs• Weekly• Fall, Winter, Spring• As needed
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students reporting a perception of safety, fairness, inclusiveness and support for emotional, behavioral, mental and physical health.	<ul style="list-style-type: none">• SEL surveys Panorama• Behaviors that Promote Learning (report cards)• Anecdotal notes<ul style="list-style-type: none">◦ teacher◦ playground◦ cafe◦ counselor◦ admin	Winter and Spring <ul style="list-style-type: none">• Winter & Spring• Semesters• Ongoing
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level, specifically in the area of comprehension	<ul style="list-style-type: none">• iReady for K-5• K-2 Structured Literacy• Foundational Literacy Skills	<ul style="list-style-type: none">• Fall, winter, spring• Fall• Monthly PLCs• Weekly• Fall• As needed

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Lockwood Elementary School, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work: **To fully implement the MTSS Whole Child Framework by fall 2028, LW will focus on strengthening the Continuum of Supports and using Evidence-Based Practices.**

- Understanding the MTSS Continuum of Supports: Training on how to implement Tier 1 (core instruction), Tier 2 (targeted small group interventions), and Tier 3 (intensive individualized supports) in early literacy.



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- Evidence-Based Structured Literacy Practices: Deep dives into phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction grounded in scientific research.
 - Screening and Progress Monitoring: Learning to effectively use universal screeners and ongoing progress monitoring tools to identify students' reading needs and guide intervention decisions.
 - Differentiation and Intervention Strategies: Training on how to differentiate instruction within the core reading block and design interventions tailored to students who are below, at, or above grade-level expectations.
 - Explicit Academic Vocabulary Instruction: Incorporating intentional vocabulary development strategies into reading instruction to support comprehension and language growth.
 - Collaborative Data Review and Instructional Planning: Regular sessions for grade-level teams to analyze student reading data, reflect on instructional practices, and adjust teaching strategies based on student progress.
 - Supporting Diverse Learners: Professional learning focused on adapting structured literacy instruction for English learners and students with special needs.
 - These activities will ensure that educators are equipped to deliver high-quality, evidence-based reading instruction that meets the needs of all K-2 learners.

Social and Emotional Learning

- Begin learning about Universal Design for Learning (UDL) through the implementation of MTSS to expand our culturally competent teaching practices, and to support students in developing a strong sense of self during academic learning opportunities.
- Providing training around PBIS structures

Data Driven Practices:

- **MTSS Team:** Learn more effective ways to monitor the progress of groups of students across the school, subgroups of students, and individuals.
- **All Staff:** Engage in the analysis of pre- and post-assessment data to determine flexible groupings needed in the area of reading. Engaging in PLC data protocols aligned to the school action plan and district strategic plan.

COMMUNITY PARTNERSHIP

Student, family, and community input shaped our Strategic Action Plan and remains key to improving student outcomes. This year, we will strengthen partnerships by:

- Sharing expectations around Lockwood's PAWS Pillars: Persevere, Act Responsibly, Work Together, Stay Safe
- Hosting "Meet & Greet" events to build family connections
- Offering regular "Principal Q&A" sessions for open dialogue and shared celebrations

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- Continuing monthly leadership meetings with PTA, PACE, and community reps
 - Inviting families to volunteer in roles like playground supervision, classroom support, and event help
 - Encouraging participation in events such as Curriculum Nights, Cultural Night, Career Day, Ice Cream Social, Fundraisers, and more

These efforts build a connected, engaged community focused on student success

Through these initiatives, we aim to foster collaboration and engagement that support student success and a thriving school community.

Thank you for being part of your student's education and for partnering with us!