



Inspiring Growth. Empowering Futures.

2025-2026

**Lakewood Middle School
SCHOOL IMPROVEMENT PLAN
(SIP)**

Lakewood School Improvement Plans for 2025-26

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

*“What we learn becomes a part of who we are; how we use it becomes
a part of who we help.” -Unknown*

Each year, teams of building and district staff work together to design and carry out School Improvement Plans (SIPs). These “guides” outline approaches and initiatives intended to strengthen student learning. A SIP describes each school’s shared objectives, the steps planned to reach those targets, the data that will be reviewed, timelines and responsibilities, and the support staff will receive through ongoing professional development. Relevant evidence is essential in shaping each SIP and informing any needed adjustments throughout the year. All initiatives aimed at supporting students’ academic development and overall well-being stem from these school improvement goals. These plans help us identify new ways to respond effectively to student needs.

During the 2024–25 school year, 61 dedicated students, staff, families, and community members collaborated to finalize the 2025–2030 Strategic Plan—a roadmap built on our shared commitments. The School Improvement Plans have been closely aligned with the Strategic Plan and operationalize our community’s vision for Lakewood Schools.

Every Lakewood SIP is customized to the specific needs of its school community while remaining aligned with districtwide priorities. Three consistent goals—a well-defined Multi-Tiered System of Supports (MTSS) for students, high-quality student-centered instruction with regular progress monitoring, and cultivating a strong sense of belonging—form the core of these plans.

Lakewood’s educators continue to prioritize student success as the heart of our improvement efforts. By fostering collaboration, strengthening our systems, and investing in ongoing professional growth, we ensure that every school benefits from our collective expertise. We share the belief that every individual can make a meaningful contribution to our schools and community.

Bryan Toutant
Executive Director of Teaching and Learning

Lakewood School District School Improvement Plan 2025-26

Lakewood Middle School

Goal #1:

- Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.
 - *Regular attendance rate.*
 - *Student responses on the belonging survey.*

Alignment to Lakewood Strategic Priorities:

- Lakewood schools are collaborative and inclusive learning environments where individuals feel safe, supported, and embraced as equals
- The Lakewood School District ensures that every voice is valued through active participation, partnerships, and two-way communication to build a thriving educational community.

Strategy 1.1 – LMS will continue to monitor and encourage belonging

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Administer Belonging survey to students twice each year.	<ul style="list-style-type: none"> • All staff • December, April/May 	<ul style="list-style-type: none"> • Technology for data collection 	<ul style="list-style-type: none"> • Survey data
Trauma Informed Leadership Team (TILT) will propose Tier 1 responses for the entire student body to increase belonging.	<ul style="list-style-type: none"> • TILT members • December, April/May 	<ul style="list-style-type: none"> • Collected data 	<ul style="list-style-type: none"> • Tier 1 responses will be shared with staff
Grade Level Team (GLT) will monitor Belonging data to identify students in each grade level who have yet to develop strong relationships with staff.	<ul style="list-style-type: none"> • GLT members • Ongoing throughout the year 	<ul style="list-style-type: none"> • Collected data 	<ul style="list-style-type: none"> • List of identified students
Counselors will use their knowledge of students and results of Belonging survey and Terrace metrics screener to support students.	<ul style="list-style-type: none"> • Counselors • Administrators • Ongoing throughout the year 	<ul style="list-style-type: none"> • Collected data 	<ul style="list-style-type: none"> • Student supports implemented

Students will support and lead improvement around student belonging (example, student leadership revising student of the month).	<ul style="list-style-type: none"> • All staff • Students • Ongoing throughout the year 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Number of SEL lessons that are integrated into classes • Number of student activities that encourage belonging implemented when appropriate
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Strategy 1.2 – Revision of PRIDE expectations chart.			
Activities	Persons/Timeline	Resources	Monitoring and Evidence
Administer PRIDE chart input survey to staff.	<ul style="list-style-type: none"> • All staff • November 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Survey data
TILT will revise the PRIDE chart with staff input and bring to parents & students for feedback.	<ul style="list-style-type: none"> • TILT members • Administrators • Parent advisory group • Students • Ongoing throughout the year 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • A collaboratively created new PRIDE chart for use in 2026-27.

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Lakewood Middle School

Goal #2:

- Each student will participate in a meaningful, standards-aligned learning program supported by a clearly defined schoolwide Multi-Tiered System of Supports (MTSS) framework that addresses academics, behavior, and attendance.
 - *Implementation of Universal Design for Learning, Equitable Grading Practices and Classroom Interventions in classrooms.*
 - *Math and ELA Smarter Balanced Assessment (SBA) scores.*

Alignment to Lakewood Strategic Priorities:

- Lakewood offers a variety of instructional programs and opportunities that meet the diverse needs and interests of students.
- Lakewood fosters collaboration and critical thinking through diverse pathways, real-world learning, extracurriculars, career training, and community involvement.

Strategy 2.1 – Staff will participate in choice MTSS professional development during the course of the year.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
During scheduled Professional Learning Community (PLC) Fridays, teachers will participate in choice MTSS learning around Equity based grading, intervention strategies or Universal Design for Learning.	<ul style="list-style-type: none"> • All certificated staff • Ongoing during select Friday early release days 	<ul style="list-style-type: none"> • Selected texts: <ul style="list-style-type: none"> ○ "Formative Assessment and Standards Based Grading" ○ "Hacking Learning Centers" ○ "Unlearning: Changing Your Beliefs and Your Classroom with UDL" 	<ul style="list-style-type: none"> • Group notes • Each group will share their learning with the whole staff in August 2026 • Evidence will be shared during collegial presentations

Strategy 2.2 – Inclusionary practices will continue to support students accessing grade level content.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Co-teaching professional development.	<ul style="list-style-type: none">• Co-teaching staff (special education and regular education)• Ongoing throughout the year	<ul style="list-style-type: none">• Online “Inclusive Schooling” resource	<ul style="list-style-type: none">• Post professional development survey data• Student grades and IEP progress reports
December visit to another school to see co-teaching and talk with staff.	<ul style="list-style-type: none">• Co-teachers• Administration• December 2025	<ul style="list-style-type: none">• Grant through Haring Institute at UW	<ul style="list-style-type: none">• Staff presentation or learning

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Goal #3:

- All students will receive high-quality, student-centered instruction, supported by strong assessment systems—including regular progress monitoring—and multiple opportunities for intervention and enrichment to address the needs of individual students and groups.
 - *Student grades.*
 - *Smarter Balanced Assessments (SBA) scores.*

Alignment to Lakewood Strategic Priorities:

- Lakewood identifies and addresses systemic barriers to learning by equipping educators and families with tools to support every student’s success.
- By removing barriers and empowering learners, success is measured through personal growth, citizenship, and adult-life readiness.

Strategy 3.1 – Staff are participating in choice professional development around Multi-Tiered System of Supports (MTSS) topics: Intervention Strategies, Universal Design for Learning (UDL) and Equitable grading practices.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Participate in PLC Fridays to engage in collaborative learning and discussion.	<ul style="list-style-type: none"> • All staff • PLC Fridays • Ongoing throughout the year 	<ul style="list-style-type: none"> • Selected texts: <ul style="list-style-type: none"> ○ "Formative Assessment and Standards Based Grading" ○ “Hacking Learning Centers” ○ “Unlearning: Changing Your Beliefs and Your Classroom with UDL” 	<ul style="list-style-type: none"> • TEAMS notebook with notes and agendas

Groups will collaborate and present their learnings to the rest of the staff in August 2026.	<ul style="list-style-type: none"> • All certificated staff • Ongoing throughout the year 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Each group will share their learning with the whole staff in August 2026 • Evidence will be shared during collegial presentations
Implementation in classrooms of UDL, Equitable Grading Practices and Classroom Interventions.	<ul style="list-style-type: none"> • All staff • Ongoing throughout the year 	<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Progress monitoring of student outcomes

Strategy 3.2 – Teachers will implement classroom interventions based on insights from formative assessments.			
Activities	Persons/Timeline	Resources	Monitoring and Evidence
Social Studies department will provide interventions and extensions during Friday classes.	<ul style="list-style-type: none"> • Social studies teachers • Ongoing throughout the year 	<ul style="list-style-type: none"> • Shared planning time 	<ul style="list-style-type: none"> • Monitoring through evaluations and walk throughs
Other content area teachers will continue collaboration around interventions based on formative assessments.	<ul style="list-style-type: none"> • Certificated staff • Ongoing throughout the year 	<ul style="list-style-type: none"> • Planning time 	<ul style="list-style-type: none"> • Monitoring through evaluations and walk throughs • Defined set of shared interventions and practices
Teachers will increase opportunities for students to set their academic goals after recognizing and reflecting on their own learning.	<ul style="list-style-type: none"> • Certificated staff • Students • Ongoing throughout the year 	<ul style="list-style-type: none"> • Planning time • Classroom instructional time 	<ul style="list-style-type: none"> • Monitoring through evaluations and walk throughs • Student academic goal records