



Inspiring Growth. Empowering Futures.

2025-2026

**Lakewood Elementary
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 Elementary School

Goal #1:

- Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.
 - *Student perception survey data on belonging and inclusivity.*
 - *Participation in leadership opportunities and school events.*

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 - Build a school culture centered on student leadership, positivity, kindness, and a growth mindset.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Student-Led Activities – Increase student voice through more assemblies, events, and leadership opportunities. Continue with Peacemakers who support younger students on the playground.	<ul style="list-style-type: none"> • Associated Student Body (ASB) • Ongoing 	<ul style="list-style-type: none"> • Assembly schedule • Student leader training • Playground resources 	<ul style="list-style-type: none"> • Student participation numbers • Referral data • Staff/student feedback
PAWS Power Hour – Whole-school connections focused on kindness, growth mindset, and positivity. This year will expand to incorporate themes from <i>The Energy Bus for Kids</i> .	<ul style="list-style-type: none"> • Interventionists • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • Power Hour schedule • Books • Hearts • Incentives 	<ul style="list-style-type: none"> • Zoom attendance data • “Gas meter” Energy Bus bulletin board with heart collection with student reflections • Student perception data
Highlight Student Successes – Display work, photos, student quotes in foyer and hallways.	<ul style="list-style-type: none"> • All staff • Ongoing 	<ul style="list-style-type: none"> • Display boards • Bulletin board supplies • Digital displays 	<ul style="list-style-type: none"> • Updated displays • Student perception data

Strategy 1.2 – Strengthen community building through relationships and partnerships.

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Clubs – Four times per year, teachers will offer fun, interest-based activities. Students will be scheduled into clubs to explore new experiences and build community across grade levels.	<ul style="list-style-type: none"> • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • List of clubs and schedule • ASB funds 	<ul style="list-style-type: none"> • Student perception data • Teacher feedback
Classroom Circles – Build daily/weekly time for connection, reflection, and voice.	<ul style="list-style-type: none"> • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • Circle prompts • Social Emotional Learning (SEL) curriculum 	<ul style="list-style-type: none"> • Teacher feedback • SEL survey results
Buddy Classrooms – Pair older and younger grades for reading, projects, and mentoring.	<ul style="list-style-type: none"> • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • Celebration schedule 	<ul style="list-style-type: none"> • Student perception data • Teacher feedback
Student Welcome Party Program – Train student leaders to provide tours and build relationships with new students throughout the year.	<ul style="list-style-type: none"> • Student leaders • Counselor support • Ongoing 	<ul style="list-style-type: none"> • Student volunteers • Time in schedule 	<ul style="list-style-type: none"> • Feedback from new students
Family & Community Involvement: <ul style="list-style-type: none"> • Writing Celebrations, music concerts • Coordination with PTA events • Strengthen partnerships with local organizations (library, businesses, tribal community) • Volunteer booths at school events 	<ul style="list-style-type: none"> • All staff • Community members • Families • Ongoing 	<ul style="list-style-type: none"> • Communication materials 	<ul style="list-style-type: none"> • Family and community feedback • Participation in events

Lakewood School District School Improvement Plan 2025-2026

Lakewood Elementary School

Goal #2:

- Each student will participate in a meaningful, standards-aligned learning program supported by a clearly defined schoolwide MTSS framework that addresses academics, behavior, and attendance.
 - *Student achievement on unit literacy assessments, CORE data, and independent running records.*
 - *Chronic absenteeism and increase in overall attendance rates.*

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 – Strengthen Tier I Instruction (Core instruction as the foundation of Multi-Tiered System of Supports (MTSS)).

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Literacy Workshop & Component Time – Continue to increase our skill in implementing a consistent workshop structure that is supported by a additional literacy time devoted to other important components to support the workshop: read-alouds, shared reading/writing, skill demonstrations, small-group instruction, and conferring with students. Balance whole-group and targeted instruction based on unit goals and student needs.	<ul style="list-style-type: none"> • Certificated staff • Instructional coaches • Daily implementation • Ongoing 	<ul style="list-style-type: none"> • Units of Study (UOS) instructional materials • Literacy framework documents • Conferring templates 	<ul style="list-style-type: none"> • Walkthrough observations • Student work samples • Conferring and small group notes
Math Fact Fluency – Identify key grade-level facts and track student mastery. Provide Tier I teaching strategies, interventions, and supports to ensure students leave each grade with essential fact fluency.	<ul style="list-style-type: none"> • Certificated staff • Instructional Coaches • Ongoing 	<ul style="list-style-type: none"> • Fluency progress trackers • Intervention resources 	<ul style="list-style-type: none"> • Class data trackers • Grade Level Team (GLT) meetings • Professional Leadership Committee (PLC) discussions • Student assessment results

Word Study (Grades 3–5) – Implement <i>Morpheme Magic</i> to explicitly teach morphemes during word study. Teachers will train in instructional practices and use resources consistently to strengthen vocabulary and comprehension.	<ul style="list-style-type: none"> • Certificated staff • Instructional coaches • Training in Fall • Ongoing 	<ul style="list-style-type: none"> • Morpheme Magic resources • Professional Development (PD) sessions 	<ul style="list-style-type: none"> • Evidence of training • Student word study notebooks • Student assessment results
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Strategy 2.2 - Improve Student Attendance (Fostering a culture of showing up every day).			
Activities	Persons/Timeline	Resources	Monitoring and Evidence
Schoolwide Attendance Incentives – Set collective school goals and celebrate with small community-building rewards (e.g., dance parties, spirit days, tangible items).	<ul style="list-style-type: none"> • Administration • Certificated staff • Trauma Informed Leadership Team (TILT) • Ongoing 	<ul style="list-style-type: none"> • Attendance data • Incentive supplies 	<ul style="list-style-type: none"> • Posted recognition wall
Individual Recognition – Celebrate students with strong or improved attendance by taking a picture with Les the Cougar (mascot) and posting in a visible location.	<ul style="list-style-type: none"> • Administration • Certificated staff • TILT • Ongoing 	<ul style="list-style-type: none"> • Attendance data • Mascot time • Props • Display board 	<ul style="list-style-type: none"> • Posted recognition wall • Student feedback
Family Communication – Strengthen proactive communication with families about the importance of attendance. Send regular updates, celebrate improvements, and address barriers collaboratively.	<ul style="list-style-type: none"> • Administration • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • Family letters • Talking points • Communication templates 	<ul style="list-style-type: none"> • Family survey responses • Chronic absenteeism rates
Leadership Team Review – Use data bi-weekly to identify patterns, celebrate improvements, and determine support needed for students with emerging attendance concerns.	<ul style="list-style-type: none"> • Administration • Leadership team members • Ongoing 	<ul style="list-style-type: none"> • Attendance data dashboards • Attendance reports 	<ul style="list-style-type: none"> • Meeting notes • Intervention logs

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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 growth demonstrated through formative and summative assessments.*
 - *Student ownership of learning goals, as shown in WIN Time reflections and conferencing notes.*

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 – Differentiated Instruction & Assessment (Student-centered instruction rooted in ongoing progress monitoring).

Activities	Persons/Timeline	Resources	Monitoring and Evidence
Small Group Instruction and Conferencing – Ensure consistent use of guided small groups in literacy, with teachers conferring regularly to set goals, monitor progress, and tailor instruction.	<ul style="list-style-type: none"> • Certificated staff • Daily • Ongoing 	<ul style="list-style-type: none"> • Conferencing templates • Small group plans 	<ul style="list-style-type: none"> • Lesson plans • Student goal sheets • Walkthrough notes
Reading and Writing Assessments – Use pre and post unit assessments to track growth, identify skill gaps, and adjust instruction.	<ul style="list-style-type: none"> • Certificated staff • Beginning & end of each unit • Ongoing 	<ul style="list-style-type: none"> • Reading/writing rubrics • Assessment tracking platforms 	<ul style="list-style-type: none"> • Grade Level Team (GLT) data discussions • Student writing portfolios • Schoolwide data spreadsheet
Interim Smarter Balanced Assessments (SBA)– Administer multiple times throughout the year. Use results in PLCs to adjust Tier I and intervention plans.	<ul style="list-style-type: none"> • Certificated staff • Administer 3-4 times/year • Ongoing 	<ul style="list-style-type: none"> • Interim SBA assessments 	<ul style="list-style-type: none"> • Interim SBA assessment results • GLT notes • Reteaching plans

<p>What I Need (WIN) Time Expansion – Strengthen WIN by having students set personal learning goals, self-assess, and monitor progress. Build routines for student ownership.</p>	<ul style="list-style-type: none"> • Certificated staff • Daily WIN sessions • Ongoing 	<ul style="list-style-type: none"> • Goal setting forms • Checklists • Rubrics 	<ul style="list-style-type: none"> • Student goal sheets • Teacher feedback • Student reflections data
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Strategy 3.2 – Coordinating Instruction Across Services (Collaboration across classroom, specialists, and intervention providers).			
Activities	Persons/Timeline	Resources	Monitoring and Evidence
<p>Writing Support for Special Education Students – Collaborate with special education teachers to provide differentiated supports for students with IEPs, especially on non-pullout days, to strengthen inclusion and writing growth.</p>	<ul style="list-style-type: none"> • Certificated staff • Classified staff • Special education teachers • Ongoing 	<ul style="list-style-type: none"> • Units of Study (UOS) instructional materials 	<ul style="list-style-type: none"> • Student writing samples • IEP progress data
<p>Title/Learning Assistance Program (LAP) and Classroom Alignment – Increase communication between interventionists and classroom teachers to ensure support is reinforcing, differentiating, and extending, not duplicating, core instruction.</p>	<ul style="list-style-type: none"> • Title/LAP staff • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • Small group and conferring notes 	<ul style="list-style-type: none"> • Shared small group notes • Intervention logs • Student academic data
<p>Social Emotional Learning (SEL) Skill Transference – Strengthen connections between Tier 2 SEL group learning (counselor-led) and classroom practice by providing teachers with strategies and reinforcement routines.</p>	<ul style="list-style-type: none"> • Counselor • Certificated staff • Ongoing 	<ul style="list-style-type: none"> • SEL curriculum • Reinforcement strategies 	<ul style="list-style-type: none"> • Classroom observations, student reflections