



2022-2023

LAKEWOOD MIDDLE

**SCHOOL  
IMPROVEMENT  
PLANS  
(SIP)**

*"A Small District Going Big Places"*

## Lakewood School Improvement Plans for 2022-23

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

*“Intelligence plus character — that is the goal of true education.” —Martin Luther King Jr.*

Much has occurred over the last year in the Lakewood School District. We found multiple opportunities to come together, for students to have a greater voice, for staff and parent partnerships. Whether it was Cougar Cabinet, Lakewood Middle School STEM Open House, the ongoing partnerships of the Equity Team, the Lushootseed Storytime that brought Salish culture our elementary schools, our expanding relationship with LincNW or our successful and engaging Summer Academy, Lakewood is a small district going big places.

Each year, our building and district staff collaborate to prepare and implement School Improvement Plans (SIP). These “roadmaps” set out the strategies and activities designed to increase the level of student achievement. A SIP outlines the collective goals of each school, the actions offered to meet those goals, what and how data will be monitored, timelines, responsibilities, and how staff members will be supported through professional learning. Relevant evidence ultimately supports the creation and midstream adjustment of the SIP.

Each Lakewood SIP is unique to the building and the needs of its students but is guided by the overall district priorities and the Lakewood Compact. The two common goals of each SIP, Multi-Tiered Systems of Support (MTSS) and a sense of Belonging are again the anchor from which these plans are formed. Our opinion remains resolute: All plans for supporting the academic and well-being of our students and community can be tracked back to these two priorities. As Lakewood grows in its capacity to build around these principles, we uncover more and more opportunities to support the needs of our students.

As you read through the SIPs, you will see that our administrators and staff are committed to making student achievement the focus of these plans. Our commitments, structures, and learning extend through and between our school communities, guided by the recognition that we all have something to learn from one another.

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.
CIA	Collect, Interpret, Apply Approach	This is a reading program published by Read Side by Side used in the 4 <sup>th</sup> and 5 <sup>th</sup> grade
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 (K-4 in Lakewood) scoring below grade-level standard in English Language Arts (ELA).
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.
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.
TCI	Teachers' Curriculum Institute	Publisher of Lakewood's secondary social studies curriculum

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.
UW CEL	University of Washington Center for Educational Leadership	The literacy studio work in Lakewood is facilitated by Maria Losee from the UW CEL program.

# Lakewood School District School Improvement Plan 2022-23

## Lakewood Middle School

<p><b>Goal One:</b></p> <ul style="list-style-type: none"> <li>Each student will benefit from practices designed to cultivate a welcoming, inclusive, and culturally responsive school community.</li> </ul>
<p><b>Alignment to Lakewood District Goals:</b></p> <ul style="list-style-type: none"> <li>Cultivate a sense of ownership and belonging among students by developing their leadership skills in academic and non-academic endeavors.</li> <li>Support all staff as stewards of healthy, caring, creative relationships centered on the social-emotional growth of students.</li> <li>Develop and expand professional learning communities between and across grade levels.</li> </ul>

**Strategy 1.1 - Staff at LMS will teach into and reinforce PRIDE expectations throughout the school year.**

Activities	Persons/Timeline	Monitoring and Evidence
<p>Cougar Cash</p> <ul style="list-style-type: none"> <li>All staff members have “Cougar Cash” to recognize students who exhibit our Cougar PRIDE values of Prepared, Respectful, Inclusive, Determined and Excellent.</li> <li>Every day a student is recognized on the morning announcements if their name is drawn. They can come to the office for a “treat” from the PRIDE bucket</li> <li>In addition, teachers are using the Cougar Cash to reinforce PRIDE values when there is a substitute, or as a daily achievement goal for a whole class.</li> </ul>	<ul style="list-style-type: none"> <li>The TILT team is collecting information and sharing with staff on how to use it/all throughout the year</li> <li>All teachers and all staff have Cougar Cash and are reinforcing it with students.</li> <li>This is ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Students are using the PRIDE language</li> <li>Monitor how many kids are turning in cougar cash</li> <li>Changes in student behavior as measured by student discipline data</li> </ul>
<p>Common vocab focuses on PRIDE</p> <ul style="list-style-type: none"> <li>At the start of the year, classes took the PRIDE values and co-created what classroom norms looked like based on school values.</li> <li>Intentional conversations around PRIDE</li> <li>Reteaching throughout the year, as necessary</li> </ul>	<ul style="list-style-type: none"> <li>All Teachers/Staff (lead by TILT team)</li> <li>Ongoing throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Students are using the PRIDE language</li> <li>Changes in student behavior as measured by student discipline</li> </ul>

**Strategy 1.2 – Increase the number of student social activities post COVID.**

Activities	Persons/Timeline	Monitoring and Evidence
<p>Opportunities for student connection</p> <ul style="list-style-type: none"> <li>• Reinststitute socials (dances)- December and Spring</li> <li>• Add student led clubs in addition to GSA, Project 7, a game board club and a crochet club in addition to TSA (STEM club).</li> <li>• We started the year with an assembly from Stu Cabe around Kindness. Then we had an in-person Veterans Day Assembly. In planning our MLK assembly, our Leadership students are taking the lead in planning and facilitating classroom conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Socials and assemblies have been planned by the 8<sup>th</sup> grade Leadership class and our ASB advisor</li> <li>• All staff are involved (in some form)</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation in planning (through leadership class)</li> <li>• Staff participation through planning and supervision</li> <li>• Numbers of students participating in socials and clubs</li> </ul>

**Strategy 1.3 - Through an increased use of embedded formative assessments in the classroom, academic belonging is improved.**

Activities	Persons/Timeline	Monitoring and Evidence
<p>Dylan Wiliam work</p> <ul style="list-style-type: none"> <li>• Randomized student questioning</li> <li>• Utilizing students as resources for one another</li> <li>• Practice low-risk testing (Not graded)</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluators are checking in with teachers during each pre/post/observation meeting and in daily walk throughs</li> <li>• TLC Groups meet multiple times a year formally but are meeting informally more regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluators monitoring regularly through eval process</li> <li>• Student conversations in class around taking control of their learning and their understanding of formative assessment</li> <li>• Observations in classrooms</li> </ul>

# Lakewood School District School Improvement Plan 2022-2023

## Lakewood Middle School

### Goal Two:

- 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.

### 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 – Staff will integrate many embedded formative assessment strategies in line with the professional development from Dylan Wiliam on 9/1.

Activities	Persons/Timeline	Monitoring and Evidence
Professional development connected to the work of Dylan Wiliam to increase teacher awareness of embedded formative assessment strategies.	<ul style="list-style-type: none"><li>• All staff – 9/1/22</li><li>• Ongoing throughout year</li></ul>	<ul style="list-style-type: none"><li>• Meeting notes</li><li>• Evaluation conversations around formative assessments</li></ul>
Regular TLC Meetings in order to meet and discuss strategies.	<ul style="list-style-type: none"><li>• All staff-Three formal meetings a year</li><li>• Ongoing during TLC meeting and informal meetings</li></ul>	<ul style="list-style-type: none"><li>• Meeting notes</li><li>• PD notes/articles</li></ul>

**Strategy 2.2 – Content areas will align assessments to give common assessments and complete a cycle of inquiry for learning.**

Activities	Persons/Timeline	Monitoring and Evidence
All core content areas will develop and administer common assessments and then meet regularly around assessment data to inform future instruction.	<ul style="list-style-type: none"> <li>• All staff (led by Administrators)</li> <li>• Ongoing during PLC meeting times</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data (from classroom-based assessments)</li> <li>• Meeting notes</li> </ul>

**Strategy 2.3 – Institute Student Support Teams to provide targeted interventions.**

Activities	Persons/Timeline	Monitoring and Evidence
<p>Monthly Student Support Team Meetings</p> <ul style="list-style-type: none"> <li>• Every certificated staff member is on a grade level team according to the majority of their schedule</li> <li>• Teams discuss and implement interventions to increase student success</li> <li>• Holistic look at students through conversations with all a student’s teachers to ask ourselves:               <ul style="list-style-type: none"> <li>○ What works with this student?</li> <li>○ Where is a class where this student finds success?</li> <li>○ If a student is finding success in one class, the group focuses on a particular strategy from that teacher that could help everyone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Monthly</li> <li>• Each SST is co-facilitated by two teachers from that grade level</li> <li>• Each SST has a member of the admin team on it as well</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from meeting</li> <li>• Check in for previous students (those students who were on the SST agenda in previous months)</li> <li>• What progress are we seeing in those students? Do we need additional interventions, continue these interventions or new interventions?</li> </ul>
Increased parent and colleague communication through SST meetings	<ul style="list-style-type: none"> <li>• All Staff (in meetings and other times informally as well)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Administrator observations of collegial conversations.</li> <li>• Phone logs from administrator and teacher phone calls</li> </ul>