

Visionary Goals						
<ul style="list-style-type: none"> All Lakewood School District students meet or exceed standards. Every Lakewood School District student will graduate with the skills and knowledge to be successful adults. Lakewood School District staff are dedicated to powerful, intentional instructional strategies using research to continue to refine teaching and learning. 						
Theory of Action						
If we address all facets of the instructional core: 1) the knowledge and skills of teachers, 2) the role of the student in the instructional process, and 3) the content; then an increase in student learning and performance will occur. (City, Elmore, Fiarman, & Teitel, 2009)						
Objective #1						
LWSD will annually analyze multiple forms of qualitative and quantitative data (e.g., research, assessment, and survey results), to determine the effectiveness of the instructional core.						
Strategy (Outcome 1)						
Development and implementation of a data-driven curriculum that provides instructional materials and instructional strategies that meet the needs of all learners.						
Rationale-Justification for the Strategy						
Using data to guide curriculum implementation allows the District to confirm or discredit assumptions about students and school practices, get to the root cause of problems, pinpoint areas where change is most needed, and guide resource allocation.						
Monitoring Effectiveness						
District and State assessment results and observations during instructional rounds will serve as evidence to show that this strategy has made a difference in student outcomes						
Activities & Tasks	Responsible	Professional Development	Monitoring Implementation of Activities/Tasks	Timeline	Cost & Funding Source	Progress to Date
Curriculum maps for all content areas will be developed to ensure alignment of instructional materials and assessments with Performance Expectations (PEs) in mathematics and Grade Level Expectations (GLEs) in all other content areas.	Lead: Exec. Director Instructional Programs Participants: Building administrators, teachers	Training on Curriculum Mapping training (phases I-IV) provided by District.	Annual completion of content area map. Building Admin observation that instruction follows maps.	2009/10-reading 2010/11-math 2011/12-writing 2012/13-social studies 2013/14-art	Cost: approx. \$7,000 (Curriculum rate of pay for teacher meetings after hours for all teaching staff to participate over 5 years.)	2008-Science & Health [completed]
Supplemental materials will be identified and implemented to address gaps in alignment of instructional materials as disclosed through curriculum maps.	Lead: Exec. Director Instructional Programs Participants: Curriculum Council, building administrators, teachers	N/A	District and building admin observation that materials are present in instruction.	2009/10-reading 2010/11-math 2011/12-writing 2012/13-social studies 2013/14-art	Cost: approx. \$2,000 (Curriculum rate of pay for teacher meetings over 5 years) Source: I-728	
Continue to implement the District's needs-based curriculum adoption model to address instructional materials that do not align to the GLEs/PEs.	Lead: Exec. Director Instructional Programs Implementation: Curriculum Council	N/A	Curriculum Council agendas and review of curricular materials	Annually	Cost: \$100,000-\$300,000 ea. year depending on content area and grades adopting.	2008 Math adoption elementary
Provide opportunities to increase the KSA of elementary staff and secondary mathematics staff	Lead: Exec. Director Instructional Programs Participants: Teachers, building administrators, UW providers	All elementary staff and secondary mathematics staff will participate in UW Lesson Labs.	Activities reflected in District Professional Development calendar	2009-2010 : Lesson Labs 2010: evaluate effectiveness; determine continuation with UW 2010-2014 Continue Lesson Labs or other P.D. identified in lieu of Lesson Labs	Cost: \$40,000/year for Lesson Labs Source: Title II Part A	2006/07-08/09 Lesson Labs Elementary 2008/09 Lenses on Learning secondary
Provide opportunities to increase the KSA elementary staff and secondary science staff	Lead: Exec. Director Instructional Programs Participants: Teachers, building administrators, PD providers	Training sessions new science standards. Review of curriculum maps and alignment to new standards.	Activities reflected in District Professional Development calendar	2009-2010 Standards training 2010-2011 Map review 2011-Evaluate to determine next steps	Cost: \$1500/year Source: I-728	
Development of a matrix of guiding questions to consider the impact on the instructional core when making major District decisions.	Lead: Superintendent Participants: Leadership Team	N/A	Completed matrix	2009-2010		
Implementation and consistent application of the matrix of guiding questions.	Lead: Superintendent Participants: Leadership Team	N/A	District decisions show evidence of use of matrix in rationale?	2010 forward		

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Objective 1:						
LWSD will annually analyze multiple forms of qualitative and quantitative data (e.g., research, assessment, and survey results), to determine the effectiveness of the instructional core.						
Strategy (Outcome 2)						
Instructional staff at all levels have the knowledge, skills, and abilities to appropriately utilize data to guide decisions that support increases in student achievement for all students.						
Rationale-Justification for the Strategy						
Using data to guide decisions allows the district to uncover problems that might otherwise remain invisible, confirm or discredit assumptions about students and school practices, get to the root cause of problems, pinpoint areas where change is most needed, and guide resource allocation.						
Monitoring Effectiveness						
District and State assessment results and observations during instructional rounds will serve as evidence to show that this strategy has made a difference in student outcomes						
Activities & Tasks	Responsible	Professional Development	Monitoring Implementation of Activities/Tasks	Timeline	Cost & Funding Source	Progress to Date
Continue training for teachers and administrators in the use of desktop available data to analyze instructional needs of all students. [SOAR (includes MAP, WASL, DIBELS, Student Learning Plans), MAP (Descartes), and Washington Query]	Lead: Ex. Dir. Instr. Programs (training for administrators) Lead: Tech TOSAs, Building Administrators (training for teachers) Participants: Instructional staff	Provide training on SOAR, MAP, Washington Query	Increased admin/teacher use of data as seen in SIP plans and changes to instructional plans to realize improved student achievement	Ongoing	Cost: \$0 Occurs during staff and Admin team meetings	2008-2009-SOAR training provided for administrators and staff. 2007/08 & 2008/09 MAP training provided for staff.
The School Improvement Planning process utilizes a variety of qualitative and quantitative data to develop action plans.	Lead: Building Administrators Participants: Instructional staff		Increased admin/teacher use of data as seen in SIP plans and changes to instructional plans to realize improved student achievement	Annual	Cost: ?? (building dependent) Source: Building SIP \$\$	Historically SIP plans have been based on data analysis
School Improvement Plans (SIP) are aligned to the District Theory of Action and provide coherent [integrated] action plans across all buildings K-12.	Lead: Building Administrators Participants: Instructional staff	Integrate 5 Dimensions training with Instructional Core language	Review of SIPs; Building action plans are implemented; student achievement improvement	Annual	Cost: ?? (building dependent) Source: Building SIP \$\$	Theory of Action presented this year.
Instructional staff actively participate in the SIP process and assume leadership roles.	Lead: Building Administrators Participants: Instructional staff		Administrator observation that teacher participation increases ownership of plans.	Annual	Cost: ?? (building dependent) Source: Building SIP \$\$	Historically, building LIT teams participate in process

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Strategy (Outcome 3)						
Instructional staff at all levels (administrators, teachers, instructional paraeducators) have the knowledge, skills, and abilities to seamlessly integrate the 5 Dimensions of Teaching and Learning: Student Engagement, Purpose, Curriculum and Pedagogy, Culture and Climate, Assessment/evaluation in instructional practice.						
Rationale-Justification for the Strategy						
When implemented with integrity, the 5Ds have the potential to address all facets of the instructional core. Research by City, et al. (2009) tells us that addressing the knowledge and skills of the teacher (Curriculum & Pedagogy), the role of the student in the instructional process (Purpose, Student Engagement, Culture and Climate) and the content (Curriculum & Pedagogy, Assessment) will cause an increase in student learning and performance.						
Monitoring Effectiveness						
District and State assessment results and observations during instructional rounds will serve as evidence to show that this strategy has made a difference in student outcomes						
Activities & Tasks	Responsible	Professional Development	Monitoring Implementation of Activities/Tasks	Timeline	Cost & Funding Source	Progress to Date
All building administrators will provide consistent training for instructional staff on the 5 dimensions of Teaching and Learning.	Lead: Building Administrators Participants: Instructional staff	Administrator-led training sessions	Instructional Rounds; student product	Fall 2009: Begin training 2009-14 Evaluate levels of understanding /continue training		2008-The Administrative Team received comprehensive training on the 5 Dimensions of Teaching and Learning. Fall 2009-Building admins completed initial training sessions for staff.
Building administrators and instructional staff will be trained in the process and protocols for participating in Instructional Rounds.	Lead: CEL for building administrators; Lead: Building Admins train staff Participants: Building admins & instructional staff	Administrator-led training sessions	Instructional Rounds; student product	Fall 2009: Begin training 2009-14 Evaluate levels of understanding /continue training		2008-The Administrative Team participated in Instructional Rounds using the foundation of the 5 Dimensions of Teaching and Learning to guide process and protocol. Fall 2009-Building admins completed initial training sessions for staff.
Building administrators and instructional staff will participate in Instructional Rounds using the foundation of the 5 Dimensions of Teaching and Learning to guide process and protocol.	Lead: CEL for building administrators; Lead: Building Admins train staff Participants: Building admins & instructional staff	Training in process and protocols of 5 dimensions	Instructional Rounds; student product	Fall 2009: Begin training 2009-14 Evaluate levels of understanding /continue training	Cost: \$20, 160/day Source: District funds (Title II Part A and I-728) one day; Building SIP \$\$ one day	2008-The Administrative Team participated in Instructional Rounds using the foundation of the 5 Dimensions of Teaching and Learning to guide process and protocol. Fall/winter 2009-Building admins completed initial sessions with staff.

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Objective:						
The on-time graduation rate of Lakewood School District students as measured by the State of Washington will increase 3% per year.						
Strategy (Outcome 1)						
The Lakewood School District will provide a variety of remediation programs & supports for students who could potentially be at-risk for not graduating.						
Rationale- Justification for the Strategy						
At-risk students who; 1.) have access to multiple modes of learning opportunities, 2.) are actively engaged in the graduation planning process, & 3) have an adult support system will increase their academic success & on-time graduation rates.						
Monitoring Effectiveness						
Results of: 1) student grades, attendance & discipline; 2) H.S. course completion; 3) on-time graduation rates						
Activities & Tasks	Responsibilities	Professional Development	Monitoring Implementation of Activities & Tasks	Timeline	Cost & Funding Source	Progress to Date
Exp& the implementation of APEX online credit recovery & remediation to address needs of at-risk students, Grades 6-12 & possible homeschool connection. Evaluate annually.	Core Team: Dir. Learn. Supp. Serv. , District, LHS & LMS Building Administrators. Participants: Counselors & selected staff	Collaboration/ committee time.	An increased number of students in grades 9-12 have access to the APEX online program. Pilot model for grades 6-12 is designed & implemented. Homeschool families are surveyed regarding their interest in accessing APEX.	2009/2010: Evaluate current H.S. model, discuss options for M.S. skill remediation. 2010/2011: Pilot online option for M.S.I 2011/2012: Evaluate expansion of program for homeschoolers for possible pilot. 2012/2013: Evaluate additional areas for possible implementation.	Cost: \$15,000 for program costs per year. \$1,000 committee/ collaboration time per year. Source: District funds (I-728), research grant opportunities.	Summer 2008: LHS summer school APEX pilot. 2008/2009: Implemented LHS APEX credit recovery model. 2009/2010: Exp&ed LHS APEX capacity to 100 seats. Implemented 8th grade APEX summer remediation.
Explore additional program options that may enhance student success 6-12, during school day, before & after school & during the summer to include; online & remedial models, alternative methods of credit & competency-based credit.	Core Team: Dir. Learn. Supp. Serv., District, LHS & LMS Building Admins. Participants: Counselors & selected staff	Collaboration/ committee time.	Student needs are assessed grades 6-12 & remediation options are researched to determine if additional avenues should be considered and/or piloted for at-risk populations.	2009/2010: Evaluate current H.S. model, research options for M.S. skill remediation. 2010/2011: Select & pilot remediation option for M.S.	Cost: \$1,000 committee/ collaboration time per year. Source: District funds (I-728), research grant opportunities.	Summer 2008: LHS summer school APEX pilot. 2008/2009: Implemented LHS APEX credit recovery model. 2009/2010: Exp&ed LHS APEX capacity to 100 seats. Implemented 8th grade APEX summer remediation.
Ensure all grad requirements & alt. assessment options are clearly articulated to students & parents in each graduating class. Appropriate options for successful completion are provided for students at all ability levels. (Includes all at-risk populations).	Core Team: LHS & LMS Principals, Dir. Learn. Supp. Serv. Participants: Counselors, selected LHS/LMS staff.	Collaboration/ planning time.	grad seminars &/or course planning sessions are scheduled annually for all students & parents in grades 6-12. Sessions provide current info about grad requirements, state assessment options & course selection.	2009/2010: Evaluate current info sessions & discuss options for seminars. Consider pilot option(s) for Spring 2010. 2010/2011: Reevaluate & implement grad seminars grades 9-12. 2011/2012: Reevaluate & implement grad seminars for grades 6-8.	Cost: \$1,000 committee/collaboration time per year. Source: District funds (I-728), research grant opportunities.	Registration grades 6-11. Parent Nights, 8th (Transition /Registration) & 12th (grad, Culminating Project, Financial Aid), College & Career Fair.

Activities & Tasks	Responsibilities	Professional Development	Monitoring Implementation of Activities & Tasks	Timeline	Cost & Funding Source	Progress to Date
Develop effective Student Learning Plans, implementing Title I, LAP & ELL components as appropriate, for students at risk of not graduating as defined by OSPI using the SOAR tool.	Lead: Dir. of Learning Support Services Participants: Building Administrators, counselors &/or selected teachers, categorical staff	Overview for District/building admin. 1 day SOAR SLP training for categorical & SLP staff. Addl staff to be trained per district/building decision, as needed.	Student Learning Plans are an effective tool in the design & implementation of student needs & program requirements for at-risk populations.	11/2009: Preview with Admin team & counselors. 02/2010: preview with building teams, create program interventions, train staff & design student learning plans for target groups. 2010/2011: Implement SOAR SLP tool for all Student Learning Plans	\$1500 (Training time) Source: Categorical programs, Distr/building funds.	Introduction of SOAR SLP tool, Oct. 09
Continue the Cougar Academy Model K-5 of remediation for elementary at-risk populations for Math. Explore Reading remediation & summer options.	Lead: Dir. of Learning Support Services Participants: Elementary Principals, Exec. Director of Instructional Programs, selected staff	Collaboration/ committee time.	Cougar Academy consistently targets the specific needs of at-risk students at Level 2 or below & provides them with high-quality, research-based supplemental instruction to increase student achievement in math &/or reading.	2009/2010: Pilot Numberworlds in Title I, LAP & SpEd at grades 3-5. Explore Reading interventions K-5. 2010/2011: Research & pilot early intervention models for K-2. 2011/2012: Align intervention programs across district K-5 2012/2013: Align inter	Costs: \$65,000 annual Cougar Academy costs for K-5. Additional funds needed for Reading & summer programs to be determined. Source: District/I-728 funds, Explore grant monies for intervention programs.	2008/2009: Cougar Academy math focus using Numberworlds. 2009/2010: Pilot Numberworlds in Title/LAP/SpEd Grades 3-5 & 7-8. Pilot Read Naturally LAP/SpEd Grades 6-8. Bridges Math Curriculum (K-5) & Holt (6-8).; UW Math Lesson Labs, Elem. Reading: Daily 5, Cafe
The district will research & implement as appropriate, transitional strategies for students K-12 that address the academic, social, emotional & behavioral needs of all students.	District/Building Administrators	Collaboration/ committee time.	Buildings & programs collaborate to provide continuity between programs & support systems to ensure a smooth transition process for all students & improve student engagement & participation.	2009/2010: Boundary Committee 2010/2011: Implement new K-5 Model	Costs: To be determined Source: Unknown	2008/2009: Elementary Reconfiguration Committee

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Objective #2:						
The on-time graduation rate of Lakewood School District students as measured by the State of Washington will increase 3% per year.						
Strategy (Outcome 2)						
The Lakewood School District will provide a variety of opportunities and events to increase student and parent involvement in the planning for on-time graduation in grades 6-12.						
Rationale - Justification for the Strategy						
Consistency and continuity of support systems, communication processes and procedures and informational/planning opportunities will improve student and parent understanding of graduation requirements and participation in the planning process .						
Monitoring Effectiveness						
Student and parent participation and attendance at graduation planning and information events increases. Student and parent knowledge and understanding of graduation requirements increases.						
Activities & Tasks	Responsibilities	Professional Development	Monitoring Implementation Activities/Tasks	Timeline	Cost & Funding Source	Progress to Date
Increase student & parent understanding of grad. requirements, intervention programs & transition to H.S. process throughout M.S. Expand student-led conferences at M.S to include graduation planning information session. Research H.S. Conference models & pilot as appropriate.	Core Team: LHS & LMS Principals, Dir. Learn. Supp. Serv. Participants: Counselors, selected LMS/LHS staff, students, parents	District/Building Admin. & counselors attendance at annual College/Graduation meeting. Coordination mtgs.	Increase percentage of students on track for graduation during junior/senior years by 3% each year. Increase parent participation in graduation planning activities and events in grades 6-12.	2010: Consider District Open House options. 2010-2011—District, LHS, and LMS Building Open House/ Parent Nights prior to registration each year.	Cost: \$2,000 Source: District; building funds	Current Activities: Parent Events for 8th and 12th Grade parents. LHS College and Career Fair, Culminating Project Parent Night, Cougar Path 9-12. Student-led parent conferences 6-8.
Increase student engagement and parent involvement in academic, extra-curricular and community-based activities, K-12.	Lead: Building Administrators Participants: District Administrators, teachers, coaches, students, parents, community groups	Planning/ coordination meetings.	Increased student and parent attendance and participation in Parent Nights/ Open House events, student activities, and academic support programs.	2009/10: Survey & needs assessment 2010/11: Research & program design 2011 /13: Implement selected activities 2013/4: Evaluate effectiveness	Cost: \$2,000-\$5,000 Source: District, building, ASB, LEF, Community groups & parents	LINK, WEB, Tutorial and Cougar Path, Culminating projects, Booster clubs & PTA meetings, Open Gym & movie nights, Open House and Curriculum Nights, Special Programs , Parent Nights
Implement parent friendly forums to build effective Student Learning Plans for students at-risk that integrate home support systems and encourage active parent participation.	Lead: Dir. Learn. Supp. Serv. Participants: Building Administrators, counselors, categorical staff and selected staff, parents, students	Planning /coordination meetings.	Student plans effectively integrate student needs across programs and improve on-time graduation. Staff collaborate and monitor effectiveness with parent input.	2009/2010: Implement SOAR tool for all SLPs. Discuss and design parent forums/opportunities. 2010/2011: Implement and evaluate parent forums, adjust as needed.	Cost: \$1500 Collaboration time. Source: Categ. programs Dist/building funds.	Introduction of SOAR SLP tool to District Admin., Oct. 09
Initiate a research team to evaluate appropriate supplemental materials and instructional strategies for the purpose of developing cohesive K-12 categorical and extended learning programs.	Lead: Dir. Learn. Supp. Serv. Participants: Categorical staff	Planning meetings, collaboration time, site visits.	Increased continuity between programs. Increase in student achievement in all programs & on-time graduation rates for students in categorical programs.	12/2009: Research team commences. 5/2010: Recommendations to Curriculum Council	Costs: TBD Source: Categ. & Title I set aside.	Fall 2009: Initial conversations with Admin. & categoricalstaff. Implement Numberworlds Title/ LAP & SpEd grades 3-5 & 7-8. 6-8 LAP/SpEd partner on Read Naturally. Ongoing Autism training.
Selection, approval and Implementation of supplemental materials and instructional strategies for K-12 categorical and extended learning programs.	Lead: Dir. Learn. Supp. Serv. Participants: Building Administrators, Categorical Staff, Curriculum Council.	Collaboration time. Supplemental materials and instructional model training as needed.	Increased continuity between programs. Increase in student achievement in all programs and on-time graduation rates for students in categorical programs.	2010/2011: Continue pilot process and evaluation. 2011/2012: K-12 program mapping & full implementation.	Costs:TBD Source: Categ., district curr. and PD funds, grant monies	Fall 2009: Initial conversations with staff . Implement Numberworlds Title/ LAP & SpEd grades 3-5 & 7-8 Fall 2009. 6-8 LAP/SpEd partner on Read Naturally. Ongoing Autism