

Schoolwide Improvement Plan (SWIP)

1. School Leadership Team – Discussion Topics

ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?

The role of the leadership team is to support the vision, purpose, and mission of the building and district. The three initiatives of the mission include student achievement, positive climate, and collective responsibility. A memorandum of understanding (MOU) is signed by the superintendent and principal to ensure the structure and function of the leadership team is sustained. It is a decision-making team that operates through consensus. It is focused on student achievement, growth and engagement; the leadership team plans professional development activities for the fifteen days of early release. Membership of the building leadership team includes the principal, the instructional coach, high school teachers, paraprofessionals, a parent/community member, students, representatives of the Tribal Department of Education (DOE) and the academic counselor. The team meets weekly. Draft agendas are provided through the building office with opportunities to add items at the beginning of each meeting. Meetings are generally facilitated by the principal with committee reports provided by membership representatives. Notes are taken and shared among all staff. The district leadership team is comprised of representation from each building leadership team with members serving as a conduit of information between the building and district.

The leadership team supports the work of school improvement through the creation of a professional development calendar, connections with outside supports/resources, communication with Tribal/community groups, and collaboration with departmental professional learning communities. The team reviews student performance data through two documents – the student Data Tracker and the Early Warning System (EWS). These documents include student absences, disciplinary referrals, reading/math skills, benchmark scores, and course grades. The Data Tracker contains information for each student by grade level and is updated following progress periods. The EWS contains aggregate data that is updated three times per year following benchmark periods. Along with student performance data, the leadership team reviews student survey data, parent survey data, participation in parent/community events, and attendance at parent-teacher conferences. This data provides the basis for programming and scheduling decisions.

Strengths:

- The work is guided by an MOU and School Board policy.
- The work is enhanced through incorporation of the Coeur d'Alene Tribe K-12 Family and Community Engagement Plan.
- The leadership team has a consistent weekly meeting day and time (Thursdays at 3:10).
- The leadership team schedules additional meetings when needed to complete work.
- The team makes group decisions through consensus.
- The leadership team reviews Data Tracker and EWS data.
- The team uses data to make decisions.
- The team abides by the district-wide norms: Assume positive intentions; Be professional with our words and actions; Listen and share respectfully
- The building leadership team members are represented on the district leadership team.
- Leadership team notes are stored on staff *open share drive* allowing review by all staff.
- The principal communicates weekly with staff through a Week-In-A-Glance (WIG).
- The principal or a member of the Student Council communicates weekly with parents through a Sunday night address utilizing the School Messenger System.

- The school receives input, guidance, and feedback through grant opportunities such as the National Native Children's Trauma Center (NNCTC) and several Tribal initiatives.

Challenges:

- Aging facilities and lack of space curtail the ability of the leadership team to support the vision and purpose of Lakeside Senior High School.
- Though we identify challenges and possible solutions, a lack of resources often hampers problem solving capabilities. Resources can include time, funding, staff, and connections to outside agencies.
- Small staff size requires teachers, paraprofessionals, and administrators to perform multiple duties and serve on a variety of committees.

Opportunities for Growth:

- Consider additional ways to engage parents in our school improvement work.
- Explore ways to engage families beyond the Sunday Night Principal's Address, Tyler SIS Student 360, Tyler SIS Parent 360, Facebook, and district emails of events/information.
- Explore ways to enhance communication with staff outside of leadership/teams.
- Consider the inclusion of parents in current teacher collaboration teams.
- Explore the use of *Schoolology*.

2. School and Community – Discussion Topic

Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?

Lakeside Senior High School is located in Plummer, Idaho. The district is comprised of four smaller communities; DeSmet, Tensed, Plummer, and Worley. Our rural setting is a strong contributor to both the school's challenges and its strengths. The school is located on the Coeur d'Alene Indian Reservation, 35 miles south of Coeur d'Alene and 50 miles north of Moscow. Spokane, Washington is approximately a one-hour drive to the northwest. The outreach to these larger districts is limited both by distance and funding sources.

The high school staff consists of 19 certified teachers and 7 non-certified staff. Most teachers are appropriately certified or endorsed for assignment areas. Two teachers (one math and one special education) are pursuing certification through an alternate route. Six teachers are in their first year of teaching. Key personnel and number of years in district include the following: superintendent (10 years), principal (6 years), academic counselor (9 years), and social/emotional counselor (1 year). The School Board consists of 7 members; elections will be held in November with four open positions.

The diverse population of students complicates finding demographically similar schools. We currently serve 116 students in our high school. The student population in the senior high school is 63.6% Native American, 19.8% White, and 9% two or more races.; 20% percent of the student population is identified to qualify for special education services. We are a Title 1 school with 100% of our students receiving free breakfast and lunch. Partnerships extend through a variety of community connections – Information Technology Center, University of Idaho, Upward Bound, Johnson O'Malley, Gear Up, and the Tribal Department of Education (DOE). The partnership with the Tribal DOE includes housing assigned tutors to assist in core subject areas with regularly scheduled meetings to review student progress and identify needs. These unique partnerships allow us to support the whole student which includes a focus on social/emotional wellness, student leadership and college and career readiness.

The school district and the Tribal DOE collaborate to promote culturally relevant education. The Tribal DOE offers cultural information and programs providing enrichment to core and elective classes including field trip opportunities. This collaborative effort also identifies potential career opportunities. The Coeur d'Alene Tribe offers a variety of summer jobs for students in the Tribal Department of Natural Resources, STEM labs, and

Career Technical Education affiliations with North Idaho College. Students who graduate from high school may continue post-secondary degrees/certifications at facilities located on the Coeur d'Alene Indian Reservation.

During the 2018-2019 school year, the school provided multiple Discovery Days as an opportunity for students to gain knowledge of potential careers. Small groups of students along with teachers and staff travel to experience hands-on learning around self-selected career pathways of interest.

Strengths:

- The leadership team/core staff provide consistency and continuity for the school.
- The Coeur d'Alene Tribal DOE supports student success both inside and outside the school.
 - Johnson O' Malley (JOM) grant provides a mentor for high school students focusing on college, career, and student success.
 - Imagine the Future grant collects data around student attendance, grades, and post-secondary education.
 - The Native American Career and Technical Education Program (NACTEP) provides assistance in career development, work readiness skills, internship/apprenticeship possibilities, and post-secondary education supports.
- Employment of a social/emotional counselor provides individualized support for students.
- In partnership with the Coeur d'Alene Tribe, the school now offers two periods per day of instruction in the Coeur d'Alene language.
- Through a grant from the Tribe, a Tribal Juvenile Justice Officer provides some additional supports for students.
- School Board members do classroom walkthroughs and share feedback with staff.
- Collaboration between the district, the high school and the Coeur d'Alene Tribe is ongoing.
- Students and families in need of food receive supplies through the Backpack Program offered by the Second Harvest Food Bank.
- All students receive free breakfast and lunch.
- 28 district staff attended the Idaho Indian Education Summit in June of 2018.
- 6 high school staff members attended the Idaho Indian Education Summit in June of 2019.
- Mentorship is provided for new staff that includes a veteran teacher and an instructional coach.
- Content assignments were provided for teaching staff along with 2 days of PD to allow more planning time for instruction and differentiation.
- A daily Student Council homeroom is scheduled.
- Aligned content specific preparation periods allow for professional development and mentorship.

Challenges:

- We experience a high turnover rate in many positions including teachers and paraprofessionals. Higher paying jobs are available within the local area.
- Hiring of staff is difficult; we hire staff members from a small and dwindling pool of candidates each year.
- The number of substitutes available for both certified and classified positions is extremely limited. The communities experience a high rate of poverty.
- With limited resources and personnel available, staff members are responsible for carrying out multiple jobs/duties simultaneously.

Opportunities for Growth:

- Survey parents regarding how to most effectively promote individual communication.
- Continue to collaborate with the NNCTC (4th year of 5-year grant).
- Continue to collaborate with the Tribal Youth Programs.
- Work with the Tribal DOE to streamline collaboration
- Search for grant opportunities or other funding sources to provide needed facilities and positions.
- Continue to promote the use of Fast Forward funds for high school/college credits.

3. Academic Achievement – Discussion Topic

List the school’s academic achievement data (i.e., ISAT, IRI, etc.) and the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). What do the data suggest are strengths and weaknesses in student learning?

During the 2015-16 and 2016-17 school years, Lakeside Senior High School operated under a block schedule. Lack of consistent, daily instruction in both ELA and mathematics impacted student achievement. We are in the third year of a trimester schedule which allows the provision of daily, consistent instruction for students in ELA and mathematics.

Graduation rates do not meet the state average. There are several fifth-year seniors as well as students who chose to complete a GED program. We support students with disabilities in an 18 to 21-year-old program which also impacts our graduation rate.

ELA Results:

<u>Grade Tested</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
9	21%	40%	21%
10	23%	28%	25%

Math Results:

<u>Grade Tested</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
9	6%	0%	7%
10	9%	3%	5%

Graduation Rate: 2016-2018

<u>Graduation Rate</u>	<u>2016 Graduation Rates</u>	<u>2017 Graduation Rates</u>	<u>2018 Graduation Rates</u>
District	61%	57%	73.7%
State	80%	79.7%	80.6%

Strengths:

- The School Board is supportive of efforts to meet student needs.
- Staff members are flexible in supporting colleagues and students.
- A Core Collaborative consultant provided PD in unpacking the standards and will provide follow-up training.
- Teachers have access to the Marzano Proficiency Scales.
- PD by Sporleder is scheduled to take place in October 2019.
- Twice-monthly PD with the Idaho Coaching Network is scheduled.
- Teachers use the Idaho Coaching Network unit lesson plan template to map courses. Administration collects unit plans on a consistent basis.
- Teachers intentionally plan for engaging activities.
- The EWS and Student Data Tracker provide staff with up-to-date information on student progress.
- The RACE writing strategy is implemented throughout all classes. Students answer constructed response questions by **R**estating the question, **A**nswering the question, **C**iting the source, and **E**xplaining their thoughts.
- The Academic Counselor supports students in creating four-year plans. Students monitor their progress through weekly grade checks and trimester transcript checks in homeroom class.
- Additional support for creating four-year plans and progress monitoring is provided through the Coeur d’Alene Tribe DOE
- The state-required Senior Project is revised to better meet student needs.

Challenges:

- High student absenteeism negatively impacts learning, student success, and the ability to remain with the cohort.
- Students enter high school with significant deficits in reading and vocabulary. Students require a great deal of scaffolding and support to access content information in textbooks and curricular materials.
- Graduation numbers are below state averages.

Opportunities for Growth:

- Consider a three-tiered intervention system to address student absenteeism.
- Build Interventions into the schedule to close achievement gaps in literacy and mathematics.
- Continue collaboration with the Regional Math Coach and the Regional ELA Coach.
- Coach staff to make use of ISAT interim assessments.
- Continue to support students' social/emotional well-being in homeroom and through other methods to promote active engagement in classroom learning opportunities.
- Document research-based instructional strategies implemented in all classroom settings.
- Plan for cross-curricular literacy strategies to increase students' access to content-specific information.
- Research evidence-based strategies for students affected by trauma.

4. Student Learning Needs- Discussion Topic

Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes for students. If for example, ELA achievement (based on ISAT) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non-example would be focusing all the improvement efforts on grades four and five.

During the 2017-2018 and 2018-2019 school years, the Lakeside Senior High School leadership team and staff spent a considerable amount of time analyzing data and preparing the needs assessment for the Schoolwide Improvement Plan. In addition, the district leadership team in conjunction with the Support, Opportunity, Achievement, Revitalization Grant (SOAR) used data analysis, collaboration and the four-square process to identify factors causing low student achievement. Factors identified by all groups include the following: absenteeism, lack of differentiation in core instruction, reliance on outdated textbooks instead of connecting to Idaho Content Standards, lack of K-12 curriculum alignment, outdated resources, student social/emotional needs, and lack of funding.

The District office provides detailed long-term data regarding student absences. Administrators are working with the Tribal DOE to address this issue. The district participates in two grants focusing on students' social and emotional wellbeing. The Sources of Strength grant is a rigorously evaluated suicide prevention program; the district is in the third year of the grant. The district also collaborates with the NNCTC. This work includes strengthening Positive Behavior Intervention and Supports (PBIS) and increasing staff knowledge around trauma informed practices and the effects of adverse childhood experiences (ACES).

The implementation of Response to Intervention (RTI) and PBIS in grades 9-12 increased the intentional use of data to provide remediation and extend learning. Professional development opportunities for both teachers and staff targeted learning and implementing methods to differentiate, accommodate, and accelerate instruction. Trimester collaboration meetings between the special education staff and general education teachers more immediately identify concerns and provide support in classroom instruction for the 20 % of students identified as students with disabilities. This provides a time and place for dialogue that is both student-centered and problem solving in nature. Beginning this year, collaborations between the instructional coach and teachers will facilitate the creation of student-centered unit plans to improve student performance and influence classroom instruction.

Strengths:

- Administrators are working with the Tribal DOE to address absenteeism.
- Teachers collaborate each trimester with special education teachers to review progress, needs, and concerns for students with individualized education programs.
- The social/emotional counselor provides proactive support for students.
- The EWS is updated three times per year and reviewed at the building and district levels and by the School Board.
- There are weekly departmental Professional Learning Community meetings to support grade level and vertical alignment.
- The MTSS team and the Enrichment Committee meet weekly and follow the adopted teaming process including team roles/responsibilities, agendas, and notes.
- Teams use data to make decisions.
- The NNCTC, in conjunction with Marimn Health, supports efforts to implement a trauma-informed counseling support system for students using Cognitive Behavior Interventions for Trauma in Schools (CBITS).

Challenges:

- Promote student social/emotional well-being by using trauma-informed practices in classrooms.
- A high special education population requires teachers to meet a wide variety of individual needs in inclusive classrooms.
- A significant portion of students exhibit the effects of ACES.
- Teachers experience the effects of secondary trauma.
- A lack of funding and dependence on grants creates instability and a lack of resources - both curricular and staffing.
- Aging facilities and lack of space curtail the ability to provide quality lab experiences and core class interventions/instruction to students.

Opportunities for Growth:

- Provide training and collaboration around differentiation strategies.
- Provide a historical record of student performance scores and the interventions used for the MTSS team to review during collaboration for specific students.
- Continue to collaborate with the NNCTC (4th year of 5-year grant).
- Collaborate with Tribal DOE to generate ideas for meeting student needs, particularly for students not moving ahead due to absenteeism.
- Connect Tribal Elders with students to support social/emotional and learning needs.
- Attend training by Safe and Civil Schools to address absenteeism.
- Create a district-wide tiered approach for attendance supports.
- Consider curriculum for social/emotional skills.
- Document MTSS work in a handbook, including a teach-to schedule for behavior expectations.
- Search for ways to provide Attachment, Self-Regulation and Competency (ARC) counseling for all students.
- Continue to promote the use of Fast Forward funds for high school/college credits.
- Coordinate with Marimn Health staff to implement the use of CBITS in the school setting.
- Provide simple, welcoming space within the school for students.

5. Core Curriculum- Discussion Topic

What curriculum materials are being used? To what extent are the materials research/evidence based (as determined by evidence from vendor/publisher/reviewer or another source)? To what extent is the core curriculum delivered with fidelity? How is fidelity monitored?

Teachers develop curricular documents around the Idaho Content Standards (ICS). Curricular documents will include curriculum maps, pacing guides, unit plans, and assessments. Fidelity to the standards is collected

through the documents themselves, and instruction is monitored through observations and evaluations by principal, mentors, and the instructional coach. Curriculum is delivered via lecture, direct instruction, videos, technology, current reports, student projects, student collaborations and student productions. Recently purchased curriculum in ELA, mathematics and history is evidence-based according to information provided on the Idaho State academic curricular website.

HS English	My Perspectives (9-12); Pearson Prentice Hall @ 2017
HS Math	Algebra I; Common Core, Pearson Prentice Hall © 2015 Geometry; Common Core, Pearson Prentice Hall @ 2002 Algebra II; Common Core, Pearson Prentice Hall @ 2004
HS History	US History & Geography; McGraw-Hill © 2018 World History & Geography; McGraw-Hill © 2018 US Government/Democracy in Action; Glencoe/McGraw-Hill © 1999
HS Science	Physical Science; Glencoe © 2012 Biology; Pearson © 2010 Chemistry; Prentice Hall © 2004

Strengths:

- Updated history curricular materials were recently purchased.
- ELA curriculum aligned to the ICS was purchased for use in the 2019-2020 school year.
- Updated math curriculum for Algebra I was purchased for use in the 2019-2020 school year.
- Learning targets posted in classrooms are linked to activities, assessments, and ICS.
- A writing committee is working to develop a program for each grade level to improve student writing on topics that connect to culturally relevant pedagogy.
- Career Technical Education (CTE) courses include Natural Resources, Foods and Nutrition, and Business.
- Within Business CTE, certifications are available in Microsoft, Excel, and Adobe.
- The senior project was revised to improve student retention.
- Collaboration with the Idaho Coaching Network is in process to create curricular documents with an emphasis in literacy.

Challenges:

- Upper level math courses are developed from approved curriculums but do not utilize the student resources because of the inability to purchase materials.
- K-12 alignment is not in place for literacy and mathematics.
- Funding for current materials is difficult to find and sustain.
- Science courses are unable to provide lab experiences for students due to lack of appropriate facilities.
- Small staff size hinders ability to provide advanced curriculum to students.

Opportunities for Growth:

- Consider hiring curricular consultants to provide feedback to teachers on drafted curricular documents.
- Consider adoption process for curricular documents in science to ensure ICS are taught with both horizontal and vertical alignment. This would lead to consistency and stability when faced with staff turnover.
- Continue receiving training in *Leading Impact Teams*.

6. Core Instruction- Discussion Topic

To what extent do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback? What formative assessments do teachers use to determine students' needs? How are students grouped for instruction (homogenous, heterogeneous, mixed)? How are all students, including each subgroup of students, provided with opportunities to meet proficient and advanced academic achievement levels?

The formative assessments implemented within classrooms consist of a combination of quizzes, verbal responses, exit/entrance slips, and collaborative projects. Teachers have access to recent student data through the student Data Tracker, the EWS, and classroom work posted on Tyler SIS. The unit plan format is from the Idaho Coaching Network. Teachers plan for alignment to standards and differentiation. Title I, Title VI, and special education personnel provide individualized supports within the classroom setting. Credit retrieval classes may run simultaneously with regular core classes.

Strengths:

- Creation of unit lesson plans is in alignment with the Idaho Coaching Network.
- Credit retrieval is available through the Knights Forward Program.
- Paraprofessionals support students in core classrooms.
- The district Gifted/Talented Plan allows accelerated instruction for students who qualify.
- Students access college courses through dual enrollment.
- Teachers have access to the Marzano Proficiency Scales.
- PD by Core Collaborative provides focus on instruction including emphasis on Depth of Knowledge (DOK).

Challenges:

- There are not enough leveled curriculum resources available.
- Small staff size impacts ability to provide instruction that meets the needs of all students.
- Collaboration time between teachers and support staff is limited.

Opportunities for Growth:

- Staff will receive training in *Leading Impact Teams* by Paul Bloomberg.
- Provide training in the use of Marzano Research Critical Concepts and Proficiency Scales as they relate to *Leading Impact Teams*.
- Implement evidence-based instructional strategies
- Use ISAT interim assessments as formative information to determine student needs.
- Consider further professional development in DOK questioning and discussion techniques.
- Continue collaborations between general education staff and special education staff to provide evidence-based interventions for students with disabilities.
- Further develop a common vision in grading philosophies and procedures.

7. Alignment of Teaching and Learning- Discussion Topics

To what extent is teaching and learning articulated within grade levels? Within subject areas? To what extent do grade level teachers collaborate about teaching and learning expectations across the grade? To what extent do students in the same grade/subject area receive a consistent learning experience? To what extent is teaching and learning articulated across grade levels and subject areas? To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels?

Content area teachers collaborate weekly during professional development time and adhere to Idaho Content Standards. Within these content areas teachers collaborate weekly during professional development time. At professional learning community meetings teachers design, formalize, and articulate the learning across grades and content areas. Departments are relatively small with multiple combinations such as: math/science (1 teacher); social studies, economics, science (1 teacher); math (2 teachers); science (2 teachers); English (3 teachers); social studies/humanities (1 teacher); and CTE/electives (5 teachers).

Strengths:

- The small staff size encourages communication and knowledge of what is being taught in other classes.
- Cross curricular collaboration focuses on implementation of consistency in the writing process, annotating text and reading strategies.
- All teachers submit unit plans.

- All first-year teachers are connected with a mentor.

Challenges:

- Teachers are often required to teach multiple courses across grade levels and subject areas
- The lack of curriculum alignment within some departments creates learning gaps for students.
- It is difficult to schedule time for needed collaborations e.g., across curriculum, grade level, departmental, support staff, and special education.
- Turnover of staff interrupts the forward momentum of curriculum development.
- The lack of an instructional coach in the 2018-2019 school year negatively impacted the alignment of teaching and learning.

Opportunities for Growth:

- Align curriculum across grade levels to ensure consistency.
- Formalize a yearly map of collaboration time to ensure it occurs regularly and intentionally to meet various needs, e.g., cross curricular, grade level, departmental, support staff, and special education.
- Align teaching strategies, methods, and resources to provide consistent learning experiences.
- Communicate pacing calendars and alignment to parents and community.
- Develop a course catalog.

8. Universal Screening- Discussion Topics

Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (In ELA? In Math?) Do the tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, school Leadership Team? What are the follow-up procedures?

All high school students are assessed three times per year utilizing interim assessments and ISAT 2.0. The interim assessments address Informational Text and Number Sense. Ninth graders may also be screened utilizing AIMSweb in reading and mathematics. Reading assessments through AIMSweb include oral reading fluency and comprehension. Math assessments through AIMSweb include both computation and concepts/applications. Performance levels are calculated utilizing the criterion referenced scores within AIMSweb.

Teachers receive student performance data through the Data Tracker worksheets following each universal screening. Data is reviewed at leadership team and staff meetings. Staff members celebrate successes and work to problem solve areas of concern. Students of concern are referred to the MTSS team for individualized intervention plans.

Students receive their score reports after each universal screening and use the data to set goals. Parents/Guardians also receive their child's test results. Score reports are reviewed during conferences; the fall parent/teacher conferences are teacher led and the spring conferences are student led.

Strengths:

- Universal screenings are completed in ELA and math three times per year.
- The MTSS team routinely looks at data and implements plans for struggling learners.
- Data Tracker and EWS provide data for stakeholders.
- Trimester collaboration is in place with special education teachers to monitor student performance and identify needs for students with Individualized Education Programs.
- Staff is receiving training in the administration and use of ISAT interim assessments.

Challenges:

- No additional measure for screening socially at-risk students is in place.
- A lack of resources to provide interventions exists.
- A high rate of student absenteeism negatively impacts student academic progress.

Opportunities for Growth:

- Implement a social-emotional screener for high school students.
- Explore additional ways to share all data.
- Consistently implement the process to collect and analyze progress monitoring data.

9. Tiered Instruction and Academic Interventions- Discussion Topics

In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the intervention support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessional, Title 1 teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?

The MTSS team reviews student data through the Data Tracker. This color-coded spreadsheet is updated following each progress reporting period which is approximately every three to four weeks. Data collected includes student reading and math skill levels, absences, disciplinary referrals, benchmark scores and current course grades. The document allows identification of the most at-risk students by grade level. The Data Tracker feeds into the EWS which gives a building snapshot of at-risk areas of absences, disciplinary referrals, and course work/skills. This data document is updated following each benchmark period. The MTSS team follows a referral form and process to create Success Plans for individual struggling learners. Students who have Success Plans are monitored by the MTSS team using classroom data and benchmark data. A student's plan is changed when progress is not made.

Two different teams, Care Team and MTSS, identify student achievement and progress monitor intervention strategies. Academically, assistance is offered through after school programs, study-tables and mentoring with the Tribal DOE. In partnership with the Tribal DOE, non-traditional interventions give assistance to students within and outside the classroom environment.

PBIS strategies and trauma-informed practices are infused in the school setting to create and develop behavior interventions. Currently, a check-in and check-out process is utilized with identified students. The NNCTC grant through the University of Montana provides behavioral interventions and professional development applicable to our youth.

Strengths:

- The special education staff meets weekly and collaborates each trimester with general education teachers.
- Cooperative partnerships through multiple grants assist in exploring and implementing interventions.
- Teachers have access to the Marzano Proficiency Scales which provide learning targets and scaffolding for skill deficits.

Challenges:

- As a system, the focus is often on students' current progress in courses rather than adequately addressing and remediating skill gaps.

- Meeting a wide spectrum of students' abilities in the same class is challenging.
- There is limited time, space, and staff for interventions.
- Paraprofessionals are assigned multiple, conflicting duties.
- Paraprofessionals are pulled from the classroom to cover as substitute teachers due to a shortage of available substitutes.

Opportunities for Growth:

- Implement the District Gifted and Talented Plan.
- Consider utilizing Title I and Title VI staff members for skill development.
- Include time in the master schedule for interventions in math and literacy.
- Continue implementation of evidence-based practices for the Native American population.

10. Learning Time- Discussion Topics

What is the school schedule? Does it need to be adjusted? (start/end time, four day/five-day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and how many times per week? In what content areas?) How will it be determined who participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?

This is Lakeside High School's third year using a trimester schedule. Each trimester is approximately 60 days long. School is in session from 8:00-3:04, five days a week, and 180 days a year. The master schedule outlines the instructional day into five 72-minute periods and one 30-minute homeroom. Fifteen early release Fridays are built into the schedule, approximately two per month, allowing staff professional development and collaboration time. Students are released at 1:00 on early release days.

Our unique partnerships with Tribal DOE and Upward Bound provide students with extended learning time beyond the school day. Opportunities are offered 3 days a week from 3:05-3:30. On early release Fridays, the Tribal DOE offers study table/make up time in the school library as needed. CARE Teams collaborate bi-weekly which allows staff to determine who would benefit from this extended learning time. All interventions are evaluated through the MTSS team. Universal screening data determines if the programs are meeting student needs. Summer school is offered annually for credit retrieval opportunities. The Tribal DOE offers additional credit retrieval opportunities during the summer months.

High school students can participate in advanced opportunities through the District Gifted and Talented Plan, Dual Enrollment and IDLA courses. A full-time Upward Bound coordinator assists students with determining if this opportunity meets their post-secondary goals. For the small student population, there is a relatively high percentage of students partaking in this accelerated path to college.

Strengths:

- Multiple partnerships extend learning opportunities for students.
- The trimester schedule allows for longer class periods and consistency of daily instruction.
- Homeroom is offered during first period. This allows students who are frequently tardy to attend core classes.

Challenges:

- Student absenteeism and tardiness rates interrupt even the best schedule which means students do not receive daily, consistent instruction.
- Interventions are difficult to implement within time, available staff and scheduling constraints.

- A high percentage of students require specialized instruction; data shows most students require interventions in literacy and mathematics.

Opportunities for Growth:

- Review the District Gifted and Talented plan regularly with a focus on student identification.
- Consider ways to fine-tune extended learning time opportunities.
- Consider providing an incentive program for study table.
- Consider additional high school courses focused on skill deficit areas in literacy and math (double dip).

11. Non-Academic Student Needs- Discussion Topics

What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?

A certified social/emotional counselor is on staff. In addition to providing support service for students, the counselor is collaborating with NNCTC and Marimn Health to make CBITS and trauma-informed care available. The academic counselor focuses on college and career readiness; this counselor wrote and received a Sources of Strength grant to address suicide prevention and positive social-emotional growth.

A variety of supports are offered for students including a clothing closet and a food pantry program where students can discreetly pick up food for the weekend. The Coeur d'Alene Tribe annually provides students with backpacks filled with school supplies.

Recognizing the importance of connectedness to the school and larger community, a variety of programs are available for students to be involved citizens. Students may participate in athletics, clubs, and community organizations. Twenty hours of completed community service are required during a student's high school career.

Strengths:

- A fully endorsed social/emotional counselor is on staff at the high school.
- Counseling services are available for students on campus due to a partnership with Marimn Health.
- Collaboration with community services allows the provision of resources for students to meet the basic needs of food, shelter, and clothing.
- The daily homeroom period allows time to develop healthy, positive relationships. These periods are designed to provide not only academic support but also lessons in positive, social-emotional development.
- Multiple staff members are physically present in the hallways before school to greet each student with a positive interaction.

Challenges:

- Students live in a rural area with a high percentage of poverty.
- Most staff members live outside the community.
- Availability of mental health counseling services including drug and alcohol counseling is limited for high school students.

Opportunities for Growth:

- Provide intentional and sequential social skill instruction during homeroom.
- Expand mentorship programs to include mentors for high-school students.
- Collaborate with the Coeur d'Alene Tribe to explore ways to increase family/parent engagement.
- Consider development of a counseling department website link to connect students and families with resources.

12. Well-rounded Education- Discussion Topics

Well-rounded education is defined as “Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civic and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))” How does your school address well-rounded education?

Students at the high school are required to meet Idaho graduation requirements by participating in courses of English, mathematics, science, social studies, physical education, and humanities. Elective courses and CTE courses are offered. These include art, music, computer applications, web design, media graphics, media video, personal finance, natural resources, fish and wildlife, range management, forensic science, and STEM projects.

Strengths:

- Elective courses are adjusted to meet the needs of students.
- Teachers incorporate project-based learning.
- The trimester system allows for consistent daily instruction.
- Discovery Days provide access to enriched educational experiences.

Challenges:

- Teachers are shared district-wide for the art and music departments which limits time available at the high school.
- Interventionists are shared district-wide which limits time available at the high school.
- The art department is funded through the supplemental levy.
- The music department is funded through annual Tribal donations.
- There are limited elective classes due to staff turnover and multiple roles covered by each staff member.

Opportunities for Growth:

- Consider student interest areas along with staff skills when scheduling elective courses.
- Create and publish a catalog for CTE, certifications, and courses.
- Consider implementing academic counseling appointments each trimester for students to update their four-year plans.

13. Additional Opportunities for Learning- Discussion Topics

If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?

A variety of opportunities are available to explore and pre-plan for postsecondary education. This meaningful work is guided by the College and Career Plan. Students explore postsecondary pathways through five Discovery Days. These days are planned, scheduled and attended by all high school students in order to find interests in career clusters. Students visit local campuses and explore different professional agencies. The seniors participate in job shadowing opportunities as part of their senior project. All high school students attend the annual Career Fair and participate with vendors. Students can apply for summer positions with the Coeur d’Alene Tribe in a variety of career areas.

During homeroom period teachers work with a small group of students on college and career readiness skills. This valuable 30 minutes incorporates academic planning and postsecondary goal setting. Student ownership is developed through student-led conferences. Also, within this period students are exposed to Idaho’s Career Information System and Interest Inventory. The fifth-year portfolio includes a resume, cover letter, and reference letter.

Three CTE programs are available for high school students. Students can utilize their Advance Opportunities funding for Idaho Digital Learning Academy (IDLA) courses or Dual Enrollment classes through North Idaho College (NIC). Information regarding these opportunities is communicated to parents and students. The Coeur d'Alene Tribe supports Dual Enrollment by providing extra funding to cover course fees and books for students who decide to enroll.

Seniors complete a personal finance class to prepare them for post-high school financial responsibilities. Transitional supports are available for students with Individualized Educational Programs; students are connected with outside agencies such as TESH and Vocational Rehabilitation.

Strengths:

- Homeroom period provides exploration of postsecondary opportunities and awareness of personal pathways.
- Multiple job shadowing experiences provide seniors with a safe pathway to explore career interests.
- Discovery Days provide exploration of college and career opportunities.
- A Career Fair is provided through collaboration with the Coeur d'Alene Tribe.

Challenges:

- Students require additional scaffolding to be successful with independent, online learning opportunities.
- Students experience limited success in Dual Enrollment courses.
- It is a challenge to find funding to sustain Discovery Days.

Opportunities for Growth:

- Explore courses students and parents can take together.
- Consider inviting guest speakers to homeroom classes to provide information for additional career clusters.
- Consider implementation of elective courses aligned with the Idaho Core Standards.
- Celebrate Discovery Days with the community.
- Find multiple ways to share educational requirements, college programs, and other pertinent information so students may make informed decisions about their futures

14. School Transitions- Discussion Topics

If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning from early childhood programs (such as Head Start, IDEA, or state-run preschool) to Kindergarten? If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?

Students transition into Lakeside Senior High School from Lakeside Junior High School and from the Tribal School in De Smet. Planning for this transition includes student visits to the high school campus. Additional interactions occur during the Career Fair and other activities. There is high student mobility, so students transfer in and out of Lakeside Senior High School during the years of their high school education. This creates issues with credit acquisition and integration into the student body.

Students are assisted as they prepare for transition into post-secondary experiences. The academic counselor, Upward Bound advisor, and staff provide a multitude of supports. Seniors reflect upon their four-year plans to develop a fifth-year plan mapping the first year beyond graduation. The academic counselor works closely with local colleges to provide campus visits for the students, often showcasing the students' personal interest areas. Parents and students attend an informational work session to complete the Free Application for Federal Student Aid (FAFSA). Seniors participate in job shadow opportunities to explore potential career paths. The Coeur d'Alene Tribe shares the process for obtaining available supplemental funding for college.

Strengths:

- Students have a collaborative network of adults supporting their final year in high school.
- Collaboration with Tribal School staff promotes transition for students entering Lakeside Senior High School.
- The Enrichment Committee provides transition activities for students and staff.

Challenges:

- Implementing effective transition plans is challenging when students from multiple school districts transfer into ninth grade.
- Students transferring from outside school districts are challenged by high school graduation requirements of attendance and credit acquisition.
- The stress of senior project impacts students' ability to focus on post-secondary plans.

Opportunities for Growth:

- Provide physical building maps and an orientation packet to students who transition to Lakeside Senior High School.
- Involve the student body as mentors for transfer students.
- Work with the professor of Native American studies on a senior semester experience at NIC.
- Provide resources for s taking online college courses.
- Participate in training to implement Link Crew.

15. Professional Development- Discussion Topics

What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade levels and subject areas? Are PLCs well established and functioning? Is collaboration time built into the master schedule and the contract? How often do teachers and other instructional staff participate in school-based professional development? Who provides professional development? In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? What is the expectation of school leadership for participation in professional development activities? How is the expectation communicated? Is there an instructional coach (or similar position)? How are professional development decisions made? Who is involved? What is the relationship between professional development provided at the building level and the district? How are professional development activities tied to students' academic achievement needs? How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? What professional development does the district-school offer teacher/staff for English learner students?

The district allocates four days in August for district and building-level professional development; this training is provided by district, state and nationally recognized presenters. The district allocates fifteen early release days during the school year. On early release days, students are released at 1:00. All staff is expected to attend professional development opportunities from 1:00-3:30 as these are normal contract days.

The agendas for professional development sessions are planned by the principal and instructional coach with input from the building leadership team. The trainings for staff are structured around building initiatives (such as MTSS, curriculum development, instructional practices, and trauma-informed practices) and other needs identified through data analysis. Delivery of the trainings is provided by the instructional coach, teacher leaders, and available specialists such as those from the NNCTC, Idaho Coaching Network, and the Core Collaborative. Paraprofessionals attend regular staff trainings except when job specific training is needed. Feedback is collected, analyzed, and used to improve future development sessions.

Teachers generate Professional Growth Plans and goals within the Charlotte Danielson Framework for Teaching. Last year teachers wrote goals centered on Domain 2: The Classroom Environment. This year all teachers will focus on Domain 2 Component a "Creating an Environment of Respect and Rapport." Teachers receive feedback

from walk-throughs completed by the principal and superintendent. Formal observations are another source of feedback and are completed twice annually.

Strengths:

- Time is provided for staff development prior to and during the school year.
- Paraprofessionals are included in our staff development opportunities.
- The work is supported through outside agencies such as the Idaho Building Capacity Project, NNCTC, and the Tribal DOE.
- The opportunity is available for staff to receive professional development provided by a Professor at NIC who specializes in Native American studies.
- PD by the Idaho Coaching Network, Core Collaborative, Sporleder, and Link Crew will take place during the 2019-2020 school year.
- A schedule is in place for consistent departmental PLC meetings.

Challenges:

- Due to high staff turnover rates, essential trainings need to be repeated for new staff members.
- It is difficult to arrange content specific training due to the rural setting and few staff members.
- We identify multiple areas of need for professional development. Prioritizing these needs and matching resources is challenging.

Opportunities for Growth:

- Continue to access resources from the NNCTC to build our trauma informed practices.
- Continue to access support from Capacity Builders.
- Provide targeted training to the paraprofessional staff.
- Refine collaboration process to include more analysis of student work, success criteria, and effective strategies to intentionally close the achievement gap.
- Archive videos and documents of trainings to inform new staff of information from past trainings.
- Work with the writing initiative to make the implementation of culturally responsive pedagogy sustainable.
- Provide collaboration time to work on curriculum alignment, high impact interventions, and student assessment and learning.

16. Family and Community Engagement- Discussion Topics

Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?

The Title One Parent Involvement Plan is reviewed annually with input from parents/guardians. A Home and School Compact is developed and agreed upon by students, teachers, parents/guardians and the principal; it describes how each party will support student success. Our work in building family engagement is supported by the Tribal DOE; their mentors are liaisons between school and home. The Tribal DOE published the K-12 Family and Community Engagement Plan. The district and the schools are working to implement portions of this plan to support student success.

Several district strategies increase overall family and community engagement. Teachers make five positive parent contacts weekly. The principal or Student Council president delivers a weekly Sunday Night Address through the School Messenger System to inform families of the week's calendar items. The Messenger System is also used to provide reminders to families of calendar items such as early release days and special events. The central office staff sends weekly emails of news/events/information to parents and community members. Family nights are offered throughout the year to provide information and celebrate successes. These family nights include Open House, a Student Success Night, Academic Awards Night, Parent-Teacher Conferences (fall and spring), Athletic

Sports Banquets, and Science Fairs. Information is also shared with our community through Facebook pages and the district website. Input from our community is sought during parent-teacher conferences and through surveys. Results indicate a growth in relationships, equity of educational services, communication, and resources.

Our data system allows students and families to review current progress information. Guardians can review student attendance, progress reports, and missing assignments through the Tyler SIS system. Students review this information weekly in their homeroom classes. Teachers contact guardians if a student earns a D or F during progress reporting periods. Progress reports are mailed home every three to four weeks. Attendance letters are sent to families by the office manager when their child misses three, four, five, and six days of school during a trimester. The school secretary contacts families daily when their child is absent. Students facilitate student-led conferences in the spring empowering them as drivers of their own educational path.

Through Discovery Days, community experts work with students. These opportunities open the door for students to explore future career interests in a safe and supportive environment.

Strengths:

- The community supported the last three supplemental levies providing funding for staffing, curriculum, and resources.
- Guardians are informed of student progress and attendance through phone calls, progress reports, and the online system.
- Discovery Days provide opportunities for community experts to engage with students.

Challenges:

- There is a lack of consistent parent volunteers.
- There is currently no Parent/Teacher Organization.
- Funding to sustain the Discovery Day is not stable.

Opportunities for Growth:

- Consider additional ways students may showcase work or present information during family event nights.
- Schedule consistent meetings of the student version of the *Knights of the Roundtable*.
- Consider launching a parent/guardian version of the *Knights of the Roundtable* where adults could connect with the work of the school.
- Consider additional ways to publish information such as newspaper articles, Facebook, public YouTube channel of events, and a highway reader board.
- The current Senior Class project is focused on fund raising to purchase a highway reader board.
- Consider more effective training for parents on Tyler SIS.

17. Recruitment and Retention of Effective Teachers- Discussion Topics

What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?

Currently all but two high school staff meet the state certification requirements. One special education teacher and one math teacher are working on certification through alternate pathways. The district has a recruitment process in place to hire effective teachers. The human resource officer posts open positions on our district website. The postings are advertised in newspapers, at local universities, and with the Department of Labor. Our administrators travel to career fairs in Idaho, Montana, and Washington. These efforts generate applicants for open positions. Non-traditional learners can earn teaching certificates through alternate pathways to certification. Some community members take advantage of these programs.

Both informal and formal strategies are implemented to retain the teachers. Experienced teachers are paired as mentors with new teaching staff. The instructional coach supports new teachers in curriculum, assessment, and classroom management. We encourage connectedness for new teachers by asking them to participate in extra-curricular activities and in the school improvement process.

Strengths:

- A concerted effort is made to pair new teachers with veteran mentor teachers.
- District office staff and administrators reach outside the local area to attract highly qualified educators.
- The instructional coach directly mentors new teachers.

Challenges:

- Most certified staff have a daily commute of an hour or more each way.
- Current staff are often drawn to job opportunities closer to their home communities.
- It was difficult to retain staff due to the district's proximity to higher paying districts.
- An overall teacher shortage significantly impacts our rural area.

Opportunities for Growth:

- Formalize the teacher mentor program.
- Create an on-line application for teaching positions.
- Create a "how-to" binder for new teachers to reference items such as grading philosophy, entering grades, accessing student information, and the MTSS handbook.

18. Coordination and Integration with Other Programs- Discussion Topics

If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

The schoolwide Title I program benefits all students. A paraprofessional hired with these funds supports students in literacy and mathematics through in-class assistance. The district's homeless liaison provides annual training in requirements of the McKinney-Vento Homeless Assistance Act.

All students receive free breakfast and lunch through the auspices of a grant obtained by our nutrition program. Students who need additional food for home can select supplies from the building's food pantry. Students who need clothing are provided necessities through the clothing closet.

The Coeur d'Alene Tribe provides many supports for students and families. Marimn Health offers services for students and staff. The Tribal DOE provides mentors who serve as liaisons between home and school. Community members have access to free transportation through the City Link bus system. Community members have access to food through the local food banks. Funding for college may be provided to tribal members as well as non-tribal members. The Coeur d'Alene Tribe developed a Boys and Girls Club to coordinate after school activities for the youth. A new facility will be built by January 2020.

We routinely seek the expertise of Capacity Builders, the regional Math and ELA Coaches, NNCTC specialists, Idaho Training Clearinghouse materials, and Special Education Support & Technical Assistance (SESTA).

The district federal programs director ensures that all compliance guidelines and timelines are met for all applicable programs. Programs include Educator Effectiveness, Equitable Services, Family & Community Engagement, At-Risk Students, Supporting Effective Instruction, Rural Education, Homeless Children and Youth, and Native American Education.

Strengths:

- Collaboration between multiple agencies and programs provides supports for students.
- All students can eat breakfast and lunch for free.
- The district shares data with parents in the fall and spring and gathers input from the parents.

Challenges:

- Students and/or families may not know of available resources.
- Turnover of staff creates gaps in knowledge, implementation, and accountability.
- It is difficult to coordinate and integrate with other programs due to aging facilities and lack of space.

Opportunities for Growth:

- Share all survey results with community members.
- Continue collaborating with community-based resources to meet students’ basic needs.
- Create a parent information area in the school where local resources may be showcased along with adult education opportunities.

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position
Jennifer Hall	Principal
Carly Manheart	Business Technology Teacher
Tim Turner	Science Teacher
Stefani Hoffman	Academic Counselor/Teacher
Ingrid French	Special Education Teacher
Christine Sorenson	Instructional Coach
Sarah McQueen	Paraprofessional
Shaina Nomee	Parent/Community Member
Gina DeCampo	Tribal DOE
Emma Daniels	Student
Tucker Sanchez	Student
Judy Bieze	Capacity Builder
Beverly Bengé	Capacity Builder

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Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need Description:

1. Attendance
2. Collaboration
3. Curriculum
4. Instruction
5. Mentorship for new staff and students

SMART Goal:

SMART Goals

1. Lakeside High School students, grades 9-10, will increase their ISAT ELA proficiency percentage from spring 2019 to spring 2020:
 - a. The Lakeside High School “all students” proficiency percentage will increase from 23% to 30%;
2. Lakeside High School students, grades 9-10, will increase their ISAT Math proficiency percentage from spring 2019 to spring 2020:
 - a. The Lakeside High School “all students” proficiency percentage will increase from 6% to 15%;
3. Lakeside High School will increase the graduation rate from 73% in June 2019 to 80% in June 2020.
4. Lakeside High School will increase the attendance rate from 88.64% in June 2019 to 94% in June 2020.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy: <i>Please include a detailed description of who is going to do what, when, and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of “Evidence Based.”	Describe how the Intervention will be monitored and evaluated for effectiveness.
1. Attendance Tiers, Attendance Officer, and Immediate Rewards	Strong	RTI Network and Attendance Works Research	Building & District Team – See Detailed Upload
2. Differentiated Instruction	Strong	Hattie (.77) and Marzano	Content Teams and Building Leadership Team – See Detailed Upload
3. Impact Teams	Strong	Bloomberg	Principal – See Detailed Upload
4. ISAT Interims	Strong	Alignment to ICS	Outside Consultant & Staff – See Detailed Upload
5. Committee for Assessments	Strong	Hattie (1.57)	Principal & Committee – See Detailed Upload
6. Unpack ICS and Align Curriculum	Strong	Bloomberg Marzano	Principal & Building Leadership Team – See Detailed Upload
7. Committees for Culturally Relevant Curriculum	Strong	Hattie (1.57) and (.72)	Principal, Content Teams, and Building Leadership Team – See Detailed Upload
8. Intervention Groups for Direct Instruction	Strong	Hattie (.47)	Academic Counselor and Building Leadership Team – See Detailed Upload
9. Professional Development	Strong	Hattie (.41)	Principal & Building Leadership Team – See Detailed Upload

10. Committee for Transition	Strong	Castleman Study	Committee Members and Students – See Detailed Upload
11. Committee for Mentorship	Strong	Hattie (.42)	Staff and Student Feedback and Building Leadership Team – See Detailed Upload

2. Identify the resources needed to implement the above Intervention Strategies.

1. See Detailed Uploads
2. Marzano Proficiency Scales
3. Assessments
4. *Leading Impact Teams*
5. Reading/Library Materials
6. Curricular Materials
7. Collaboration Time
8. Professional Development (Core Collaborative, Idaho Coaching Network, Sporleder, Link Crew, NNCTC, Rites of Passage)

**3. Provide the URL where this plan will be publicly available:
NOTE: A copy of this plan must be made available in hard copy upon request.**

**4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.
Discussion Topics**

During the school year, the Building Leadership Team will systematically look at current data, action plan goals, and action plan intervention strategies. They will discuss the question, “Are we implementing the action plan and achieving our goals?” If not, adjustments will be made to instruction and interventions. These reviews will be done monthly by the principal and Building Leadership Team and once each trimester by the staff during Professional Development early release days. The district superintendent, building principal, instructional coaches, capacity builders, and leadership team will use leadership planning time to periodically review the SWIP document and evaluate its implementation and effectiveness. The district will implement an end-of-school year data day. This will take place in June or during August professional development days prior to the start of school. The building principal and the leadership team will facilitate this day to review data from ISAT ELA, ISAT math, Interim Assessments, attendance, and graduation. SWIP plan goals will be evaluated, celebrated (where applicable), and adjusted using this data. Action plans will be examined and revised; new tasks/plans will be initiated in years two and three.