

**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 district 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, middle school teachers, paraprofessionals, a parent/community member, a representative of the Tribal 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 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, 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 board policy.
- The work is enhanced through implementation of components 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:

- 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.
- The small staff size requires teachers, paraprofessionals, and administrators to perform multiple duties and serve on a variety of committees.
- Aging facilities and lack of space curtail the ability of the leadership team to support the vision and purpose of Lakeside Junior High School.

Opportunities for Growth:

- Explore additional ways to engage parents in our school improvement work.
- Explore ways to engage families beyond the Sunday night Principal’s Address, Tyler SIS, 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 Junior High School is located in Plummer, Idaho. The district is comprised of four small communities; DeSmet, Tensed, Plummer, and Worley. The rural setting is a strong contributor to both the school’s challenges and its strengths. Lakeside Junior High 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 school staff consists of 9 certified teachers and 5 non-certified staff. Seven teachers are appropriately certified or endorsed for assignment areas. One math teacher and one special education teacher are working towards certification through an alternate route. Three teachers are in the 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 is comprised 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 57 students in the Junior High School. The student population is 52.6% Native American, 15.7% White, and 22.8% two or more races; 21.1% percent of the student population is identified to qualify for special education services. Lakeside Junior High is a Title 1 school with 100% of the students receiving free breakfast and lunch.

Partnerships extend through a variety of community connections – Information Technology Center, University of Idaho, Native Youth Community Project (NYCP), and the Tribal Department of Education (DOE). The partnership with the Tribal DOE includes housing assigned tutors 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. During the 2018-2019 school year, the school provided Discovery Days as an opportunity for students to visit college campuses or receive unique training experiences. Small groups of students along with a

teacher traveled to experience hands-on learning around self-selected pathways of interest. Personnel from the University of Idaho came to campus to provide training on computer coding.

#### 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.
  - NYCP grant provides afterschool opportunities for 7<sup>th</sup> and 8<sup>th</sup> grade students.
  - Imagine the Future grant collects data around student attendance, grades, and post-secondary education.
  - JOM grant assists students in grades 7-8 to be prepared for transition to high school.
- Employment of a social/emotional counselor provides support for students.
- Through a grant from the Tribe, a Tribal Juvenile Justice Officer provides additional supports for students.
- School Board members do classroom walkthroughs and share feedback.
- Collaboration between the district and the Coeur d'Alene Tribe is ongoing.
- Students and families in need of food receive supplies through the Second Harvest Food Bank Backpack Program.
- All students receive free breakfast and lunch.
- District staff attended the Idaho Indian Education Summits in June of 2018 and 2019.
- Mentorship is provided for new staff that includes a veteran teacher and an instructional coach.
- Staff were given content assignments and 2 days of PD to allow more planning time for instruction and differentiation.
- Content specific preparations periods are aligned in the master schedule to allow for professional learning community collaboration and mentorship.

#### Challenges:

- There is 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.
- Continue to collaborate with the Tribal DOE.
- Search for grant opportunities or other funding sources to provide needed positions.
- Consider additional afterschool clubs for students.

### 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 Junior High School operated under a block schedule. Lack of consistent, daily instruction in both ELA and mathematics impacted student achievement. Staff turnover rate was high. We are in the third year of a trimester schedule which allows the provision of daily, consistent instruction for students in ELA and mathematics. Lakeside Junior High School exceeds the requirements for the number of middle school students completing the ISATs.

ELA Results:

<u>Grade Tested</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
7	12%	14%	18%
8	11%	15%	19%

Math Results:

<u>Grade Tested</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
7	9%	7%	12%
8	5%	12%	6%

Economically Disadvantaged Results:

<u>Subject Area</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
ELA	Not Available	17.8%	14.3%
Math	Not Available	13.3%	9.5%

Multiracial Results:

<u>Subject Area</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
ELA	Not Available	4.8%	20.0%
Math	Not Available	0%	20.0%

White Results:

<u>Subject Area</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
ELA	Not Available	25%	25%
Math	Not Available	25%	50%

Native American Results:

<u>Subject Area</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
ELA	Not Available	Not Available	4%
Math	Not Available	Not Available	0%

Students with Disabilities Results:

<u>Subject Area</u>	<u>2017 Proficiency Rates</u>	<u>2018 Proficiency Rates</u>	<u>2019 Proficiency Rates</u>
ELA	Not Available	Not Available	11.1%
Math	Not Available	Not Available	0%

Strengths:

- Math curriculum was purchased for the 2018-2019 school year.
- ELA curriculum was purchased for the 2019-2020 school year.
- A reading specialist works with students in 7<sup>th</sup> and 8<sup>th</sup> grades.
- The math teacher participated in Synchronous Online Professional Development for Middle School Math Teachers.
- A consultant from Core Collaborative 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 is scheduled with the Idaho Coaching Network.
- The School Board is supportive of our efforts to meet student needs.
- Staff members are flexible in supporting colleagues and students.
- NYCP assists students during school and after school.
- Teachers use the Idaho Coaching Network unit lesson plan template to map courses. Administration collects these 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.
- Homeroom assists students to be ready for student led conferences.

#### Challenges:

- High student absenteeism negatively impacts learning and student success.
- Students' reading levels are significantly low when they enter junior high. Students require a great deal of scaffolding and support to access content information in textbooks and curricular materials.

#### Opportunities for Growth:

- Consider a three-tiered intervention system to address student absenteeism.
- Build Interventions into the schedule to close achievement gaps in mathematics.
- Continue collaboration with the Regional Math Coach and the Regional ELA Coach.
- Assist staff to make use of ISAT interim assessments.
- Continue to support students' social and emotional well-being during homeroom so they can actively engage 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.
- Consider accessing Tribal community professionals to be guest speakers in classrooms.

#### 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 of the improvement efforts on grades four and five.

During the 2017-2018 and 2018-2019 school years, the Junior 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: 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 7-8 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 21.1% 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. Collaborations between the instructional coach and teachers facilitate using student performance data to influence classroom instruction.

#### Strengths:

- Administrators are working with the Tribal DOE to address absenteeism.
- A consultant from the Core Collaborative provided PD in unpacking standards; more days of training are scheduled.
- Teachers made use of the Marzano Proficiency Scales to assist with teacher clarity and vertical alignment of curriculum.
- PD was provided by the Idaho Coaching Network Coach, Region 1, and monthly collaborations are scheduled.
- 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.
- EWS is updated three times per year and reviewed at the building and district levels and by the School Board.
- The MTSS team and the Enrichment Committee (SEC) 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 launch a trauma-informed counseling support system for students implementing Cognitive Behavior Interventions for Trauma in Schools (CBITS).

#### Challenges:

- Need to incorporate trauma-informed practices into classrooms to promote student social/emotional well-being.
- A high special education population requires teachers to meet a wide variety of individual needs in inclusive classrooms.
- A significant portion of our 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 for curriculum and staffing.
- Aging facilities and lack of space curtail the ability to provide quality lab experiences to students.

#### Opportunities for Growth:

- Provide training and collaboration around differentiation strategies.
- Provide a historical record of student performance scores and 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 on their educational path because of absenteeism.
- Connect Tribal Elders with students to support social/emotional and learning needs.
- Attend training by Safe and Civil Schools to address absenteeism.
- Create 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.
- 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, lesson plans, and assessments. Fidelity to the standards is collected through the documents themselves and delivery of instruction is monitored through observations and evaluations by the principal, mentors, and the instructional coach. Curriculum is delivered via lecture, direct instruction, videos, technology, current reports, and student projects,

English	My Perspectives (7-8); Pearson Prentice Hall ©2017
Math	enVision 2.0 (7-8); Common Core, Pearson © 2017
History	US History; Beginnings to 1877; Houghton Mifflin Harcourt © 2012 World History; Houghton Mifflin Harcourt © 2012
Science	Life Science; Prentice Hall © 2009 Earth Science; Pearson © 2009

**Strengths:**

- Learning targets posted in classrooms are linked to activities, assessments, and ICS.
- ELA and math have new, research-based curriculum.
- 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.
- Math teachers are supported by the Regional Math Coach.
- Collaboration with the Idaho Coaching Network is in process to create curricular documents with an emphasis in literacy.

**Challenges:**

- K-12 alignment is not in place for literacy and mathematics.
- Pacing calendars are not fully developed to align with the trimester framework.
- Funding for current materials is difficult to find.

**Opportunities for Growth:**

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

**Strengths:**

- Creation of unit lesson plans is in alignment with the Idaho Coaching Network.
- Paraprofessionals support students in core classrooms.
- Peer observations provide suggestions for grouping strategies.
- The district Gifted/Talented Plan allows accelerated instruction for students who qualify.
- Teachers have access to the Marzano Proficiency Scales.
- PD by Core Collaborative provides focus on instruction including emphasis on Depth of Knowledge (DOK).
- Students in the 7<sup>th</sup> and 8<sup>th</sup> grades are assessed and instructed based on Istation.

**Challenges:**

- Collaboration time between teachers and support staff is limited.
- Opportunities to attend national professional development in core subject areas is not available.
- Small staff size impacts ability to provide instruction that meets the needs of all students.

**Opportunities for Growth:**

- Staff will receive training in *Leading Impact Teams* by Bloomberg.
- Provide training in the use of Marzano Research Critical Concepts and Proficiency Scales.
- Implement evidence-based instructional strategies based on research by John Hattie.
- Use ISAT interim assessments as formative information to determine student needs.
- Consider professional development in Depth of Knowledge (DOK) questioning and discussion techniques.
- Consider professional training in providing feedback to students.
- Continue trimester collaborations between general education staff and special education staff to provide evidence-based interventions for students with disabilities.
- Further develop common a 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. 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); English (2 teachers); math (1 teacher); PE/Health (1 teacher); social studies/science (1 teacher) and social studies/humanities (1 teacher).

**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.
- 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 in grade levels and vertically to ensure consistency.
- Formalize a yearly map of collaboration time to ensure it occurs regularly and intentionally to meet our various needs, e.g., cross curricular, grade level, departmental, support staff, and special education.
- Align teaching strategies, methods, and resources.
- Communicate pacing calendar and alignment to parents.
- 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 junior high students are screened three times per year (fall, winter, and spring) utilizing interim assessments and ISAT 2.0. The interim assessments address Informational Text and Number Sense. Seventh and eighth grade students are also screened using Istation assessments in reading. Students may be assessed through AIMSweb in math computation and concepts/applications. Performance levels are calculated utilizing the criterion referenced scores within Istation and 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; the spring conferences are student led.

#### Strengths:

- Universal screenings are completed in ELA and math three times per year.
- The MTSS team 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 academic progress.

#### Opportunities for Growth:

- Implement a social-emotional screener for junior high students.
- Consider additional screeners for language acquisition and writing.
- 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 inventions and professional development applicable to our youth.

#### Strengths:

- The special education staff meets weekly and collaborates each trimester with general education teachers.
- Teachers have flexibility to employ new interventions and ideas.
- 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.
- Time is built into the master schedule for intervention groups in ELA.

#### Challenges:

- As a system, the focus is often on students' current progress in courses rather than skill deficits.
- 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 1 and Title VI staff members for skill development.
- Include time in the master schedule for interventions in math.
- Continue implementation of evidence-based practices for the Native American populations.
- Explore approaches to bridge vocabulary for students in the interventions and diagnostics used.

### **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 Junior 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 partnership with Tribal DOE provides students with extended learning time beyond the school day. Extended learning 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 MTSS team meetings. Universal screening data determines if the programs are meeting student needs. Junior High School students can earn high school credits through algebra courses and electives. Students can participate in advanced opportunities for learning through the District Gifted and Talented Plan.

#### 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 courses focused on skill deficit areas in math (double dip).
- Encourage the use of existing extended learning opportunities such as an incentive program for study table.

### **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. This counselor is also a member of the Child Protective Team (CPT). The academic counselor focuses on college and career readiness. The academic 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 closet for clothing 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.

A variety of programs are available for students to be involved citizens. Students may participate in athletics, clubs, and community organizations.

#### Strengths:

- A fully endorsed social/emotional counselor is on staff at the Junior High School.
- Counseling services are available for students on campus due to our 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.
- 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.
- Through the NYCP after-school program, students learn about nutrition, physical care, cultural identity, and goal setting.

#### 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 students.

#### Opportunities for Growth:

- Provide intentional and sequential social skills instruction during homeroom.
- Expand mentorship programs to include mentors for Junior High School students.
- Collaborate with the Coeur d'Alene Tribe 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 junior high are required to participate in courses of English, mathematics, science, social studies, physical education, health, and homeroom. Elective and intervention courses are difficult to provide due to scheduling challenges and staff availability.

Strengths:

- Teachers incorporate project-based learning.
- The trimester system allows for increased 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 junior high.
- Interventionists are shared district-wide which limits time available at the junior high.
- The art department is funded through the supplemental levy.
- The music department is funded through annual Tribal donations.

Opportunities for Growth:

- Explore ways to provide intervention and elective courses at the junior high school.
- Consider student interest areas along with staff skills when scheduling elective courses.
- Create and publish a course catalog.
- Continue to develop Discovery Days to meet the career interests of students.

## 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)?

Lakeside Junior High School offers a variety of opportunities for students to explore and pre-plan for postsecondary education. The NYCP grant encourages students to investigate interests and provides information about career pathways. Students attend five Discovery Days in order to explore interests in career clusters. Students visit local campuses and various professional agencies.

Junior High School students are required to attend the annual Career Fair and interact with vendors. Native American youth are invited to attend the Native American Career Fair which is hosted by local tribes and located in Spokane.

During homeroom period teachers spend time working with a small group of students on college and career readiness skills. This valuable 30 minutes incorporates academic planning and goal setting. Student ownership is developed through preparation for student-led conferences. Within this period students are also exposed to Idaho’s Career Information System and Interest Inventory.

Some 8<sup>th</sup> grade students have the opportunity for advanced placement into high school coursework. In addition to several elective subjects, students who qualify can receive credits for Algebra I.

#### Strengths:

- Homeroom period provides exploration of postsecondary opportunities and awareness of personal pathways.
- Discovery Days provide exploration of college and career opportunities.
- A Career Fair is provided for students in collaboration with the Coeur d'Alene Tribe.

#### Challenges:

- Students require additional scaffolding to be successful with independent, online learning opportunities.
- 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 around additional career clusters.
- Consider implementation of an intervention class for math.
- Celebrate Discovery Days with the community.

### **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?

Eighth grade students transition from Lakeside Junior High School into Lakeside High School. Eighth grade students from the Coeur d'Alene Tribal School in De Smet also transfer into Lakeside High School. In November, Student Council officers and the Academic Counselor visit eighth grade classes at both schools. The Academic Counselor provides an orientation; Student Council officers share experiences to look forward to at Lakeside High School. In May, eighth graders from Lakeside Junior High School and from the Tribal School spend a day at Lakeside High School; students are paired with upper classmen to attend classes and eat lunch. The Academic Counselor meets individually with eighth grade students to map a four-year plan of study. Parents review and sign this plan. In August, parent meetings are held; the Student Handbook is reviewed with special attention given to the attendance policy and the earning of required credits to graduate.

The NYCP grant also facilitates interactions between Lakeside Junior High School, the Tribal School, and Lakeside High School. These activities help prepare students for transition.

#### Strengths:

- Students have a collaborative network of adults supporting their transition from junior high into high school.
- Collaboration with Tribal School staff assists transitions for students entering Lakeside High School.
- The NYCP grant provides common experiences for 8<sup>th</sup> graders from Lakeside Junior High School and the Tribal School.
- A small teaching staff allows middle school students to know all classroom teachers.

#### Challenges:

- Implementing effective transition plans is challenging when students from multiple school districts transfer into ninth grade.
- High student mobility can make academic progress difficult.

#### Opportunities for Growth:

- Provide physical building maps and an orientation packet to students who transition to Lakeside High School.
- Involve the student body as mentors for transfer students.
- Continue collaborations with NYCP to plan intentional activities for incoming 9<sup>th</sup> grader students.

#### 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.
- Our work is supported through outside agencies such as the Idaho Building Capacity Project, NNCTC, and the Tribal DOE.
- The junior high math teacher participated in an online coaching project to develop an aligned curriculum for 7<sup>th</sup> and 8<sup>th</sup> grade math.
- A schedule is in place for consistent departmental PLC meetings.
- 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.

#### 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 district writing program to make 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 integrate 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 a member of Student Council 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 the 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:

- Our 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 currently no Parent/Teacher Organization.
- Funding to sustain Discovery Days is not stable.

Opportunities for Growth:

- Consider additional ways students may showcase their work or present information during family night events.
- Schedule consistent meetings of the student *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.
- 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 junior high staff meet the state certification requirements. 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 alternative paths to certification. Some community members take advantage of these programs.

Both informal and formal strategies are implemented to retain our 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 is difficult to retain staff due to the district's proximity to higher paying districts.
- Teacher shortages significantly impact 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 MTSS handbook.

#### **18. Coordination and Integration with Other Programs-** Discussion Topics

If appropriate and applicable for your school, describe how your Title 1-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 the McKinney-Vento Homeless Assistance Act.

All students receive free breakfast and lunch through 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 mental health counselors for students and staff. The Tribal DOE provides mentors for students who serve as liaisons between home and school. Students in the NYCP after-school program learn about healthy relationships, nutrition, exercise, personal strengths, and cultural awareness. 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 is building a facility to house a Boys and Girls Club to coordinate after school activities for youth.

We routinely seek the expertise of Capacity Builders, the Regional Math and ELA Coaches, NNCTC specialists, Idaho Training Clearinghouse 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, as well as Native American Education.

#### Strengths:

- Collaboration between multiple agencies and programs provide supports for students.
- All students can eat breakfast and lunch for free.
- The district shares data with parents and requests feedback.

#### Challenges:

- Students and/or families may not know of available resources.
- Enrollment in the NYCP after-school program is limited.
- 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
Khrist Rojas	Math and Science Teacher
Jeremiah Manes	English and History Teacher
Stefani Hoffman	Academic Counselor/Teacher
Ingrid French	Special Education Teacher
Christine Sorenson	Instructional Coach
Sarah McQueen	Paraprofessional
Shaina Nomee	Parent/Community Member
Gabrielle Hansel	Tribal DOE/NYCP Grant
Judy Bieze	Capacity Builder
Beverly Bengé	Capacity Builder

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

#### SMART Goal:

## SMART Goals

1. Lakeside Junior High School students, grades 7-8, will increase their ISAT ELA proficiency percentage from spring 2019 to spring 2020:
  - a. The Lakeside Junior High School “all students” proficiency percentage will increase from 18.5% to 25%;
  - b. The Lakeside Junior High School “multiracial students” proficiency percentage will increase from 20% to 25%;
  - c. The Lakeside Junior High School “white students” proficiency percentage will increase from 25% to 30%;
  - d. The Lakeside Junior High School “economically disadvantaged students” proficiency percentage will increase from 14.3% to 20%.

- e. The Lakeside Junior High School “students with disabilities” proficiency percentage will increase from 11.1% to 15%.
  - f. The Lakeside Junior High School “Native Americans” proficiency percentage will increase from 4% to 10%.
2. Lakeside Junior High School students, grades 7-8, will increase their ISAT Math proficiency percentage from spring 2019 to spring 2020:
- a. The Lakeside Junior High School “all students” proficiency percentage will increase from 9% to 15%;
  - b. The Lakeside Junior High School “multiracial students” proficiency percentage will increase from 20% to 25%;
  - c. The Lakeside Junior High School “white students” proficiency percentage will increase from 50% to 60%;
  - d. The Lakeside Junior High School “economically disadvantaged students” proficiency percentage will increase from 9.5% to 20%.
  - e. The Lakeside Junior High School “students with disabilities” proficiency percentage will increase from 0% to 10%.
  - f. The Lakeside Junior High School “Native American” proficiency percentage will increase from 0% to 10%.
3. Lakeside Junior High School will increase the attendance rate from 90.02% in June 2019 to 94% in June 2020.

**Evidence-based interventions:** Discussion Topics

<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, when, and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of “Evidence Based.”</b>	<b>Describe how the Intervention will be monitored and evaluated for effectiveness.</b>
1. Intervention Groups for Direct Instruction	Strong	Hattie (Direct Instruction .60) and (Scaffolding .82) and (Small Groups .47)	Building Leadership Team & RTI Team – See Detailed Upload
2. Professional Development	Strong	Hattie (.41)	Principal & Building Leadership Team – See Detailed Upload
3. Unpack ICS & Curriculum Alignment	Strong	Marzano	Principal & Building Leadership Team – See Detailed Upload
4. Committees for Culturally Relevant Curriculum	Strong	Hattie (Collective Teacher Efficacy 1.57) and (Comprehensive Instruction (.72)	Principal, Content Teams & Building Leadership Team – See Detailed Upload
5. Committee for Assessments	Strong	Hattie (Collective Teacher Efficacy 1.57)	Principal & Committee – See Detailed Upload
6. Impact Teams and Differentiated Instruction	Strong	Hattie (.77) & Marzano	Building Leadership Team – See Detailed Upload
7. ISAT Interims	Strong	Alignment to ICS	Outside Consultant & Staff – See Detailed Upload

8. Committee for Transitions	Strong	Castleman Study and Hattie (Classroom Cohesion .44) and (Positive Peer Influences .53)	Committee Members & Students – See Detailed Upload
9. Committee for Mentorship	Strong	Castleman Study	Principal and Building Leadership Team
10. Attendance Tiers and Incentives	Strong	Attendance Works Research and RTI Network	Building & District Teams – See Detailed Uploads

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

1. See Detailed Uploads
2. Marzano Proficiency Scales
3. Assessments
4. Library Materials
5. Reading & Math Materials
6. Collaboration Time
7. Professional Development (Core Collaborative, Sporleder, Idaho Coaching Network, 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, and attendance. 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.