

## 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?

Lakeside Elementary School (LES) utilizes a series of teams to guide building administration through the calendar year. The School Improvement Committee was formed early in the fall of 2018. The purpose of this committee is to focus on continuous improvement resulting in increased student achievement. Specifically, this committee is tasked with gathering data, completing the needs assessment for the SWIP tool, formulating SMART goals based on assessment data, and then implementing and monitoring an action plan. The Committee operates on two foundational principles which include: 1) a focus on the whole child and 2) a consideration on how the broader community will be engaged in decisions.

The team consists of 1 parent, 1 community member, 1 instructional coach, 1 reading specialist, 2 teachers, the building administrator, and 2 capacity builders. The group meets once or twice a week, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. The team completes the Leadership Team Rubric and the Team Trust Survey. Meetings are currently chaired by the administrator. As respect and efficacy are built, we will broaden the vision of shared leadership and rotate the roles of facilitator, timekeeper, process monitor, and note taker to include all School Improvement Committee members.

Decisions are made by consensus of the School Improvement Committee, or by recommendations from the group with the final decision being made by the administrator. Issues dealt with by the School Improvement Committee are communicated to the staff through the Building Leadership Team. Staff feedback is provided through verbal and written comments to the committee. Communication with the District Leadership Team occurs through joint membership on the two teams. Community members on the School Improvement Committee disseminate information to other community members/parents. Flyers sent home in student backpacks notify parents of ongoing changes. The principal reports to the School Board each month.

#### Strengths:

- The committee is focused on data-based decisions to improve student achievement.
- Committee members focus on the whole child.
- The team puts in the time required to ensure the work gets done.
- A parent and a community member are part of the team.

#### Challenges:

- It is difficult to schedule adequate time for meetings that are within our contracted non-student contact hours.
- There is often a lack of resources available to implement data-based decisions.

Opportunities for Growth:

- Transition to reviewing formative student data in the decision-making process.
- Visible communication with all staff and with the community.
- Utilize the SWIP grant to pay staff to meet after school hours.

**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?

LES serves students living in the towns of Plummer and Worley, and the surrounding communities on the Coeur d'Alene Indian Reservation. This relatively isolated district is located 43 miles from Spokane, Washington, 35 miles south of Coeur d'Alene, and 50 miles north of Moscow. Approximately a fifth of women (21%) and a sixth of men (16%) have bachelor's degrees or other advanced degrees compared to the state average of 26%. The most common occupations for men (27%) are in "natural resources, construction, or maintenance," which includes agricultural work, while the most common occupations for women are in sales (30%) and service (28%).

There is a current enrollment of 207 students at LES. The school has 13 classroom teachers with a student-teacher ratio of 16 to 1. The building administrator is in his 2<sup>nd</sup> year in this position, and 2.5 classroom teachers are new to the school. This is the 6<sup>th</sup> year for the social/emotional counselor to work with students. This is the 10<sup>th</sup> year for the superintendent to be in that district position. The School Board is comprised of 7 members; elections for 4 of the 7 positions will be held in November. Most teachers are appropriately certified for assignment areas; the three exceptions include the teacher in the behavior intervention room, the physical education (PE) teacher and the art teacher. Most students are Native American (46.8%), and other racial/ethnic groups include white (24.1%) and multiracial (17.8%). All students are eligible for free or reduced-price lunch.

Strengths:

- Staff retention for the current school year is excellent. The new classroom teachers are for the areas of PE and art.
- The afterschool Success Center received funding through the supplemental levy passed in the spring of 2019.
- Planned events are held for parent/community participation i.e., music concerts, reading/math/science nights, family engagement nights, and holiday programs.
- School Board members attend many of these community events.
- The school partners with the Coeur d'Alene Tribe and community through the Native Youth Community Project (NYCP), Tribal Department of Education (DOE), and the National Native Children's Trauma Center (NNCTC).
- The school partners with the University of Idaho Coeur d'Alene Reservation Extension Office.
- The Coeur d'Alene Tribe provides backpacks filled with school supplies every fall for all K-6<sup>th</sup> grade students.
- LES has an additional program which provides food for eligible students through the Second Harvest Food Bank.
- The liaison for homeless students provides training to all staff on the identification of and support for homeless students.

Challenges:

- Few staff members live in the community which reduces the likelihood of staff/community connections.
- Over 80% of the teachers commute 1.5 to 3 hours each day.
- Lack of support resources impact the availability of support for both students and staff.
- The community SES status contributes to the unique social issues the district faces

Opportunities for Growth:

- The continued and effective use of grants and programs currently in place such as NYCP, Boys and Girls Club, and NNCTC to benefit students.
- Promote the incorporation of the Coeur d’Alene Tribe’s 4 Pillars (t’u’lschint - Membership, snmiypnqwiln - Scholarship, ‘ats’qhnt’wesh - Stewardship, and hngwa’yqn’hnsat’qn - Guardianship) into each classroom.
- Continue implementation of the Coeur d’Alene Tribe’s K-12 Family and Community Engagement Plan.

**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)

LES is identified for Comprehensive Support and Improvement due to low student scores on the Idaho Reading Indicator (IRI) and low student scores on the Idaho Standard Achievement Test (ISAT) in English Language Arts (ELA) and math. Subgroups identified for Additional Targeted Support and Improvement (ATSI) include Native American, Multiracial, White, and Economically Disadvantaged.

Systemic issues continue to challenge LES staff and the community. Challenges include high absenteeism, students arriving late each day, a lack of academic vocabulary, outdated curriculum that is not aligned to the Idaho Content Standards (ICS), and curriculum that is not culturally responsive.

**ISAT Number of Students Tested and Percent of Students Proficient  
Lakeside Elementary School  
Spring 2019**

ELA	# of Students Tested	% Proficient
Grade 3	33	12%
Grade 4	27	15%
Grade 5	24	21%
Grade 6	25	20%
Mathematics	# of Students Tested	% Proficient
Grade 3	33	9%
Grade 4	27	7%
Grade 5	24	4%
Grade 6	25	0%

**ISAT Subgroup Data  
Percent of Students Proficient  
Spring 2019**

Demographics	ELA	Math
Native American	10.6%	4.3%

White	36.8%	15%
Multiracial	23.5%	0%
Economically Disadvantaged	18.6%	6.1%

**IRI Data  
K-3  
Spring 2019**

Demographics	At Grade Level	Near Grade Level	Below Grade Level
All Students	47.7%	26.2%	26.2%
Native American	41.1%	28.6%	30.4%
White	60.9%	26.1%	13%
Multiracial	58.8%	17.6%	23.5%
Economically Disadvantaged	47.7%	26.2%	26.2%

**Strengths:**

- One component of Lakeside’s Literacy Grant is a plan to increase family engagement in literacy strategies.
- The district writing project focuses on culturally responsive curriculum.
- The ELA intervention model allows time (4 days a week, 30 minutes a day) for students to receive targeted, small group instruction to address skill deficits or to advance proficient learners.
- LES is in the process of adopting new ELA curriculum.
- LES staff received training in the use of i-Ready assessment tools and the teacher’s toolbox for math; teachers in grades K-6 have access to this program.
- Evaluated and limited assessment tools used to provide data.

**Challenges:**

- High absenteeism and tardy rates negatively impact student learning.
- Lack of academic vocabulary contributes to lower reading levels.
- ELA and math curriculum currently do not align with ICS.
- Lack of support resources decreases availability of extra personnel to help students.
- Providing additional assistance to students before and after school is difficult because most students ride a school bus.

**Opportunities for Growth:**

- Increase literacy experiences through family literacy events, the Literacy Grant, and parent involvement through implementation of aspects of the K-12 Tribal Family Community Engagement Plan.
- Increase use of culturally responsive teaching strategies.
- Provide structures that support students in working with contextual math situations.
- Provide continued professional development in vocabulary and comprehension strategies.

**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 LES 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 the textbook instead of connecting to Idaho Content Standards, lack of K-12 curriculum alignment, outdated resources, student social/emotional needs, and lack of adequate funding.

The district provides detailed long-term data regarding student absenteeism. The district is in the process of developing a tiered response to absences. Additionally, student academic and behavioral data is carefully analyzed to identify and intervene with students who are at risk in any or all the above areas. Initiatives that include the Tribal DOE, the K-12 Family Community Engagement Plan, and the NNCTC grant work together to strengthen teacher efficacy and skills to meet the diverse learning needs of students.

Strengths:

- ELA intervention groups are formed using benchmark data.
- Students K-6 are benchmarked using Istation.
- Lakeside has small class sizes which allows more flexibility to meet high student needs.
- The Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) teams meet weekly.
- An onsite developmental Preschool program with peer models is present.
- Two kindergarten classes meet all day, 5 days a week.
- Professional development is provided in the areas of culturally responsive teaching strategies, building a culture of attendance, trauma-informed practice, and sensitivity to economically disadvantaged students.
- LES participated in early adoption and piloting of state-sponsored assessment and support systems (Istation and i-Ready).
- PK students were prescreened before school began and K students were screened during the first week of school.
- Increased literacy experiences and partnership with the Coeur d'Alene Tribe's K-12 Family and Community Engagement Plan.
- Parent nights to promote student academic growth are scheduled.

Challenges:

- Outdated curriculum increases teacher workload.
- 12% of students in 3<sup>rd</sup> grade tested proficient in ELA and 9% tested proficient in math; this creates subsequent learning gaps.
- Poor attendance by students lowers the opportunity for effective instruction.
- Data shows a high number of office referrals for student behaviors.

Opportunities for Growth:

- Consider providing intensive ongoing training in trauma informed practices.
- Provide ongoing training in differing student learning modalities.

- Continue work in the development of a culturally responsive curriculum.
- Provide professional development for classroom management.

**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?

LES adopted Scott-Foresman Reading Street Language Arts curriculum ten years ago. In 2011, the district adopted Pearson enVision Math as the math curriculum. These adoptions are not listed on the current state approved list. Tier 2 students receive instruction via differentiated materials based on the core textbooks. Tier 3 students are instructed in ELA via My Sidewalks (a component of Reading Street) and in math via the use of Focus and Excel Math. Imagine Math, a state funded technology program, provides adaptive math practice for students in grades 3-6.

Lakeside Elementary piloted the Istation program in grades K-2 and continues to use it in grades K-6. Training for staff in the use of Istation took place under the direction of Side-by-Side Consulting. The consultant assisted in the connection of Reading Street materials, Istation data, and use of Istation materials to group and instruct students. Staff received training in Step Up to Writing and in the use of Orton-Gillingham to bolster evidence-based teaching strategies and depth of knowledge for students. Student progress is benchmarked throughout the year using Istation and i-Ready assessment tools. Staff received training in the use of i-Ready in August of 2019.

The delivery of instruction is monitored during walk throughs by the principal, superintendent, and School Board members. Classroom observations by the principal focus on the *Charlotte Danielson Framework for Teaching* to assess classroom instruction and the use of curriculum.

Strengths:

- The core curriculums that are used were designated research based when purchased.
- LES is in process of adopting new ELA curriculum and the ELA committee narrowed the search to 2 evidence-based curriculums.
- Instruction for reading intervention groups makes use of Istation materials and is based on a balanced literacy model.
- A reading specialist assists all groups with data and provides instruction during each reading group timeframe.
- LES is implementing the Core Collaborative framework for unpacking standards.
- Charlotte Danielson's Framework for Teaching is the basis for lesson plan templates.
- An instructional coach is available to mentor classroom teachers.

Challenges:

- Core math curriculum needs to be updated to align with ICS.
- Finding time to unpack the standards is difficult.

Opportunities for Growth:

- Acquire state approved curriculum in ELA and math that is aligned with ICS.
- Provide time to explore Webb's Depth of Knowledge.
- Align evidence-based materials in core instruction and interventions.
- Teachers will focus on ICS when planning lessons.

**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?

Lakeside Elementary has an enrollment of 207 students in Pre-K to 6<sup>th</sup> grade. Classroom configuration is: (1) Preschool class, (2) kindergarten classes, (2) 1st grade classes, (2) 2nd grade classes, (1) 3<sup>rd</sup> grade class, (1) 3<sup>rd</sup>/4<sup>th</sup> grade class, (1) 4<sup>th</sup>/5<sup>th</sup> grade class, (1) 5<sup>th</sup> grade class, and (1) 6<sup>th</sup> grade class.

Teachers use formative assessments and student responses such as thumbs up, thumbs down, exit slips, and technology to assess levels of mastery. This information helps guide the planning of the next lesson or unit. Classroom work reflects a combination of heterogeneous, homogeneous and mixed groupings depending on the learning intention. The district's adopted Gifted/Talented Plan allows for accelerated instruction for students who qualify.

ELA intervention group configurations are based on scores from the benchmark assessments provided by Istation. These groups meet for thirty minutes a day, four times a week. All materials used are evidence and research based. Instructional planning is provided by certified personnel; delivery may be provided by paraprofessionals in order to keep group size small. Initial formal teacher observations by the principal focused on intervention group instruction.

**Strengths:**

- Instruction is adjusted for student's individual needs using technology-based math programs and differentiated workstations.
- Differentiation and scaffolding are included in the lesson plan template.
- Teachers are encouraged to use the ISAT Interim Block assessments to help determine mastery and reteaching opportunities.
- All staff is included in data driven dialogues to disaggregate data and form appropriate ability level groups in ELA.
- Writing exemplars for formative assessment rubrics were provided to the district by the Core Collaborative coach.

**Challenges:**

- Chronic absenteeism and tardiness interfere with opportunities to learn. This also challenges teachers to find ways to help students "catch up."
- Effective assessment of all student needs using culturally responsive assessment tools is difficult.
- Data shows a high number of office referrals for student behaviors.

**Opportunities for Growth:**

- Provide professional development (PD) in the understanding and use of the Core Collaborative's process for unpacking standards including the use of Bloom's Taxonomy and Webb's Depth of Knowledge.
- Teach students at the level to which they will be held accountable on state assessments.
- Explore the use of Marzano Research Critical Concepts and Proficiency Scales.

- Provide PD in differentiation and in core curriculum.
- Provide PD in the daily use of content-rich vocabulary instruction.
- Develop common formative assessments to ensure all students receive a guaranteed and viable curriculum.
- Provide training for staff in the use of the ISAT interim assessments including the use of single test items.
- Provide PD in the explicit monitoring of instruction beginning with ELA intervention groups.
- Increase student attendance.
- Provide professional development in classroom management.

### **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?

Professional Learning Communities (PLCs) will resume this year. Collaboration will occur in pod format. The pods are configured as follows: (K) 2 kindergarten classes; (1-2) 2 second grade and 2 first grade classes; (3-4) one third grade, the third/fourth combination classroom, and the four/five combination classroom; and (5-6) one fifth grade and one sixth grade classroom. An initial focus of the pods will be a deep dive into ICS to bring clarity and focus to instruction.

LES staff received professional development in areas of ELA with trainings on Step Up to Writing, a Metis training on the 5 areas of a balanced literacy plan, and an Orton-Gillingham training on the use of multi-sensory strategies. ELA curriculum maps and pacing guides are available; however, they are based on the work of a larger district. Time to explore these documents remains a barrier to collaborations that ensure consistent curriculum and clear learning progressions across classrooms.

In the math content area, the Regional Math Specialist facilitates conversations that focus on student learning. Math lessons at differing grade levels are filmed, viewed, and discussed by all staff. Common student misconceptions and next steps to correct these misconceptions are generated. Staff received training in the use of i-Ready math assessments and the Teacher Toolbox. Online lessons for students are purchased and available. Math curriculum maps are provided with accompanying pacing calendars. These resources help ensure that the curriculum is taught with fidelity and appropriate progressions.

#### **Strengths:**

- ELA and math curriculum maps and pacing guides are provided across grade levels.
- Small group instruction is provided in ELA intervention groups.
- High quality PD in ELA and math is provided to staff.
- A writing team is preparing an ICS oriented district writing guide that will focus on place-based writing prompts.
- Staff received training in the use of i-Ready math assessments and the Teacher Toolbox.
- Teachers receive stipends to spend additional time on school improvement activities.

#### **Challenges:**

- The math curriculum is outdated and not aligned to the ICS.



- The lack of diversity in curriculum does not meet the needs of the subgroup populations including Native American, multiracial, and economically disadvantaged.
- Student mobility leads to a lack of continuity in learning.
- Multi-grade classrooms make it difficult to provide appropriate instruction for all students.

Opportunities for Growth:

- Develop a plan to effectively train new staff members.
- Facilitate quality collaboration in PLCs.
- Unpack the standards and align them within and across grade levels.
- The district will explore the use of Open Educational Resources to assist with updating and aligning curriculum.

**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 LES students are benchmarked 3 times each year; fall, winter (early January), and spring (mid-May). Screening tools include Istation and i-Ready assessments. Progress monitoring of students who do not demonstrate benchmark performance, occurs monthly. These tools are nationally normed; cut scores are referenced and determined through the data provided.

Reading benchmark data is reviewed at collaborations attended by classroom teachers, interventionists, capacity builders, and the principal. These data-driven dialogues determine the needs of students and place them into intervention groups. Students who score at grade level and above are placed in groups that provide instruction at their current level of performance. Students who score below grade level, are placed in skill-based groups. Group placements are reviewed after each Istation benchmark assessment and groups are reconfigured according to student progress. Math data is used by classroom teachers to determine strategies, workshop models, and computer aided programs to assist students in learning.

There are several opportunities to share information with parents. These include phone calls home, report cards sent home each trimester, parent literacy night, and twice-yearly parent-teacher conferences.

Strengths:

- Fall benchmarking data is used to identify students who are at risk in ELA and math.
- Goal setting with students increases student ownership of learning.
- Istation benchmarking assessments are used to place students in ELA intervention groups.
- Frequent progress monitoring is provided for students at risk.
- Screeners were identified to provide quality progress monitoring data.
- All staff were provided PD in the use of i-Ready.

- Time was designated during the 1<sup>st</sup> week of school for the kindergarten screener.

Challenges:

- Scheduling the administration of the kindergarten screener before the start of school.
- Finding time to collaborate regarding the data provided by the Early Warning System (EWS).

Opportunities for Growth:

- The implementation of Bounce Back in connection with NNCTC and Marimn Health will help identify and intervene with students in emotional/social need.
- Expand the use of data to differentiate instruction in math.

**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 does 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?

Academic interventions are provided in ELA for all students. Thirty-minute sessions occur four times a week across pod configurations as detailed in Discussion Topic #7. Instruction is delivered by certified teachers and by paraprofessionals trained to provide literacy interventions. Certified teachers provide and review lesson plans for assigned paraprofessionals. Group size ranges from 4-10 students. The curriculum used is My Sidewalks, Reading Street, Early Reading Interventions (ERI) and the lessons provided in Istation which focus on skill gaps and are aligned to the ISAT and the ICS. These programs are research or evidence based though none are documented as having efficacy with diverse populations. Orton-Gillingham strategies are infused into instruction. Explicit instruction is provided in the 5 areas of balanced literacy throughout the week. Intervention groups are determined through benchmarking using Istation assessments.

Math interventions occur at the classroom level with assistance from Success Center personnel. Technology, manipulatives, and direct instruction are the methodologies teachers use to meet student needs. Curricular materials include enVision Math, Imagine Math, Focus, and Excel Math. Teachers use the diagnostic tools available through i-Ready. Additional i-Ready materials were purchased that include the Teacher Toolbox and online student lessons.

Any student who does not show academic growth can be referred to the Student Study Team (SST). The purpose of this team is to collaborate to determine intervention services for struggling students. This team is comprised of classroom teachers, interventionists, school counselor, principal, paraprofessionals, and

special education staff. The SST supports school faculty in using effective instructional and behavior management strategies with the goal of closing the achievement gap.

**Strengths:**

- We have a clear, well-planned intervention model in place for ELA.
- School personnel from each pod meet to discuss progress of individual students.
- The use of Istation for benchmark assessments provides alignment with ICS.
- The paraprofessionals who lead intervention groups work with higher achieving students.
- Collaboration continues with the Coeur d'Alene Tribe to implement culturally responsive curriculum.

**Challenges:**

- Providing curriculum known to have efficacy with diverse populations.
- Providing adequate common prep times within pods to promote team collaboration.
- Providing a clear, well-planned intervention model for math.

**Opportunities for Growth:**

- Provide PD in the use of student data tracking sheets in ELA intervention groups.
- Provide PD on differentiation in core curriculum to prevent achievement gaps.
- Explore and implement an intervention model for math.
- Provide PD in the research by Hattie to promote the use of high impact intervention strategies.

**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?

The student school day is 8:00 to 3:00 five days each week for a total of 173 student contact days. Thirteen early release Fridays (1:00 – 3:30) are scheduled into the district calendar to allow time for teacher PD. The building master schedule indicates time for intervention groups in ELA (4 days each week) and for specialist classes (physical education, art, library, and music).

LES provides program options for after school enrichment. Students in grades 2-5 may attend the Success Center Program. This program is available 4 days a week. Success Center provides time for homework and remediation and for activities such as field trips to points of interest and to the local Wellness Center. As part of the NYCP program, 5<sup>th</sup> and 6<sup>th</sup> graders may also attend an after-school enrichment program. NYCP provides similar opportunities with an emphasis on college and career readiness.

Students in grades K-3 who scored below benchmark on the fall IRI are given access to attend an on-line home portal for Istation practice. This program is monitored by certified teachers and provides instruction in foundational skills that the students are lacking.

The District Gifted/Talented (G/T) Plan provides advanced learning opportunities for students who qualify. Students who possess demonstrated or potential abilities in intellectual, creative, specific academic, leadership or ability in performing or visual arts may be provided individual plans for advancement.

Strengths:

- The LES Success Center Program and NYCP provide students with additional academic support.
- Access to Istation home portals provides practice in foundational skills for struggling K-3rd grade students.
- The District G/T Plan provides advanced learning opportunities for students who qualify.
- Time for ELA intervention groups included in the master schedule.
- Afternoon group activities in math are being piloted this schoolyear.
- The school schedule is aligned with community events to maximize attendance.

Challenges:

- Transportation needs of the rural student population inhibit access to after school enrichment or remediation programs.
- Effective identification and quality programs for G/T students is not fully implemented.
- The daily schedule may need to be adjusted due to the lack of available substitute teachers.
- Attendance and behavior issues impact learning time.

Opportunities for Growth:

- Revisit and refine the building master schedule.
- Consider building time for math intervention groups into the master schedule.
- Focus on full implementation of the G/T program.
- Explore the possibility of the Success Center (after-school program) focusing on STEM and the arts.
- Provide PD in classroom management to maximize student learning time.

### **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?

LES works with the NNCTC based in Missoula, Montana. Staff receives training on relationship building, providing support for students exposed to trauma, and the effects of second-hand trauma on educators. A full-time counselor supports students at the school. The counselor attends regularly scheduled Child Protection Team meetings; this is a multi-agency team developed to increase coordination of services and support for students in need. The counselor is collaborating with NNCTC and Marimn Health to implement Bounce Back (a school-based group intervention for elementary students exposed to stressful and traumatic events) and increase social/emotional assistance.

Specialized support for high risk behaviorally challenged students is provided through the behavior intervention room. Students in this room have access to core curriculum in a quiet and safe space. There are a limited number of students in this room at any given time to help ensure personalized instruction.

All students receive free breakfast and lunch. A healthy fruit or vegetable snack is served each afternoon. Students whose families are struggling with providing adequate nutrition for weekends and extended school breaks are served through a “Back Pack” program that provides healthy, kid-friendly supplies to supplement their diet.

Strengths:

- A full-time counselor works in partnership with outside agencies.
- Partnerships with Tribal agencies strengthen services to students.
- PD by Safe and Civil Schools is scheduled to provide guidance in dealing with attendance challenges.
- A specialized classroom with appropriate supports is available for behaviorally challenged students.
- All students receive free breakfast, lunch, and a healthy afternoon snack.
- The “Back Pack Program” provides additional food for students in need.
- Staff receives training by the NNCTC.
- The Coeur d’Alene Tribe provides a Tribal Juvenile Justice Officer for the district.
- The district currently employs professional staff to provide speech/language services, occupational therapy, and physical therapy to students who qualify for services.
- The district added a ½ time, self-sustaining position for a school nurse.

Challenges:

- Clear communication between agencies can be difficult.
- The school psychologist is on site an average of 1.5 days per month.

Opportunities for Growth:

- Explore sustainable funding sources for all professional services.
- Continue to implement partnerships with outside agencies.
- Continue to implement the plan to provide trained social workers at Marimn Health to provide support for student’s non-academic needs.

**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?

Lakeside Elementary has content specialists in the areas of physical education, music, and art. Students access these classes on a rotating basis and receive instruction in each at least once a week.

The Coeur d’Alene Tribe is an active presence in the school. Students participate in the “Trout in the Classroom” program. This involves guest speakers from Tribal Fisheries sharing expertise in the management of water and natural resources. Field trips sponsored by the Tribe include Cataldo Mission, Water Potato Day and Water Awareness Day. Two teachers took part in the STEP program; all staff incorporate the Tribe’s 4 Pillars (t’u’lschint - Membership, snmiypnqwiln - Scholarship, ‘ats’qhnt’wesh - Stewardship, and hngwa’yqn’hnsht’qn - Guardianship) into classroom instruction.

Technology is available in each classroom; there is a one-to-one correspondence of laptops to students. In addition, a 24-station computer lab is available for classroom use.

Family engagement events include Reading Night, STEM night, award assemblies, and concerts. These events are well attended.

Strengths:

- LES provides teachers in the areas of music, art, library science and physical education.
- Collaboration between the Coeur d'Alene Tribe and LES staff enables students to participate in unique, beneficial programs.
- The staff Incorporates the 4 Pillars and culturally relevant pedagogy into classroom instruction.
- Lakeside Elementary passed a levy that included funding for the afterschool Success Center.
- Training has begun to unpack the ICS standards.

Challenges:

- Funding for 4 programs is dependent upon the supplemental levy (art and physical education) or the Coeur d'Alene Tribe (music and technology).

Opportunities for Growth:

- Develop a training/mentor program for new staff to better facilitate their entry into the district.

**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)?

NYCP provides students in 5<sup>th</sup> and 6<sup>th</sup> grades instruction designed to bolster college and career readiness. Opportunities are expanded through an afterschool program that meets 4 days a week. Field trips to local colleges, exposure to various areas of studies, and career fairs provide the opportunity for students to envision the future. Guest speakers from Tribal departments such as Lake Management, Fisheries, and Language visit the school and give students insights into the careers available in these areas.

The afterschool Success Center for grades 2-5 gives students the opportunity to explore various careers in the field of science. Activities such as STEM night, the science fair, art night and 4-H projects that include work in agriculture, entomology, woodworking and sewing give students a chance to explore possibilities for the future. The summer Success Center program will expand to include 3 weeks of activities.

Strengths:

- NYCP provides 5<sup>th</sup> and 6<sup>th</sup> grade students an opportunity to participate in a program with a college and career readiness focus.
- The Coeur d'Alene Tribe provides guest speakers who share expertise in specialized areas.
- An Experiential Education Committee (EEC) is working to develop additional opportunities for student learning.

Challenges:

- The rural setting limits opportunities to experience occupations traditionally seen in more urban settings.

Opportunities for Growth:

- Continue to grow partnerships with outside agencies that will expand students' educational opportunities and experiences.
- The EEC plans to expand STEM and art opportunities for all students.
- A behavior analyst will connect with NYCP to work with students in grades 5 and 6.

**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?

Lakeside Elementary screens preschool students during Child Find, which is held in August. The purpose of this event is to identify children with disabilities from birth to 5 years old and to aid in the transition of these students into the school setting. Students from the Early Childhood Learning Center (ECLC), Lakeside's preschool, and preregistered kindergarteners are transitioned into kindergarten through a Kindergarten Visit Day. At this event, students meet their teachers, and parents receive information about busing, schedules, and immunizations. Parents/caregivers also receive a take-home reading readiness packet.

Sixth grade students from LES who are transitioning from elementary to middle school participate in numerous transition activities. Beginning in mid-winter, middle school teachers visit the 6th grade classrooms, and give students an opportunity to ask questions and voice concerns. These meetings continue throughout the spring; they are coupled with visits by the students to the middle school where they shadow 7<sup>th</sup> grade students throughout a school day. There are also opportunities for students to become a part of the middle school student body by participation in athletic activities and by field trips to area Career Fairs.

Strengths:

- Students from ECLC, Lakeside's preschool, and preregistered kindergarteners have the opportunity to visit LES and meet teachers before school begins.
- 6<sup>th</sup> grade students meet teachers from the middle school and visit the school to provide a smooth transition.
- Staff is scheduled to attend Link Crew training.

Challenges:

- High student mobility creates gaps in transition services for students.
- Students frequently transfer between LES and the Tribal School.

Opportunities for Growth:

- Consider formation of a transition committee to provide clear communication and planning for the transition of 6<sup>th</sup> grade students into the middle school.
- Work to provide consistency between LES and the Tribal School.

### **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?

LES utilizes 13 early release Fridays throughout the school year to provide professional development. These days are built into the Master Schedule and are within contracted hours. Both certified and classified personnel attend these trainings. Professional development last year covered topics in math, ELA, culturally relevant pedagogy, and the sharing of data from Tribal surveys. It was provided by the Regional Math Specialist, Side by Side consulting, the Tribal DOE, and other Tribal departments. Feedback is encouraged with the use of exit slips. This feedback is monitored, used for further PD development, and is shared at District Leadership Team meetings. Many staff attended 3 days of training in June 2018 on Indian Education. Five staff attended the Indian Education training in June of 2019. This year staff received a day of training on Istation before the start of school. Additionally, they received professional development in unpacking standards, crisis response training and the use of i-Ready. It was provided by personnel from Core Collaborative, regional specialists, and i-Ready. Additional training is scheduled throughout the 2019-2020 school year including PD on building a culture of attendance to be presented by personnel from Safe and Civil Schools.

The instructional coach and reading specialist collect and sort benchmark data and lead data-driven dialogues to group students for ELA interventions. A plan is in place to resume team collaborations at the start of the school year. These collaborations will take place according to the pod configurations.

#### Strengths:

- Professional development is data driven and responsive to teacher input.
- Early release time is scheduled at the beginning of the year through the District calendar.
- Input from PD is shared with the District Leadership Team.
- All staff attend school PD.
- A committee is formed to create a handbook for new teacher orientation and to establish methods to archive PD information for new teachers.

#### Challenges:

- It is difficult to find enough time to provide the PD needed.

#### Opportunities for Growth:

- Consider scheduling additional time for PD.
- Provide time to unpack standards and to align curriculum across grade levels.



- Monitor staff feedback and student data to provide effective training.
- Continue working with NNCTC for PD in trauma informed practices.
- Solicit input from staff on proposed topics for PD.
- Develop a shared folder on the Network Drive to archive PD materials for training of new staff.
- The Staff Orientation Committee will continue to develop information and programs to benefit new staff.

**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?

LES strives to implement the district policy for public relations that is shown below:

COMMUNITY RELATIONS 4120 Public Relations: The District shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the Board and staff to interpret the schools' needs to the community and provide a means for citizens to express their needs and expectations to the Board and staff. The Superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for news releases at appropriate times, arrange for news media coverage of district programs and events, provide for regular direct communications between individual schools and the citizens they serve, and assist staff in improving their skill and understanding in communicating with the public. Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together.

Parent/Teacher/Student compacts from the Title I-A Family and Community Engagement Plan are reviewed annually and shared with all stakeholders. These compacts delineate the responsibilities of each party. Teachers make weekly positive contacts home via text, phone, e-mail or written communication. Parents are asked to complete a parent survey at Parent/Teacher conferences. These surveys are designed to measure growth in the relative equity of educational services, communication, and adequate resources. Lakeside is in partnership with the Tribal DOE to implement the Coeur d'Alene Tribe K-12 Family and Community Engagement Plan.

LES has a committee (EEC) that meets weekly and whose focus is to seek input from community members, plan ways to involve the community in the school culture and increase communication between home and school. Family engagement events that Lakeside utilizes include the following: reading night, Dr. Seuss Carnival, Green Eggs and Ham Breakfast, STEM night, art night, end of the year carnival, winter concert, open house, parent/teacher conferences (2 times a year), teacher newsletters, cold call system to inform parents of important dates and events, Lakeside Pride Award assemblies, sports awards banquets, Facebook postings, and phone calls home by the school secretary when a student is absent.

**Strengths:**

- The Title I-A Family and Community Engagement Plan and the Coeur d'Alene Tribe K-12 Family and Community Engagement Plan support collaboration between home and school.
- Teachers make regular positive contacts with families.
- Activities are held that invite parents into the school.

- Two community members actively participate on the SWIP team.
- Personnel from Tribal Departments interact with students in pre-planned activities.

Challenges:

- Due to the rural nature of the district, transportation is a barrier for some families.
- There is currently no Parent/Teacher organization.

Opportunities for Growth:

- Continue to build trust within the school community and ensure that families feel honored and welcomed to participate in school events.
- Offer activities during different times of the day to ensure more opportunities for families to attend.

**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?

Lakeside Elementary strives to ensure that all staff meet state certification requirements. The school makes every effort to attract effective educators by attending career fairs, publishing openings on the district website and in newspapers, posting open positions with universities and with the Idaho Department of Labor. This school year all teachers meet requirements for certification and for position filled except for the PE teacher, the art teacher, and the teacher in the BI room. The teacher in the BI room is working through an alternate route to certification and is being assisted by the north Idaho consultant from SESTA.

Strengths:

- Lakeside Elementary utilizes numerous methods to recruit highly qualified teachers.
- An instructional coach and a reading specialist provide support for new teachers.
- District central office personnel work with surrounding districts to assist in recruitment efforts.
- Staff received training to promote cultural awareness.

Challenges:

- Most teachers commute more than one hour each way to work.
- A nationwide teacher shortage increases the competition for rural districts.
- Higher wages are available for teachers in nearby states.
- Local community members can receive higher wages from other large employers in the area.

Opportunities for Growth:

- Advertise the school in a positive light, highlighting small class size, family, and community.
- Provide training for teachers who are new to the school in curriculum and trauma infused practices.

**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,

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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.

Lakeside Elementary is a schoolwide Title I-A school and uses its budget expenditures to support staff who are qualified to deliver classroom instruction and interventions in a tiered model. Teachers share the responsibility of planning and modeling instruction for the paraprofessionals. These supports allow us to provide differentiated instruction and promote student growth. Lakeside Elementary employs a paraprofessional through Title VI funds. This paraprofessional provides support to struggling learners with a focus on Native American students. Collaborations are maintained with ECLC, and the Tribal DOE.

All students receive free breakfast and lunch. A healthy fruit/vegetable snack is provided daily. Additional support is provided to students through a Backpack program; students in the program receive additional food to take home over the weekend and on long breaks to supplement their diets.

The McKenney/Vento Act information is posted. Professional development is provided to staff. Provisions in the Act are implemented to ensure homeless students are accounted for and their needs met.

### Strengths:

- LES is a schoolwide Title I-A school and can provide supports for all students.
- Breakfast, lunch, and afternoon snacks are provided to all students.
- A Backpack program provides food for students in need.

### Challenges:

- It is difficult to schedule time for teachers and paraprofessionals to collaborate.

### Opportunities for Growth:

- Continue to grow the Backpack program to ensure all students have adequate nutrition.
- Continue partnership and coordination of services within the community.

## 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.

<b>Stakeholder Name</b>	<b>Position</b>
Shaina Nomee	Community Representative
Amber Leigh	Parent
Russ Mitchell	Principal

Diana Wick	Teacher
Shaun Haggett	Special Education Teacher
Jennifer Gates	Instructional Coach
Caralyn Olson	District Reading Specialist
Judy Bieze	Capacity Builder
Beverly Bengel	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. Curriculum
2. Instruction
3. Attendance
4. Behaviors
5. New staff orientation
6. Educational opportunities and experiences

**SMART Goal:**

**SMART Goals**

1. Lakeside Elementary School students, grades K-3, will increase their overall IRI “At Grade Level” percentage from spring 2019 to spring 2020:
  - a. The Lakeside Elementary School “all students” composite percentage will increase from 47.7% to 56%;
  - b. The Lakeside Elementary School “multiracial students” composite percentage will increase from 58.8% to 67.1%;
  - c. The Lakeside Elementary School “white students” composite percentage will increase from 60.9% to 69.2%;
  - d. The Lakeside Elementary School “Native American students” composite percentage will increase from 41.1% to 49.4%.
  - e. The Lakeside Elementary School “economically disadvantaged students” composite percentage will increase from 47.7% to 56%.
2. Lakeside Elementary School students, grades 3-6, will increase their ISAT ELA proficiency percentage from spring 2019 to spring 2020:
  - a. The Lakeside Elementary School “all students” proficiency percentage will increase from 17% to 26%;
  - b. The Lakeside Elementary School “multiracial students” proficiency percentage will increase from 23.5% to 32.5%;

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- c. The Lakeside Elementary School “white students” proficiency percentage will increase from 36.8% to 45.8%;
  - d. The Lakeside Elementary School “Native American students” proficiency percentage will increase from 10.6% to 19.6%.
  - e. The Lakeside Elementary School “economically disadvantaged students” proficiency percentage will increase from 18.6% to 27.6%.
3. Lakeside Elementary School students, grades 3-6, will increase their ISAT Math proficiency percentage from spring 2019 to spring 2020:
- a. The Lakeside Elementary School “all students” proficiency percentage will increase from 5% to 15.1%;
  - b. The Lakeside Elementary School “multiracial students” proficiency percentage will increase from 0% to 9%;
  - c. The Lakeside Elementary School “white students” proficiency percentage will increase from 15% to 24%;
  - d. The Lakeside Elementary School “Native American students” proficiency percentage will increase from 4.3% to 13.3%.
  - e. The Lakeside Elementary School “economically disadvantaged students” proficiency percentage will increase from 6.1% to 15.1%.
4. Lakeside Elementary School will increase the attendance rate from 91.32% in June 2019 to 94% in June 2020.
5. The number of Lakeside Elementary staff trained to use Bounce Back Behavior Program will increase from 0% in the fall of 2019 to 90% in the fall of 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. Unpack ICS	Strong	Bloomberg Marzano	School Pod Teams and School Improvement Committee – See Detailed Upload
2. Committees for Curriculum Adoptions that align to the ICS	Strong	Hattie (Math .59) and (Collective Teacher Efficacy 1.57)	Steering Committee and School Improvement Committee – See Detailed Upload

3. Istation	Strong	ISAT Alignment	Instructional Coaches & Teachers – See Detailed Upload
4. PLC Collaboration	Strong	DuFour & Hattie (Professional Development .47)	Principal – See Detailed Upload
5. Attendance Tiers	Strong	Attendance Works Research (Castleman study) and RTI Network	District Team and School Improvement Committee – See Detailed Upload
6. Behaviors	Strong	RAND reports and Hattie (Behavior Intervention Programs .62)	Principal and School Improvement Committee – See Detailed Upload
7. Staff Orientation Teaming & Handbook	Strong	Hattie (Collective Teacher Efficacy)	Committee and Principal – See Detailed Upload
8. Educational Opportunities & Experiences Committee	Strong	Hattie (Enrichment .53) and (Motivation .42)	School and Community Committee – See Detailed Upload

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

**1. See detailed uploads**

2. PD by Core Collaborative and Safe and Civil Schools
3. Marzano Proficiency Scales
4. Istation
5. i-Ready
6. ELA & Math Curriculum
7. Collaboration Time

**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, staff 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 School Improvement Committee and once each nine weeks 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

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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, Istation, i-Ready, 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 2 and 3.