

## Schoolwide Improvement Plan (SWIP)

### 1. School Leadership Team – Discussion Topics

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

The leadership team has defined its role in supporting the vision, purpose, and mission of the building and district. It is a decision making team that ensures the work supports the goals and objectives of the school and district. A memorandum of understanding has been signed by the superintendent and principal to ensure the structure and function of the leadership team is sustained. Membership of the building leadership team includes the principal, instructional coach, middle and high school teachers, paraprofessionals, and the academic counselor. The team meets weekly with set agendas. Notes are taken and shared among all staff. The district leadership team is comprised of representation from each building leadership team's members serving as a conduit of information between the building and district.

The leadership team supports the work of school improvement through creation of our professional development calendar, connections with outside supports/resources, and development of professional learning communities. We review 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.

#### Strengths:

- Our work is guided by a memorandum of understanding.
- We have a consistent weekly meeting day and time (Thursdays at 3:10).
- The team makes group decisions.
- We use data to make decisions.
- We have a consistent, well-functioning leadership team.
- We abide 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.
- The principal communicates weekly with parents through a Sunday night address utilizing the School Messenger System.
- The Leadership team reviews Data Tracker and Early Warning System data.
- Our school receives input, guidance, and feedback through grant opportunities such as the National Native Children's Trauma Center (NNCTC) and the Support, Opportunity, Achievement, Revitalization Grant (SOAR).

#### 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.
- Our small staff size requires teachers, paraprofessionals, and administrators to perform multiple duties.

- The Jr./Sr. High is operating under one leadership team and system.

#### Opportunities for Growth:

- Continue to explore ways of engaging parents in our school improvement work.
- Explore ways to engage families beyond the Sunday night Principal's address, FamilyLink, Facebook, and district emails of events/information.
- Explore ways to enhance communication with staff outside of leadership/teams.

## 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 Jr./Sr. High School is located in Plummer, Idaho. We are a district comprised of four smaller communities; DeSmet, Tensed, Plummer, and Worley. Our rural setting is a strong contributor to both the school's challenges and the strengths. The school is located on the Coeur d'Alene Indian Reservation, 35 miles south of Coeur d'Alene and 50 miles north of Moscow. Spokane, Washington is approximately a one-hour drive to the northwest. The outreach to these larger districts is limited both by distance and funding sources. In addition to the distances mentioned, our diverse population of students complicates finding demographically similar schools. We currently serve 91 students in our high school and 52 students in our junior high school. Our student population in the junior and senior high school combined is 57% Native American, 22% Caucasian, 13% two or more races, and 8% Hispanic; 22% percent of the student population has been identified to qualify for special education services. We are a Title 1 school with 100% of our students receiving free lunch and breakfast through a federal grant for districts that qualify. Through our Title 1 support services, we have a homeless liaison appointed to address needs of students.

Completing our fourth year of the High School/Middle School merger along with a transition to a trimester schedule from the block schedule, staff and students continue to adjust to the challenges that these two changes present. To support this redesign of facility and instruction and to better serve our community, the school district has formed a strong partnership with the Coeur d'Alene Tribe Department of Education (DOE). This partnership includes housing assigned tutors with biweekly Care Team meetings to review student progress and identify needs.

We hold Grant Alignment meetings to assure that we are in support of the whole student and are a primary force in meeting the needs of the students. Currently our partnership extends through a variety of community connections – Information Technology center, a library, University of Idaho, Upward Bound, Johnson O'Malley, Gear Up, and the Tribal Department of Education. These unique partnerships allow us to focus on student leadership as well as college and career readiness.

In addition, we are engaged in two grants focusing on students' social and emotional wellbeing. The Sources of Strength grant is one of the most rigorously evaluated suicide prevention programs; we are in our first year of the grant. We are also collaborating with the National Native Children's Trauma Center. Our work together has included strengthening Positive Behavior Intervention and Supports (PBIS), increasing staff knowledge around trauma informed practices as well as the adverse effects of childhood trauma.

The implementation of Response to Intervention (RTI) and PBIS in grades 7-12 has increased our intentional use of data to provide remediation and extended learning. We provide professional development opportunities for both teachers and staff that are targeted toward learning and implementing methods to differentiate, accommodate, and accelerate instruction. In the 2015-2016 school year, the school focused on a more inclusive model for student supports. To support this change process, we facilitate monthly collaboration meetings between the Special Education Department staff and general education teachers to more immediately identify concerns, provide support in classroom instruction, and maintain a time and place for dialogue that is both student centered

and problem solving in nature. We also facilitate collaborations between the instructional coach and teachers with the goal of using student performance data to influence classroom instruction.

The school district and the Tribal Department of Education collaborate to promote culturally relevant education. The Tribal Department of Education offers cultural information and programs providing enrichment to core and elective classes as well as providing field trip opportunities. This collaborative effort also identifies potential job candidates. The Tribe offers a variety of summer jobs for students in the Tribal Department of Natural Resources, STEM labs, and Career Technical Education affiliations with North Idaho College. Students who graduate from high school may continue post-secondary degrees/certifications at facilities located on the Coeur d'Alene Indian Reservation.

This year we launched Experience Track Days once per month as an opportunity for students to gain knowledge of potential careers. Small groups of students along with a teacher travel to experience place-based, hands-on learning around self-selected career pathways of interest.

#### Strengths:

- Our Leadership Team/core staff has been here for more than ten years providing consistency and continuity for the school.
- Coeur d'Alene Tribal Department of Education supports student success both inside and outside the school.
  - Native Youth Community Project (NYCP) focuses on grades five through eight providing in-classroom support as well as an after school component.
  - Johnson O' Malley (JOM) grant provides a mentor for high school students focusing on college, career, and student success.
  - Imagine the Future grant collects data around student attendance, grades, and post-secondary education.
  - Native American Career and Technical Education Program (NACTEP) provides assistance in career development, work readiness skills, internship/apprenticeship possibilities, and post-secondary education supports.
- The school board shares feedback to staff around changes that are being made.
- Collaboration between the district and CDA Tribe is ongoing.
- The National Native Children's Trauma Center is supporting efforts of launching a trauma-informed counseling support system for students.
- Students and families in need of food are provided supplies through the Backpack Program offered by the Second Harvest Food Bank.
- All students receive free breakfast and lunch.

#### Challenges:

- We experience a high turnover rate in all positions including teachers, paraprofessionals, and school board members.
- Hiring of staff is difficult. We still have two unfilled positions at this time. We hire staff members from a small pool of candidates each year.
- The number of substitutes for both certified and classified positions is extremely limited even with increased daily rates of pay.
- Our communities experience a high rate of poverty.
- A significant portion of our students have had traumatic experiences. Teachers are experiencing the effects of secondary trauma daily.
- With few resources available, staff members are responsible for carrying out multiple jobs/duties simultaneously.

Opportunities for Growth:

- Continue to collaborate with the National Native Children’s Trauma Center (2<sup>nd</sup> year of 5 year grant).
- Continue to collaborate with the Tribal Youth Programs.
- Continue to collaborate with the CDA Tribe DOE.
- Search for grant opportunities or other funding sources to provide needed positions such as a nurse, School Resource Officer, Social/Emotional Counselor, and vice principal.
- Search for ways to provide emotional/drug/Attachment, Self-Regulation and Competency (ARC) counseling for all students.
- Marimn Health staff are going to be trained in Cognitive Behavior Intervention for Trauma in Schools (CBITS).

**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?

We exceed participation requirements for our middle school students in completing the summative ISATs. With low percentages of students in these grades meeting proficiency level, strengths and weaknesses in student learning cannot be determined. The trend data indicates lower percentages of students meeting the proficiency marks for literacy. Mathematic rates are fairly consistent.

ELA Results:

<u>Grade Tested</u>	<u>2015 Proficiency Rates</u>	<u>2016 Proficiency Rates</u>	<u>2017 Proficiency Rates</u>
7	22%	13%	12%
8	25%	21%	11%

Math Results:

<u>Grade Tested</u>	<u>2015 Proficiency Rates</u>	<u>2016 Proficiency Rates</u>	<u>2017 Proficiency Rates</u>
7	7%	13%	9%
8	4%	4%	5%

Strengths:

- Full time instructional coach was added during the 2016-17 school year to support collaboration, lesson development, intervention, and student achievement.
- The school board grants us flexibility to meet student needs.
- Staff members are flexible in supporting each other and students.
- Teachers have fine-tuned the lesson plan template to include guidance for support staff in working with students. Administration collects plans weekly.
- Teachers intentionally plan for engaging activities.
- We see student gains in the Early Warning System and Student Data Tracker which are derived from universal screeners. These measurement tools are more sensitive to change than the summative ISAT.
- We implemented the RACE writing strategy throughout all classes. Students answer constructed response questions by Restating the question, Answering the question, Citing the source, and Explaining their thoughts.
- Math curriculum has been purchased for 2018-2019 school year.
- Math teacher is participating in online coaching project, Synchronous Online Professional Development for Middle School Mathematics Teachers.

Challenges:

- High student absenteeism negatively impacts learning and student success.

- Lack of funding creates a lack of resources of time, staffing, and materials.
- Students reading levels are significantly low. Students need high amounts of scaffolding and support to access content information in our textbooks and curricular materials.
- The English curriculum was published in 2006.

#### Opportunities for Growth:

- Interventions built into the schedule to close achievement gaps in literacy and mathematics.
- Continue collaboration with Regional Math Coach, Abe Wallin.
- Consider how to support students' social and emotional well-being so they can actively engage in classroom learning opportunities.
- Document research based instructional strategies implemented to observe for fidelity.
- Plan for cross-curricular literacy strategies to increase students' access to content-specific information.
- Research evidence-based strategies for students affected by trauma to increase their working and long-term memories.

#### 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.

The Response to Intervention (RTI) 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, and current course grades. The document allows us to identify our most at-risk students by grade level. The Data Tracker feeds into the Early Warning System which gives a building snapshot of at-risk areas of absences, disciplinary referrals, and course work/skills. This data document is updated following benchmark periods (September, January, and April/May).

The RTI team has a referral form and process to create Success Plans for struggling learners. We initiated a problem solving protocol for team meetings focusing on individual students.

Considerations for grade level and/or schoolwide needs are made prior to each new trimester. Adjustments are made in response to student needs. As an example, eighth graders needing a double-dip in literacy and math skills are participating in a targeted skills course during our third trimester this year. Students are selected based on performance on universal screeners (STAR testing). The diagnostic reports from this assessment will provide guidance for teachers in selecting the prioritized skill deficit areas and creating an instructional plan tailored to individual needs.

#### Strengths:

- Teachers are given the opportunity to collaborate weekly with the instructional coach around student data, Danielson's Framework for Teaching, and assessments.
- Teachers are given the opportunity to collaborate monthly with special education teachers to review progress, needs, and concerns for students with individualized education plans.
- Early Warning System is updated three times per year and reviewed at the building and district levels as well as with the school board.
- RTI Team meets weekly following the adopted teaming process including team roles/responsibilities, agendas, and notes.

- PBIS Team meets biweekly following the adopted teaming process including team roles/responsibilities, agendas, and notes.
- Teams use data to make decisions.

Challenges:

- Higher special education population requires teachers to meet a wide variety of individual needs in inclusive classrooms.
- Lack of funding creates a lack of resources – curricular and staffing.
- Teachers often provide counseling services to students without proper endorsements because of high social needs in our district.

Opportunities for Growth:

- Staff would benefit from training and collaboration around differentiation strategies.
- Regular, ongoing departmental meetings would support grade level and vertical alignment.
- An educational history of student performance scores along with interventions tried would be beneficial for our RTI team to review as we consider supports for individual students.
- Consider budget priorities to include a social-emotional counselor.
- Consider “out of the box” ideas for meeting student needs, particularly those not moving ahead on their educational path because of absenteeism.
- Determine root causes of students’ absenteeism.
- Consider screeners for identifying social-emotional needs.
- Consider curriculum for social emotional skills.
- Document RTI/PBIS work in a Handbook, including a teach-to schedule for behavior expectations.

**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 include curriculum maps, pacing guides, lesson plans, and assessments. Fidelity to the standards is collected through the documents themselves as well as principal observations and evaluations.

Curricular resources are detailed below:

MS English	The Language of Literature; McDougall-Littell © 2006
MS Math	enVision 2.0 Common Core Math; Pearson © 2017
MS History	World History; Houghton Mifflin Harcourt Publishing © 2012 US History: Beginnings to 1877; Houghton Mifflin Harcourt Publishing © 2012
MS Science	Life Science; Prentice Hall © 2009 Earth Science; Pearson © 2009

Strengths:

- Learning targets posted in classrooms daily are linked to activities, assessments, and ICS.
- Most core classes have a curricular resource to consider when creating lesson plans.
- Math curricular documents are being created with support from the math coach from the Regional Math Center.
- Teachers have fine-tuned the lesson plan template to include guidance for support staff in working with students. Administration collects plans weekly.

Challenges:

- Pacing calendars have not been fully developed in alignment with the trimester framework.
- By using outdated resources, teachers must increase the rigor of curricular materials to meet the ICS.
- K-12 alignment is not in place for literacy and mathematics
- Funding for current materials is difficult to find.

Opportunities for Growth:

- Implement evidence-based instructional strategies to be monitored for fidelity.
- Consider hiring curricular consultants to provide feedback to teachers on drafted curricular documents.
- Consider adoption process for curricular documents to ensure ICS are taught to with both horizontal and vertical alignment. This would lead to consistency and stability when faced with staff turnover.

## 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?

Currently, the middle level student population is 52 students. This relatively small student body is instructed by only two full-time instructors at this level. The high school instructional staff is servicing the learning needs of middle level as well. The formative assessments implemented within classrooms consist of a combination of quizzes, verbal responses, exit/entrance slips, and collaborative projects. Teachers are required to plan for differentiation, alignment to standards, and use of additional support staff within their lessons. These lesson plans are reviewed and used in instructional grouping during weekly collaboration. Teacher's primary mode of instruction is whole group with individualized supports provided through Title I, Title VI, and Special Education services.

### Strengths:

- Paraprofessionals support students in core classrooms.
- Smaller student population allows for small classroom sizes.
- Peer observers provide suggestions for grouping strategies.

### Challenges:

- We do not have enough leveled curriculum and/or resources.
- We do not have enough staff for adequate small group instruction.
- Collaboration time between teachers and support staff is limited.

### Opportunities for Growth:

- Search for ways to fund professional development by outside agencies in specialized topics.
- Further consider ways to meet student needs such as leveling instruction across grades (mixed grade level courses), grouping strategies, use of manipulatives, and others.
- Consider professional development in area of questioning and discussion techniques to increase opportunities for student response.
- Consider professional development in area of providing feedback to students.
- Consider professional development for general education staff in providing evidence-based interventions.
- Further develop common vision in grading philosophies and procedures.



## 7. **Alignment of Teaching and Learning**- Discussion Topics

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

All content area specialists within the grade levels adhere to Idaho Content Standards. Within these content areas teachers collaborate monthly during professional development time. At departmental meetings teachers design, formalize, and articulate the learning across grades and content areas. Departments are relatively small with multiple combinations such as: math/science (4 teachers); English/Spanish (3 teachers); social studies/humanities (2 teachers); and Career Technical Education (CTE)/Electives (2.5 teachers). Bi-monthly professional development time is dedicated to collaborating around horizontal and vertical alignment.

### Strengths:

- The small staff 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 are required to submit both weekly lesson plans and trimester pacing guides.

### Challenges:

- Teachers are often required to teach multiple courses across multiple grade levels.
- A lack of consistency in teaching practices within some departments can create learning gaps for students.
- Scheduling meaningful 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.

### Opportunities for Growth:

- Align curriculum both in grade levels and vertically to ensure consistency.
- Create a yearly map of collaboration time throughout the year 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.

## 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 middle school students are screened three times per year (fall, winter, and spring) utilizing AIMSweb and STAR 360. Reading assessments through AIMSweb include oral reading fluency and comprehension. Math assessments through AIMSweb include both computation and concepts and applications. The STAR 360 assessments address both reading and math skills. Performance levels are calculated utilizing the criterion referenced scores within AIMSweb. We analyze both the grade level equivalency and scale scores generated through STAR 360 assessments.

Teachers receive student performance data through the Data Tracker worksheets after each universal screening. Data is reviewed at RTI, Care Teams, Leadership Team, and staff meetings. Successes are celebrated and areas of concern are problem solved. Teachers utilize the RTI team for individual students at-risk.

Parents/Guardians receive their child's test results after each universal screening. Score reports are mailed home with progress reports. Score reports are reviewed at each conference – fall parent/teacher conferences are teacher led; spring conferences are student led.

Students receive their score reports after each universal screening and use the data to set goals. These goals are also shared during parent/teacher conferences.

At this time, progress monitoring is inconsistently implemented and not considered when monitoring intervention effectiveness. Interventions are mostly applied through whole-group settings. We also do not utilize a social-emotional screener.

### Strengths:

- Universal screenings are routinely completed in ELA and Math three times per year.
- RTI Team routinely looks at data.
- RTI process in place for struggling learners.
- Data Tracker and Early Warning System provide data for stakeholders.
- Monthly collaboration with Special Education teachers allows for monitoring of student performance and identifying needs for students with Individualized Education Plans.

### Challenges:

- No additional measure has been selected for screening socially at-risk students.
- A lack of resources for interventions exists.
- Many problems are related to a high rate of student absenteeism.

### Opportunities for Growth:

- Consider additional screeners for language acquisition, social behavior, and writing assessments.
- Research available trainings in evidence-based classroom interventions for literacy and mathematics.
- Consider how to effectively share data with students and families.
- Create a routine for collecting and analyzing 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?

Within our small rural setting we are able to facilitate an in-class intervention program, although, interventions are not utilized for addressing student skill deficits. Academically, we are able to offer after school programs, study-tables and mentoring with the Tribal DOE. In partnership with the Tribal DOE and the NYCP grant, we are able to create non-traditional interventions with students within and outside the classroom environment. We have two different teams (Care Team and RTI) which identify and gauge student achievement and progress monitor intervention strategies.

Behaviorally, we implemented multiple interventions with mixed success. Currently, we utilize a check-in and check-out process with identified students. We are part of the National Native Children's Trauma Center (NNCTC) grant through the University of Montana. This grant provided us with behavioral inventions and professional development applicable to our youth. We presently infuse PBIS strategies and trauma-informed practices together in order to create and develop behavior interventions.

Strengths:

- We have a strong Special Education Department which meets weekly and collaborates monthly with general education teachers.
- We have numerous cooperative partnerships with multiple grants which assist us in exploring and implementing interventions.
- Teachers have the flexibility and resources to employ new interventions and ideas.
- Teachers collaboratively work with the instructional coach weekly.
- Our universal screener is capable of creating instructional intervention groups and progress monitoring these specific groups.

Challenges:

- As a system, we often focus 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 for interventions.

Opportunities for Growth:

- Fully implement 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 both math and literacy.

## 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 our first year in the trimester schedule. Each trimester is approximately 60 days. School runs from 7:55-3:05, five days a week and 173 days a year. Fourteen early release Wednesdays are built into the schedule, approximately two per month, allowing staff professional development and collaboration time. Students are released at 1:00 on these days. The master schedule outlines our instructional day into five 72-minute periods with passing time. Support staff are strategically scheduled for supports within the classroom.

Extended learning opportunities are offered daily from 3:05-3:30. On early release Wednesdays, the Tribal DOE offers study table/make up time in the school library. Summer school is offered annually for credit retrieval opportunities and middle school interventions. Middle school students have the opportunity to earn high school credits through algebra courses and electives. Students are selected through the RTI process.

Our unique partnership with Tribal DOE and NYCP provide us with extended learning time beyond the school day. CARE Teams collaborate bi-weekly before school which allows us to determine who would benefit from this extended learning time. The DOE offers additional credit retrieval opportunities during the summer months.

All interventions are evaluated through CARE Teams, RTI, and grade level departmental meetings. Universal screening data determines if our programs are meeting student needs.

#### Strengths:

- Multiple partnerships extend learning opportunities beyond the school walls.
- The trimester schedule allows for longer class periods and consistency of daily instruction.

#### Challenges:

- Low student attendance rates interrupt even the best schedule which means students do not receive daily, consistent instruction.
- Teachers are required to teach both middle school and high school level courses, if their certification allows.
- Interventions are difficult to implement when teachers are providing core and electives.
- We have a high percentage of identified students requiring specialized instruction; data shows most students require interventions in literacy and mathematics.

#### Opportunities for Growth:

- The Gifted and Talented plan should be reviewed regularly with a focus on student identification.
- Consider ways to fine-tune extended learning time opportunities.
- Consider middle school courses focused on skill deficit areas in addition to core literacy and math courses (double-dip).
- Consider offering electives during first period. This would allow students who are frequently tardy to school to attend their core classes.

### **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?

Specialized instructional support services are offered through our middle school special education teacher, as well as district resources for speech and language, occupational therapy, and physical therapy.

Our academic counselor specializes in college and career readiness but is not endorsed by the State of Idaho as a counselor. Her responsibilities extend beyond academics as she is asked to fulfill the duties of an endorsed counselor. She is a member of the Child Protective Team (CPT). She has wrote and received a Sources of Strength grant to address suicide prevention and positive social-emotional growth. During times of need, she networks for resources with Marimn Health to provide us with counseling supports. She also manages the Gear Up and Carl Perkins grants.

We collaborate with the NNCTC to increase our effectiveness in providing trauma-informed care. This team in conjunction with community stakeholders identify a need for cognitive-behavioral therapy for students who experienced or witnessed trauma. Marimn Health is currently hiring therapists to complete the training and provide these services within the school for our students. This opportunity will open the door for more specific counseling to address other student needs.

We offer a variety of supports for our students including a food pantry program where students can discreetly pick up food for their weekends. We provide a closet for clothing. The Coeur d'Alene Tribe provides our students with backpacks filled with school supplies annually.

Through the NYCP after-school program students learn about nutrition, physical care, cultural identity, and goal setting.

#### Strengths:

- District administration staff are prioritizing financial resources to provide a fully endorsed school counselor at the secondary level.
- Collaboration with community services allows us to provide resources for our students to meet their basic needs of food, shelter, and clothing.
- Daily advisory period allows us time to develop healthy, positive relationships that all children seek. These periods are designed to provide not only academic support but also lessons in positive, social-emotional development.
- Teachers are required to be physically present in the hallways before school to greet each student beginning their day with a positive interaction. Teachers can also gauge students' affect and identify those who might need further assistance to be successful.

#### Challenges:

- Students live in a rural area with a high percentage of poverty.
- The majority of staff members live outside the community.
- Availability of mental health counseling services as well as drug and alcohol counseling is limited for our age group.

#### Opportunities for Growth:

- Provide intentional and sequential social skills instruction during advisory.
- Continue partnership with Marimn Health to provide counseling services for students on our campus.

## **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 middle school level are required to participate in courses of English, mathematics, science, social studies, physical education, advisory, and keyboarding. Electives may include art, music, geography, STEM, and others based on staff availability.

Strengths:

- Elective courses are adjusted to meet the needs of students.
- Teachers incorporate project-based learning.
- Trimester system allows for increased number of elective courses.

Challenges:

- Teachers are shared not only internally for the Middle School and High School but also district-wide for art and music departments.
- The art department is funded through supplemental levies.
- The music department is funded through annual tribal education donations.

Opportunities for Growth:

- Consider student interest areas along with staff skills when scheduling elective courses.

### **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 Middle school offers a varieties of opportunities to explore and pre-plan for postsecondary education. This is an area of focus for the NYCP grant which allows students to investigate interests and provide information about career pathway. Another avenue in which students explore postsecondary is through the monthly Experience Track Day. These days are planned, scheduled and attended by all middle level students in order to find interests in career clusters. Students visit local campuses and explore different professional agencies.

Within our own community, students are required to attend our annual career fair and participate with vendors. Our Native American youth are invited to attend the Native American Career Fair which is hosted by the area tribes and located in Spokane.

The schedule has an advisory period in which teachers work with a small group of students on college and career readiness skills. This valuable 30 minutes incorporates academic planning and postsecondary goal setting, with student ownership through student led conferences. Also, within the period students are exposed to Idaho's Career Information System, Interest Inventory and other exploration lessons. The fifth year portfolio includes the resume, cover letter, and reference letter.

Eligible 8<sup>th</sup> grade students are given the opportunity for advanced placement into high school coursework. Besides a few electives, chosen students can receive credits for Algebra I.

#### **Strengths:**

- The overall focus of the advisory period is the exploration of postsecondary opportunities and self-awareness of personal pathways.
- We have a strong partnership with the NYCP grant team with whom we collaborate to expose our students to multiple facets of college and career prospects.
- This is the first year of the Experience Track Day. This exploration of career/college readiness opportunities has been a great success with our students.

#### **Challenges:**

- Without the NYCP grant, experiences would be limited to our small rural community.
- We are faced with the challenge of finding funding to sustain the Experience Track Days.

#### **Opportunities for Growth:**

- We will further expand the Experience Track Days next year.
- Consider how to provide information around those career clusters in which students don't participate during Experience Track Days. This might involve inviting guest speakers during advisory periods.

#### 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?

We support eighth graders transitioning into the High School from our Middle School as well as from the Coeur d'Alene Tribal School. The following outlines our annual transition plan:

- In November, Lakeside High school ASB officers and the academic counselor visit classes at Tribal School and Lakeside. The purpose of the visit is as follows:
  - Academic Counselor gives a general welcome and orientation to students attending school at Lakeside the following year.
  - The ASB officers share what they like about high school (classes, sports, homecoming, activities, etc.).
  - Question and Answer time.
- In March during parent-teacher conferences, eighth graders from Lakeside are given the opportunity to lead their own conference. Students share their advisory portfolios from Middle School and evaluate their preparedness for transitioning into high school.
- In May, day visits and shadowing take place. Eighth graders from Lakeside and Tribal School are paired with a current Lakeside freshmen and/or upperclassmen to attend class and eat lunch.
- In May, the academic counselor meets individually with eighth graders to map their Four Year Plans for high school. Parents review and sign the plans if there is agreement.
- In August, parent meetings are held for all freshman students. The Student Handbook is reviewed with special attention given to the attendance policy and required credits to graduate.

This year, we also have the addition of the NYCP grant which is implemented in the fifth through eighth grades at both the Plummer-Worley School District and at the Coeur d'Alene Tribal School. Through this program, students from both campuses are given opportunities to join in activities.

#### Strengths:

- Lakeside Middle School students are housed with the Lakeside High School students easing the transition from eighth to ninth grades.
- A small teaching staff allows Lakeside students to know all classroom teachers.
- NYCP grant provides common experiences for students from Lakeside and the Coeur d'Alene Tribal School.

#### Challenges:

- Implementing effective transition plans is challenging when students from multiple school districts are transferring into the ninth grade.
- Students transferring in from outside school districts are often challenged by high school graduation requirements of attendance and earning of credits.
- Finding time in the secondary schedule for necessary transitions is challenging.

#### Opportunities for Growth:

- We need to continue collaborating with NYCP grant managers to plan for intentional transition activities for our incoming freshmen.
- We will further expand the Experience Track Days next year.





## 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 three days in August for both district and building-level professional development which is provided by state and nationally recognized presenters. The district also provides us with fourteen early release days during the school year. These are bi-monthly on Wednesdays with the exception of the month of April which is devoted to state testing. 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, instructional coach, and academic counselor with input from the building leadership team. The "just-in-time" trainings for staff are structured around building initiatives (such as PBIS, RTI, 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. When needed, paraprofessionals attend job specific trainings but are mostly engaged in staff development. Agendas are provided to staff prior to the early release session. 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. This year, teachers were directed to write goals centered on Domain 2: The Classroom Environment. They were required to videotape a lesson from beginning to end and complete a self-evaluation of either Domain 2 or 3 of the Danielson Framework. A reflective summary was submitted to the principal. Along with their self-evaluations, teachers receive feedback from walk-throughs completed by the principal and superintendent. Formal observations are another source of feedback and are completed twice annually.

Teachers are provided with the opportunity to collaborate with the instructional coach weekly. This opportunity allows teachers time to reflect on their instruction using student data, revisit strategies learned in the early release professional development days, and converse about content knowledge and pedagogical skills. General education teachers are supported by special education staff through a monthly collaboration. The team reviews progress for students who have Individualized Education Plans (IEPs), student accommodations, behavior plans, and other critical information for student success. Paraprofessionals also met individually with special education staff for the same purpose.

Two staff members are engaged in the State Tribal Education Partnership (STEP) Grant. The overarching goal of this grant is to strengthen the cultural identity of students to improve academic success and graduation rates on the Coeur d'Alene Reservation. To further increase our culturally responsive pedagogy, staff are invited to attend the Native American Education Summit held in Coeur d'Alene this June. Through the SOAR Grant facilitated by the University of Idaho, we will complete action research within the classroom setting to improve practices.

Our middle school math teacher is participating in an online coaching project, Synchronous Online Professional Development for Middle School Mathematics Teachers. She is closely working with our Regional Math Center Coach to develop a seventh and eighth grade aligned math curriculum.

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 Coeur d'Alene Tribal Department of Education.

Challenges:

- Due to high staff turnover rates, essential trainings need to be repeated for new staff members.
- Delivering specific development to content area specialists is challenging in our rural setting and with 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.
- Refine collaboration process to include more analysis of student work and effective strategies to intentionally close the achievement gap.
- Archive video and documents of trainings to bring new staff up to speed and maintain consistency for students.

## 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?

Our Title One Parent Involvement Plan is reviewed annually with input from parents/guardians. A Home and School Compact has been developed and agreed upon by students, teachers, parents/guardians and the principal describing how each party will support student success. The Tribal DOE is collaborating with us on a Family Engagement Plan which is a goal of the District Leadership Team.

Several strategies are implemented to increase overall family and community engagement. The principal delivers a Sunday night address each week through the School Messenger system to inform families of the week's calendar items and reminders. The messenger system is also used for providing 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: Open House, Academic Awards Night, Parent-Teacher Conferences (Fall and Spring), Athletic Sports Banquets, and Science Fairs. Teachers are required to make five positive parent contacts weekly. Information is also shared with our community through Facebook pages and the district website. Input from our community is sought during parent-teacher conferences as well as through surveys. We collect feedback and input from our community members through an open door policy as well as through surveys during parent-teacher conferences in both the fall and spring. Results indicate a growth in relationships, equity of educational services, communication, and adequate resources.

Academic focused strategies allow students and families to review current progress information. Teachers are required to contact guardians if a student earns a D or F during progress reporting periods. Guardians can review student attendance, progress grades, and missing assignments through the Family Link system. Students review this information weekly in their advisory classes. Progress reports are mailed home every three to four weeks. Attendance letters are sent to families when their child misses three, four, five, and six days of school during a trimester. The school secretary outreaches to families daily when their child is absent. Students facilitate their own parent-teacher conference in the spring empowering them as drivers of their own educational path.

Our work in building family engagement is supported by the Coeur d'Alene Tribal DOE. The DOE mentors are liaisons between school and home.

Through the monthly Experience Track Days, community experts work with our students. This opportunity opens the door for experts to share their profession, students to learn of specialists in our community, and the community to work in our schools.

### Strengths:

- Our community supported the last two supplemental levies providing us with funding for staffing, curriculum, and resources.
- Multiple avenues are in place for guardians to be informed of student progress and attendance – phone calls, progress reports, and the online system.
- Experience Track Days provide opportunities for community experts to engage with our students.

### Challenges:

- We have one consistent parent volunteer.
- Attempts to launch a PTO have been unsuccessful.
- We are faced with the challenge of finding funding to sustain the Experience Track Days.

Opportunities for Growth:

- We need to consider additional ways students may showcase their work or present information since attendance by families is usually high during these events.
- We need to consider launching a parent/guardian version of our Knights of the Roundtable where adults could connect with the work of the school.
- We need to consider avenues to reach high percentages of parents such as virtual meetings or off-campus meetings.

## 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?

The district has an extensive recruitment process for hiring effective teachers. Our human resource officer posts open positions as soon as possible 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 are made to generate a deeper hiring pool in order to select high quality teachers.

Non-traditional learners have the opportunity to earn teaching certificates through the Pathways to Accelerated Certification and Endorsement (PACE) Program. Some community members have taken advantage of this program.

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 join a committee and participate in the school improvement process.

Strengths:

- Though we are a small staff, we make a concerted effort to closely mentor our new teachers.
- District office staff and administrators reach outside the local area to attract high quality educators for our students and community.
- The instructional coach directly mentors new teachers.

Challenges:

- Commuting to our rural area is a challenge for nearly 80% of certified staff.
- Current staff are often drawn to job opportunities closer to their home communities.
- An overall teacher shortage significantly impacts our rural area.
- Several of our staff members are on alternate pathways for certification.

Opportunities for Growth:

- Formalize a new teacher mentor program.
- Create a “how-to” binder for new teachers to reference grading philosophy, entering grades, accessing student information, and RTI and PBIS Handbooks.

## 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 entire student body benefits from the schoolwide Title I program. A paraprofessional hired with these funds supports students in literacy and/or mathematics through in-class assistance. We receive annual training in the McKinney-Vento Homeless Assistance Act from our homeless liaison.

All students receive free breakfast and lunch due to a grant obtained through our nutrition program. Students who need additional food for home can select food from our building's food pantry. Students who need clothing are provided necessities through staff donations.

Students benefit from the College and Career Plan implemented by our academic counselor. Students explore potential career paths, work alongside professionals, and visit college campuses.

The Tribe provides many supports for our students. Marimn Health offers mental health counselors for students and staff during times of need. The Tribal DOE provides mentors for students who also serve as liaisons between home and school. Grants obtained by the Tribe, such as NYCP, provide students with opportunities to explore potential career pathways and to make campus visits. 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 CityLink bus system. Community members also have access to food through the local food banks. Funding for college is provided to tribal members as well as non-tribal members. The community is developing a Boys and Girls Club to coordinate after school activities for our youth.

We routinely seek the expertise of Capacity Builders, Regional Math Coaches, NNCTC specialists, Idaho Training Clearinghouse and Special Education Support & Technical Assistance (SESTA). We engaged in the SOAR and STEP grants.

Our federal programs director ensures we are meeting compliance guidelines and timelines 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. The director and assistant are both members of our District Leadership Team.

### Strengths:

- Collaboration between multiple agencies and programs provide supports for students.
- All students have the opportunity to eat breakfast and lunch for free.

### Challenges:

- Students and/or families may not know of available resources.
- Enrollment in the NYCP after-school program is limited.
- Turnover of staff, particularly in the position of the oversight of Federal Programs, creates gaps in knowledge, implementation, and accountability.

### Opportunities for Growth:

- Continue collaborating with community-based resources to meet students' basic needs.
- Create a parent information area in the school where local resources may be advertised along with adult education opportunities.

## Plan Components

### 1. *Prioritized Needs:*

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, Measureable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

#### *Need Description*

#### *SMART Goal*

*Remove*

1. Curriculum Adoption
2. Response to Intervention (RTI) Development
3. Positive Behavior Interventions & Supports (PBIS) Development
4. College & Career Exploration
5. Counseling Services

## SMART Goals

1. Monitoring growth each May through 2020, 65% of students in 7<sup>th</sup>-8<sup>th</sup> grades will meet or exceed the 35<sup>th</sup> Student Growth Percentile on the STAR Reading assessment.
2. Monitoring growth each May through 2020, 65% of students in 7<sup>th</sup>-8<sup>th</sup> grades will meet or exceed the 35<sup>th</sup> Student Growth Percentile on the STAR Math assessment.
3. Lakeside Middle School 7<sup>th</sup>-8<sup>th</sup> grade students will increase their ISAT ELA proficiency percentage from 12% in Spring 2017 to 21% by Spring 2020.
4. Lakeside Middle School 7<sup>th</sup>-8<sup>th</sup> grade students will increase their ISAT Math proficiency percentage from 7% in Spring 2017 to 16% by Spring 2020.
5. Lakeside Middle School students will show a 10% reduction in major office referrals from the 2017-2018 through the 2019-2020 school years, a reduction of 30 referrals.
6. Lakeside Middle School students will show a 4% increase in attendance on Experience Track Days from the 2017-2018 through the 2019-2020 school years, a growth from 88% to 92%.

### 2. *Evidence-Based Interventions:*

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"
1. Curriculum Adoption	Strong Evidence	According to Dr. John Hattie's research, teacher clarity has an effect size of 0.75 and comprehensive instruction has an effect size of 0.72. These strategies are highly impactful.
2. RTI Development	Strong Evidence	According to Dr. John Hattie's research, RTI has an effect size of 1.29. It is a highly impactful strategy.



3. PBIS Development	Strong Evidence	PBIS implementation is listed on the What Works Clearinghouse as an evidence-based intervention.
4. College & Career Exploration	Strong Evidence	Supporting college and career readiness is listed an evidence-based practice by the American Institute for Research.
5. Counseling Services	Strong Evidence	According to Hattie, counseling has an effect size of 0.35. Selecting a counselor with strength in trauma-informed care with PBIS experience increases the impact of this strategy.

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

1. Budget allocation needed for contracted services for curricular/content specialists to review and vet drafted documents
2. Budget allocation for Experience Track Days
3. Budget allocation needed for full-time certificated counselor for grades 7 through 12
4. Purchase evidence-based intervention materials in literacy and mathematics

4. 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.

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

The SWIP will be reviewed quarterly through the building Leadership Team. The team will monitor implementation of the evidence-based interventions as well as data to measure effectiveness. The building Leadership Team will provide updates to the district Leadership Team.