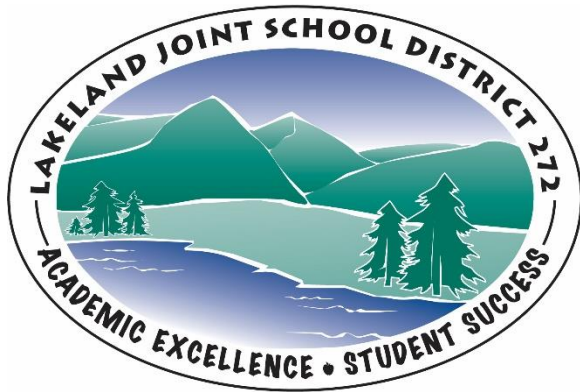


2017-18

# LAKELAND JOINT SCHOOL DISTRICT NO. 272

STRATEGIC PLAN





### *A Message from the Superintendent, Dr. Becky Meyer*

Thank you for taking the opportunity to review the Lakeland Joint School District Strategic Plan. It outlines the important work we do in the district on a daily basis. The foundation of the plan is the unilateral commitment our staff has to doing what is best for students in all classrooms and settings every day. This is the Lakeland Way. While the plan's foundation is built upon the district's mission, vision, and core operating beliefs, it also relays a working plan based on goals and activities collaboratively developed by the Strategic Planning committee and former Superintendents Dr. Ranells and Mr. Murray. I am honored to continue the work and welcome your feedback.



Thank you,  
Dr. Becky W. Meyer  
Superintendent of Schools

### **2017-18 School Board**

Larry Brown, Chairman Zone 5- Term Ends 2021

Rena Olmstead, Trustee Zone 1- Term Ends 2019

John Shaffer, Trustee Zone 2- Term Ends 2019

Tim Skubitz, Trustee Zone 3- Term Ends 2019

Rob Irons, Trustee Zone 4- Term Ends 2021

# PLAN PARTICIPANTS

## 2017-18

### **ADMINISTRATION**

Dr. Becky Meyer Superintendent  
Lisa Sexton, Asst. Superintendent

### **SCHOOL BOARD**

Larry Brown, Chairman

### **PARENTS/COMMUNITY**

Kate Forsman  
Coleen Messerschmidt  
Dave Babb  
Brian Babb  
Cindy Knowles

### **LAKELAND STAFF**

Dr. Lynn Paslay  
John Asher  
Patty Morrison  
Kate Keinert  
Shana Hostetler  
Mark Gorton  
Charmain VanBuskirk  
Sandra Wirtz  
Tammy Gardner  
Allison Knoll  
Amanda Kiefer  
Unity Vanderhoof

## ***School Buildings in 2017***

### ELEMENTARY SCHOOLS

#### **Athol Elementary**

Kathy Thomas, Principal

#### **Betty Kiefer Elementary**

Lynn Paslay, Principal

#### **Garwood Elementary**

Monique English, Principal

#### **John Brown Elementary**

John Asher, Principal

#### **Spirit Lake Elementary**

Kristie Mitchell, Principal

#### **Twin Lakes Elementary**

Patty Morrison, Principal

### JUNIOR HIGH SCHOOLS

#### **Lakeland Junior High**

Harrison Bertsch, Principal

#### **Timberlake Junior High**

Chris McDougall, Principal

### HIGH SCHOOLS

#### **Lakeland High School**

Trent Derrick, Principal

Jimmy Hoffman, Asst. Principal

Tim Cronnelly, Asst. Principal

#### **Timberlake High School**

John Klingaman, Principal

Ryne Eberlin, Asst. Principal

#### **Mountain View Alternative School**

Paul Uzzi, Principal

## **The Right Work**

- Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.
- Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
- Educators use the results of common assessments to:
  - ◇ Improve individual practices
  - ◇ Build the team's capacity to achieve its goals.
  - ◇ Intervene/enrich on behalf of students.

- The school provides a systematic process for intervention and extension.

### **Mission**

THE MISSION OF LAKELAND JOINT SCHOOL DISTRICT IS TO PROVIDE A QUALITY EDUCATION, CREATING RESPONSIBLE CITIZENS WHO ARE COLLEGE AND CAREER READY.

### **Vision**

A COMMUNITY COMMITTED TO ACADEMIC EXCELLENCE AND DEDICATED TO STUDENT SUCCESS!

### **Core Beliefs**

ALL **STUDENTS** CAN LEARN AND ACHIEVE AT HIGH LEVELS. EACH STUDENT IS A VALUED INDIVIDUAL WITH UNIQUE PHYSICAL, SOCIAL, EMOTIONAL, AND INTELLECTUAL NEEDS.

**PARENTS** ARE THE FIRST AND PRIMARY TEACHERS. THEY ARE RESPONSIBLE FOR THEIR CHILDREN'S BASIC NEEDS AND VALUES. THEIR ACTIVE, COLLABORATIVE PARTICIPATION IS CRITICAL TO THEIR CHILD'S SUCCESS.

**STUDENT LEARNING** IS THE PRIORITY OF LAKELAND SCHOOLS. ALL STUDENTS WILL BECOME CONFIDENT, SELF-DIRECTED, COLLABORATIVE, LIFELONG LEARNERS AND RESPONSIBLE CITIZENS IN TOMORROW'S WORKFORCE AND COMMUNITY.

**SCHOOLS** DEVELOP CONFIDENT, SELF-DIRECTED, LIFELONG LEARNERS WHO WILL BECOME RESPONSIBLE CITIZENS IN TOMORROW'S WORKFORCE AND COMMUNITY.

**SCHOOLS** TEACH TO AND MODEL A UNIVERSAL SET OF BASIC VALUES: HONESTY, SELF-DISCIPLINE, RESPONSIBILITY, RESPECT, PHYSICAL/EMOTIONAL WELL-BEING, AND A STRONG WORK ETHIC.

**SCHOOLS** PROVIDE A SAFE, POSITIVE, ORGANIZED SETTING WITH CLEARLY DEFINED EXPECTATIONS FOR BEHAVIOR BASED ON MUTUAL RESPECT.

ALL LAKELAND EMPLOYEES ARE **EDUCATIONAL PROFESSIONALS**, RESPECTED FOR THEIR SKILLS AND COMMITMENT TO STUDENT LEARNING. THEY ARE ESSENTIAL TO THE ACHIEVEMENT OF THE DISTRICT'S MISSION.

THE **COMMUNITY** AND THE SCHOOLS ARE REFLECTED IN EACH OTHER. MUTUAL SUPPORT, PARTICIPATION, AND PARTNERING ARE NECESSARY.

### **Curriculum**

#### **Goal 1: The curriculum will be aligned with the Idaho State Content Standards .**

Activities:

1. Grade Level/Department Committees will complete vertical alignment in each curriculum area and continually review and update.
2. Grade and subject area teams will collaborate to ensure a seamless transition between all grade levels and subjects.
3. Common course assessments will be developed and utilized at all levels.

The district will create a process to track changes to curriculum and common assessments. A system of tracking student performance is utilized and included as part of the cumulative student record.

**Metric 1.** Student data on all national, state and local assessments will be analyzed to identify strengths and weaknesses.

#### **Goal 2: The staff will teach and reinforce the district approved curriculum.**

Activities:

1. Curriculum guides will be shared with all staff.
2. Clear expectations regarding the importance of teaching the district approved curriculum will be established by all administrators.
3. Achievement standards will be published for all stakeholders.

**Metric 1.** Teacher observations/evaluations will confirm student learning as well as the use and reinforcement of the district approved curriculum.

**Metric 2.** Student scores on all state and local assessments will be analyzed by the teachers and administration.

**Goal 3: Opportunities will be provided within the curriculum to meet the varied academic needs of all students.**

Activities:

1. Secondary schools will continue to explore graduation requirements and master scheduling strategies that afford students adequate instructional opportunities for the core subjects, as well as a wide variety of elective class offerings.
2. Elementary and secondary schools will develop and implement systems to address the needs of each student, including remediation, enrichment, and acceleration.
3. The “4-year plan” each secondary student is required to develop and maintain shall be reviewed each year. Individual counseling will be provided to update the four-year plan as each student moves through his/her high school career. Changes in schedules will necessitate reference to the 4-year plan.
4. Classes will be aligned toward a variety of college and career pathways and work-based learning opportunities will be provided.

**Metric 1.** Ensure that 100% of the four year plans are reviewed annually by students and parents for the purpose of evaluating their course selections

**Metric 2.** A syllabus that includes learning objectives/outcomes in grades 7-12 will be provided to students and made accessible to parents on the website.

**Metric 3.** Feedback from students, parents, patrons and the business community will be collected and analyzed on an on-going basis.

**Metric 4.** Student growth on national, state, and local assessments will be analyzed to determine growth of all students.

**Metric 5.** Student feedback will be gathered to determine how well the Lakeland K-12 system is meeting individual student needs.

**Goal 4: Necessary resources and materials will be provided that are sufficient to teach the curriculum.**

Activities:

1. The district will strive to maintain class sizes using Idaho State merit numbers of, no more than, 23 students for kindergarten through first grade, 26 students for grades 2 and 3, and 28 students for grades 4 through 12.
2. Building budgets will be established with building level input.
3. Equipment/furniture replacement schedules will be developed/followed at the District level
4. The Lakeland Educational Foundation will supplement other forms of revenue for scholarships and teacher/classroom grants.
5. . The pursuit of grants will be supported and encouraged.
6. The District will ensure proper resources and textbooks are available to classroom teachers.
7. All textbook adoptions will follow District procedures and include stakeholder input.

**Metric 1.** Student performance on national, state and local assessments will play a significant part in decision making for staffing and instructional material purchases.

**Metric 2.** Administrators, teachers, parents and students will provide input into the adequacy of materials.

**Goal 5: Professional development activities for instructional personnel (teachers and paraprofessionals) will complement the goals of the district.**

Activities:

1. The Assistant Superintendent for Teaching and Learning in collaboration with Building Administrators will review the goals and activities of the strategic plan and offer classes to instructional personnel (teachers and paraprofessionals) that assist in implementing the plan.
2. Professional development activities will include strategies for best practices in instruction.
3. Principals will insure the implementation of building level professional development activities that meet teacher interests/needs and are aligned with district and school improvement goals.
4. Principals will assist teachers and paraprofessionals in developing Individual Professional Learning Plans (IPLP) that meet district, school, and individual needs.

Summer professional development activities will be utilized whenever possible.



- Metric 1.** The district administration will confirm that professional development offerings as prepared by the committee complement district goals.
- Metric 2.** Teacher/paraprofessional interests will be evaluated by class enrollment.
- Metric 3.** Individual professional development plans will be in place for all instructional staff.
- Metric4.** Annually, principals will report on staff professional growth activities to the superintendent.
- Metric 5.** Student performance will be analyzed to determine the impact of the professional development plan.

**Goal 6: Equipment, supplies and training will be provided to fully integrate technology into the curriculum. We will strive to be the technology leader among North Idaho public school districts.**

Activities:

1. The technology plan will complement student needs and interests and the goals and activities of the district strategic plan.
  2. Budgets for technology will be established with building level input.
  3. Technology replacement schedules (including software) will be followed at the District level
  4. Professional development courses and/or in-service training stressing integration into the curriculum and improved use of technology will be offered.
  5. The district will consider a technology educator to work with teachers contingent on the budget.
  6. The district will consider an evaluation of each building's electrical and Wi-Fi abilities.
  7. The district will review and revise district policy to align to the need to provide one-to-one mobile computing devices to the students.
  8. The district will work toward adding a technology specialist at each elementary school as the budget allows.
- Metric 1.** Principals, teachers, parents and students will provide input into the adequacy of technology equipment, software, etc.
- Metric 2.** Student performance on state and district assessments will be analyzed by the administration and/or technology committee to assess the impact of the technology plan.
- Metric 3.** Graduation requirements will require students to demonstrate computer literacy through the successful completion of a required computer

application/science/graphics course. Students will be able to satisfy the computer literacy requirement for graduation by passing a district competency assessment.

### **Instruction**

#### **Goal 1: A minimum of 95% of all students completing third grade will read at or above grade level.**

##### **Activities:**

The members of Lakeland's Strategic Planning Committee, which included community business members, local government officials, patrons, students, parents, teachers, classified staff, and administrators, have set high expectations for primary reading achievement. *The goal for proficiency in all grade levels, K-3, is 95%.*

Students in grades 1-3 are required to attend school for 810 hours per year. In Lakeland the students in grades 1-3 currently have 900 instructional hours. Because we exceed the mandatory number of hours of instruction by 90 we are able to provide our extended day reading intervention for students in grades 1-3 during the school day provided the additional reading instruction does not supplant core reading instruction being provided to all students.

Students in kindergarten are required to receive 450 hours of instruction each year. As a result, our kindergarten extended day reading intervention must be provided outside the regular school day.

The new law requires that all students who receive a score of "Basic" or 2 on the Fall Idaho Reading Indicator (IRI) must be provided at least 30 additional hours of reading instruction. Any student who receives a score of "Below Basic" or 1 on the Fall IRI must be provided 60 hours of additional reading instruction. The instruction and the programs used must be evidence-based. The intervention programs must include instruction in phonemic awareness, phonics, comprehension, vocabulary development, fluency, and writing.

In addition to increasing our response to students who may be at-risk to acquire necessary reading skills, these laws require a partnership between the school and the family. Parents must be afforded an opportunity to provide input into their children's reading plans. Teachers will work with parents to provide ideas for ways they can support their children at home with their reading skills.

#### **Lakeland's Program**

##### **Metrics:**

- State Assessment used to identify students: Fall IRI
- State Assessment used to determine effectiveness of interventions: Spring IRI

#### Program Details (Day, Time, and Duration) for Students Who Score a 1 (60 hours)

- Kindergarten ~ Full Day program for targeted kindergarten students
  - Monday – Friday
  - 2 hours and 45 minutes per day in addition to the regular half-day kindergarten session
- Duration of the school year or until the team (principal, teachers, and parent) determine the student has met end of the year reading benchmarks.
  - Small group instruction, VoWac auditory and visual drill for letters and sounds, practice with listening comprehension with a focus on retelling, games related to letters and sounds, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) are the focus of the additional 2.75 hours of instruction. Listening comprehension and vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.
- 1–3. Grade
  - Monday – Friday
  - 30 – 45 minutes per day
  - Duration of the school year or until the team (principal, teachers, and parent) determine the student has met end of the year reading benchmarks.
  - Small group instruction, VoWac auditory and visual drill for sound spelling patterns, recognition of the six syllable types to build a student’s ability to chunk unknown words rather than use sound by sound decoding, practice with comprehension with a focus on retelling and inferential questions, sight word recognition, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) Vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.

#### Program Details (Day, Time, and Duration) for Students Who Score a 2 (30 hours)

- Kindergarten
  - Monday – Friday
  - 30 – 45 minutes per day (Instruction provided between morning and afternoon kindergarten sessions)
  - If, after 30 hours of targeted instruction the team agrees that the student requires continued support to acquire grade level reading skills, the student will continue to participate in the intervention. If the student has met end of the year reading benchmarks, the team may decide to release the child from the intervention.
  - VoWac auditory and visual drill for letters and sounds, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes), and sight word recognition are the foci during this intervention time.
- 1–3. Grade
  - Monday – Friday
  - 30 – 45 minutes per day
  - If, after 30 hours of targeted instruction the team agrees that the student requires additional support to acquire grade level reading skills, the student will continue to participate in the intervention. If the student has met the end of the year benchmarks, the team may decide to release the child from the intervention.
  - Small group instruction, VoWac auditory and visual drill for sound spelling patterns, recognition of the six syllable types to build a student’s ability to chunk unknown

words rather than use sound by sound decoding, practice with comprehension with a focus on recognition, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) Vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.

#### Individual Student Improvement Plans

- Student Improvement Plans will be housed in Mileposts
- Students who score “Below Basic” or a 1 on the Fall IRI will have progress monitoring data collected at least once every two weeks.
- Students who score “Basic” or a 2 on the Fall IRI will have progress monitoring data collected at least once per month.
- Progress monitoring data will be housed in either Aimsweb or Mileposts.
- Progress monitoring data will be placed in graphs and shared with parents.

#### Parent Input

- A letter was designed by the district Title I team to be used consistently to inform parents that their child is eligible for additional reading instruction and support.
- Parent meetings are scheduled to share program options, seek feedback and input from parents and finalize student reading improvement plans.
- Progress monitoring data will be shared with parents regularly to keep them informed of their child’s growth in reading.

Students in grades 1-3 are required to attend school for 810 hours per year. In Lakeland the students in grades 1-3 currently have 900 instructional hours. Because we exceed the mandatory number of hours of instruction by 90 we are able to provide our extended day reading intervention for students in grades 1-3 during the school day provided the additional reading instruction does not supplant core reading instruction being provided to all students.

Students in kindergarten are required to receive 450 hours of instruction each year. Because we have implemented full-day kindergarten we will exceed the required number of minutes of instruction by 450 over the course of the year. This will allow us to provide supplemental reading instruction during the school day.

The new law requires that all students who receive a score of “Basic” or 2 on the Fall Idaho Reading Indicator (IRI) must be provided at least 30 additional hours of reading instruction. Any student who receives a score of “Below Basic” or 1 on the Fall IRI must be provided 60 hours of additional reading instruction. The instruction and the programs used must be evidence-based. The intervention programs must include instruction in phonemic awareness, phonics, comprehension, vocabulary development, fluency, and writing.

In addition to increasing our response to students who may be at-risk to acquire necessary reading skills, these laws require a partnership between the school and the family. Parents must be afforded an opportunity to provide input into their children’s reading plans. Teachers will work with parents to provide ideas for ways they can support their children at home with their reading skills.

## **Lakeland's Program**

### Metrics:

- State Assessment used to identify students: Fall IRI (One of Lakeland's six elementary schools will pilot the new IRI during the 2017-18 school year).
- State Assessment used to determine effectiveness of interventions: Spring IRI

### Program Details (Day, Time, and Duration) for Students Who Score a 1 (60 hours)

- Kindergarten ~ Full Day program
- Monday – Friday
- Full day kindergarten session
- 30-45 minutes per day of explicit instruction in identified areas of need
  - Duration of the school year
  - Small group instruction, VoWac auditory and visual drill for letters and sounds, practice with listening comprehension with a focus on retelling, games related to letters and sounds, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) are the focus during the additional 60 hours of instruction. Listening comprehension and vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.
  - Implementation of LETRS research and best practice teaching strategies
- 1-3<sup>rd</sup> Grade
  - Monday – Friday
  - 30 – 45 minutes per day
  - If the student has consistently met grade level benchmarks, the team (including parent, teacher, intervention teacher, and building principal) may decide to discontinue services. If the student is not consistently meeting grade level benchmarks the MTSS team will review data to modify reading plan and continue interventions.
  - Small group instruction, VoWac auditory and visual drill for sound spelling patterns, recognition of the six syllable types to build a student's ability to chunk unknown words rather than use sound by sound decoding, practice with comprehension with a focus on retelling and inferential questions, sight word recognition, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) Vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.
  - Implementation of LETRS research and best practice teaching strategies

### Program Details (Day, Time, and Duration) for Students Who Score a 2 (30 hours)

- Full Day Kindergarten Session
  - Monday – Friday
  - 30 – 45 minutes per day delivered by Title I paraprofessional or certified Title I instructor
  - If, after 30 hours of targeted instruction the team agrees that the student requires continued support to acquire grade level reading skills, the student will continue to participate in the intervention. If the student has consistently met grade level benchmarks, the team (including parent, teacher, intervention teacher, and building principal) may decide to discontinue services. If the student is not consistently

meeting grade level benchmarks the MTSS team will review data to modify reading plan and continue interventions.

- VoWac auditory and visual drill for letters and sounds, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes), and sight word recognition are the foci during this intervention time.
- Implementation of LETRS research and best teaching practices
- 1. – 3. Grade
  - Monday – Friday
  - 30 – 45 minutes per day, after 30 hours of targeted instruction the team agrees that the student requires additional support to acquire grade level reading skills, the student will continue to participate in the intervention. If the student has consistently met grade level benchmarks, the team (including parent, teacher, intervention teacher, and building principal) may decide to discontinue services. If the student is not consistently meeting grade level benchmarks the MTSS team will review data to modify reading plan and continue interventions.
  - Small group instruction, VoWac auditory and visual drill for sound spelling patterns, recognition of the six syllable types to build a student's ability to chunk unknown words rather than use sound by sound decoding, practice with comprehension with a focus on retelling and inferential questions, sight word recognition, phonemic awareness activities (segmenting, blending, insertion and deletion of phonemes, rhyming,) Vocabulary development may be integrated with science and/or social studies concepts that are of high interest to the students.
  - Implementation of LETRS research and best teaching practices.

#### Individual Student Improvement Plans

- Student Improvement Plans will be housed in Skyward
- Students who score “Below Basic” or a 1 on the Fall IRI will have progress monitoring data collected at least once every two weeks.
- Students who score “Basic” or a 2 on the Fall IRI will have progress monitoring data collected at least once per month.
- Progress monitoring data will be housed in either Aimsweb or Skyward.
- Progress monitoring data will be placed in graphs and shared with parents.

#### Parent Input

- A letter was designed by the district Title I team to be used consistently to inform parents that their child is eligible for additional reading instruction and support.
- Parent meetings are scheduled to share program options, seek feedback and input from parents and finalize student reading improvement plans.
- Progress monitoring data will be shared with parents regularly to keep them informed of their child's growth in reading.
- A form was created to share the Reading Plan with parents after it is formulated and includes parent input.
- A form was created for parents to sign who wish to NOT have their children participate in the interventions.
- A form was created to share IRI results with parents after each testing window.

### **Collaborative Leadership**

- The Title I Director works with the district-wide Title I teachers to review and analyze data, discuss instructional strategies that work, identify assessment tools to be used consistently across the district, and identify resources that best support our programs. The Extended Reading program in Lakeland has always been part of the Title I program; overseen by the Title I Director and implemented by the Title I teachers and paraprofessionals. This is a highly engaged and dynamic team. The Title I teachers work closely with the primary (K-3) teachers in their buildings to support the identified intensive and strategic level readers.
- Lakeland School District has “late start Mondays” which provides embedded collaboration time every week of the school year. One Monday per month was set aside for district-wide collaboration. During this time all of the elementary grade level teams meet (facilitated by an elementary administrator) to discuss state assessment data (when applicable), district common assessment data, benchmark assessment data, district common summative assessment data, and instructional strategies that work well for students and are based in research. This is a highly collegial time when our teachers learn from each other.
- The Title I Director for Lakeland has built a relationship with the Title I Director for the Coeur d’Alene School District. They collaborate often about the different literacy programs each district runs.
- Literacy is the highest priority for all of our elementary principals and all elementary teachers, particularly those in the primary grades. Building schedules are built to support primary reading instructional times.
- Recognizing that parents are children’s first and most important teachers, we work tirelessly to build strong partnerships with parents. We have found this to be very beneficial for our students. Parents participate in the creation of the intervention plan. They participate in parent education opportunities and communicate frequently with the literacy teachers. Progress monitoring graphs are provided to parents so they can track their students’ progress.

### **Developing Professional Educators**

- Professional development opportunities are provided to our primary grade teachers to ensure that they have a strong understanding of language development, age-appropriate milestones, and foundational reading skills. During the 2016-17 school year we provided professional development to the district-wide first grade and kindergarten teams. We focused on the research supporting phonemic awareness, phonics, fluency, vocabulary building, and comprehension and best practice teaching techniques that align with the district adopted materials. During the summer of 2017 we are working to bring LETRS training to all of our K-2 teachers and provide the resources for each classroom to be used to support literacy instruction during the 2017-18 school year.
- Due to the great success of the Lakeland teachers who have participated in the Idaho Core Coaching Network, teacher leaders have built the Lakeland Educators Network. This year-long professional development opportunity focuses on enhancing active student engagement in ELA across all curricular areas. Document-Based Inquiry (DBI), Socratic Seminar, Annotation, and Close Reading are among the teaching strategies that are mastered and implemented in classrooms across the district K-12.

- During the 2016-17 school year every elementary school had a half-time instructional coach. That coach worked very closely with teachers new to teaching, teachers new to grade levels, and teachers new to the district to provide job-embedded professional development. Coaches modeled instructional strategies, co-taught to provide support as new strategies were implemented, and observe and provide feedback for growth.
- The instructional coaches provided 4 sessions of professional development for the paraprofessionals who work within our literacy programs during the school year. They focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension and instructional strategies that could be used to support all five components. Additionally, they provided professional development regarding programs/resources being used in our district and classroom management tips and strategies to maximize learning time.

### **Effective Instruction and Interventions**

- Through district-wide collaboration the grade level teams have established quarterly benchmarks based on research about expected outcomes in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. They meet monthly to analyze student data from these benchmarks to ensure students are making progress toward mastery of the end of the year benchmarks. Currently, the team uses Aimsweb to monitor progress in phonemic awareness and fluency. Mastery of phonics skills related to the six syllable types is measured systematically and frequently using our supplemental phonics program.
- Due to the great success of the Lakeland teachers who have participated in the Idaho Core Coaching Network, teacher leaders have built the Lakeland Educators Network. This year-long professional development opportunity focuses on enhancing active student engagement in ELA across all curricular areas. Document-Based Inquiry (DBI), Socratic Seminar, Annotation, and Close Reading are among the teaching strategies that are mastered and implemented in classrooms across the district K-12.
- In our K-2 classrooms literacy instruction occurs all day across all areas of content. In our K-6 classrooms our teachers teach reading using multiple texts and across all content areas. Our teachers use Readworks.com to find informational text across all lexile ranges to differentiate content area information for readers of all abilities. This allows all students to participate in rich discussion about important content and practice deep comprehension while the teacher differentiates based on their independent/instructional reading levels.
- Over the years we have found that “comprehensive reading programs” do not typically include phonics instruction that is sequential, systematic, and explicit enough to ensure that our first and second graders become quick decoders with automaticity when faced with unknown words. For that reason, we utilize VoWac (Vowel Oriented Word Attack Course). This program is very explicit and systematic. It teaches students to see words in chunks which allows them to quickly decode unknown words and move on allowing them to focus their attention on comprehension rather than sound by sound decoding.
- Our district-wide teams look at research and find ways to incorporate techniques and strategies found to support early reading skill acquisition. We utilize flexible grouping, small group instruction, DBI, Socratic Seminar, close reading and annotation, retell, thinking partners, etc to support active student engagement.
- Starting in the 2017-18 school year two first grade teachers from one of our schools will teach kindergarten and two kindergarten teachers will teach first grade. They will loop with their students. This is a pilot in our district to see if the research is supported. The expectation exists that there will be a seamless transition that will allow content specific instruction to begin



immediately as opposed to spending time learning classroom procedures and routines and the teacher getting to know the students.

- Every year we hold a Summer Curriculum Summit. During this time teacher teams ensure that our instructional map is aligned to the state standards. We review achievement data to monitor reliability and validity of common formative and benchmark assessments. This year we moved our instructional maps to Google Docs. We have embedded links to instructional resources right into this document so they are available to all members of the grade level team.
- Every elementary school in Lakeland has a highly effective RTI team in place. Intervention times are embedded within the school day to ensure that all students are supported in their learning. The district provides sub time quarterly for grade level teams to meet with the RTI team for “data days”. On these days every child’s individual learning plan is reviewed and assessment data is considered to ensure that no child falls through the cracks.

### **Assessment and Data**

- The Fall IRI is one of the metrics we use for screening to identify students who may be at-risk for struggles with reading skill acquisition.
- Classroom teachers may use district benchmark assessments, the CORE phonics screener, and anecdotal data as diagnostic (formative assessments) to assist in narrowing the focus of skill discrepancy and identifying data to support interventions on the students’ reading plans. Beginning in the fall of 2017, our teachers will also have access to Renaissance 360 Flow which will provide additional diagnostic assessments in reading comprehension and Early literacy.
- In Lakeland we use Aimsweb probes to monitor progress in LSF, LNF, NWF, and ORF. With the inclusion of Renaissance in the 2017-18 school year we will have access to additional progress monitoring tools in comprehension. Students who score a ‘1’ on the Fall IRI are monitored at least every two weeks. Students who score a ‘2’ on the Fall IRI are monitored at least once per month. The data from the probes is graphed and the graphs are shared with parents throughout the course of the year.
- In grades K-3 one of the metrics used as a summative assessment to determine if students have mastered grade level skills is the Spring IRI. However, because the spring IRI is administered with six weeks still left in our school year, we also use our grade level end of the year benchmarks to assist in determining the level at which our students master grade level state standards.
- In grades 3-6 the ISAT 2.0 is used as one of the summative metrics. However, because the spring ISAT is administered at the beginning of our fourth quarter, we also use our grade level end of the year benchmarks to assist in determining the level at which our students master grade level state standards.
- Every elementary school in Lakeland has a highly effective RTI team in place. Intervention times are embedded within the school day to ensure that all students are supported in their learning. The district provides sub time quarterly for grade level teams to meet with the RTI team for “data days”. On these days every child’s individual learning plan is reviewed and assessment data is considered to ensure that no child falls through the cracks.

In Lakeland we have an active Title I Parent Advisory Board. This group meets throughout the year to review data (IRI, benchmark, and formative data) to determine the effectiveness of our programs (Title I, Extended Reading, RTI, classroom differentiated instruction). They assist in making budgetary decisions. They review all of our documents (Title I Parent Compact, form letters, reading plan

templates, etc) and provide suggestions for modifications based on parent needs. They participate in brainstorming activities regarding parent involvement at our individual schools.

At the building level, we held parent meetings at the very beginning of the school year to discuss the new legislation related to literacy. During these meetings we discussed the formation of reading plans, the interventions (push in, pull out, amount of time, instructors, resources and instructional strategies), and ways parents can support their children at home with reading skill acquisition. Strategies were modeled for parents and there was an opportunity for questions and answers. Following these evening meetings, teacher teams met with parents to discuss their children's reading plans. Parents were provided an opportunity to help craft the interventions and ask questions.

At the end of each quarter, parents were afforded the opportunity to meet with teachers to discuss their children's progress toward skill mastery. Graphs were sent home periodically throughout each quarter as a means of communication. For any student who did not meet end of the year grade level benchmarks for state standards meetings were held and the reading plan was updated.

<b>REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)</b>	<b>SY 2015-16 (Yr 1)</b>	<b>SY 2016-17 (Yr 2)</b>	<b>Improvement / Change (Yr 2 – Yr 1)</b>	<b>Benchmarks (LEA Chosen Spring 2018 Performance Targets)</b>
# of students who scored "proficient" on the Kindergarten Spring IRI	237	229	-8	IRI
% of students who scored "proficient" on the Kindergarten Spring IRI	89%	95%	6%	IRI
# of students who scored "proficient" on the Grade 1 Spring IRI	205	210	5	IRI
% of students who scored "proficient" on the Grade 1 Spring IRI	71%	77%	6%	IRI
# of students who scored "proficient" on the Grade 2 Spring IRI	210	199	-11	IRI
% of students who scored "proficient" on the Grade 2 Spring IRI	70%	73%	3%	IRI
# of students who scored "proficient" on the Grade 3 Spring IRI	232	236	4	IRI

% of students who scored "proficient" on the Grade 3 Spring IRI	76%	75%	-1%	IRI
<b>OPTIONAL Performance Metrics</b>	<b>SY 2015-16 (Yr 1)</b>	<b>SY 2016-17 (Yr 2)</b>	<b>Improvement / Change (Yr 2 – Yr 1)</b>	<b>Benchmarks Chosen (LEA Spring 2018 Performance Targets)</b>
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	55%	47%		
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	53%	48%		
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)		88%		
(Example: % of students who transitioned off the reading intervention plan)		45%		(ex. 5% Increase Annually)
(Example: Professional Development hours ...)				
(Example: Proficiency or progress on a local / district assessment...)				

### Performance Metrics Notes

We noticed an improvement in our kindergarten spring IRI scores. What is most significant about our data is that the kindergartners who were identified in the fall and participated in the full-day kindergarten outperformed our students in the traditional ½ day program who were not targeted for intervention. Most importantly, all of our kindergartners were reading kindergarten text at the end of the school year. We are excited to see if this strong beginning to reading allows all of our kindergartners who will return as first graders to acquire first grade reading skills without additional intervention. As a result of the strong foundation in kindergarten, we expect our first grade IRI scores to show improvement during the spring 2018 administration. We will continue to work with our K-3 teachers to differentiate instruction in the classroom to provide additional support for students who are not demonstrating mastery and generalization of critical reading skills.

**Goal 2: All Lakeland school district graduates will be productive citizens who are college/career ready.**

Activities:

1. The graduation requirements will be reviewed on an on-going basis to insure all students are required to complete a rigorous core of study.
2. Schools will continually review programs to meet the needs of all students.
3. Present remediation/acceleration/enrichment programs will be reviewed. Adjustments will be made and new programs implemented to allow every student to meet standards for college/career readiness
6. Daily class schedules will be reviewed to optimize instructional time.

**Metric 1.** The percentage of students who are proficient on national, state and local assessments will be compared to district, state, and national averages.

**Metric 2.** Student progress will be monitored in the core areas of reading, math, and language usage using appropriate progress monitoring tools.

**Metric 3.** Surveys and reports will be used to elicit student, parental, and alumni feedback.

**Goal 3: 95 % of students will meet the established curriculum benchmarks at the end of the year.**

Activities:

1. Each building and the district will implement strategies to protect instructional time and maximize student-teacher contact. (Teacher accessibility, before and after school).
2. Strategies to promote positive attendance rates will be implemented at each building.
3. The staff will teach the district curriculum using adopted and supplemental materials.
4. Remediation/interventions will be provided to assist students.
5. Curriculum benchmarks are accessible to staff, students, and parents on the district website.
6. Strategies for emphasizing parental responsibility and involvement will be implemented at

each building.

7. Strategies for timely home/school communications will be implemented at all levels, including best practices for using the parent component of the student management system.

**Metric 1.** Common district assessments, teacher input, and state scores will be used to determine the performance levels of all students.

**Metric 2.** Classroom Syllabus and instructional calendars will clearly define learning objectives/outcomes.

**Goal 4: The annual district dropout rate will be less than 2 percent.**

Activities:

1. Numerous alternative educational programs will be offered.

- a. Alternative school
- b. Summer school
- c. On-line courses
- d. Dual credit
- e. AP Courses
- f. Career Technical Education courses provided at KTEC

2. Transition plans will be developed and implemented (as students enter/change schools or levels).

3. Parental involvement activities that foster effective parenting skills, home/school communications, etc. will be promoted at all levels.

5. Extra-curricular and co-curricular activities are offered to students (drama, band, athletics, etc.)

**Metric 1.** The graduation rate for each class will be determined using the metric as identified in Idaho Code.

**Goal 5: Lakeland Joint School District students will perform above state and national averages on standardized assessments.**

Activities:

1. Problem solving and critical thinking skills will be a focus across all content areas.
2. Test preparation materials will be available for college entrance tests.
3. Each school will implement a plan to create an optimal testing environment for students.

**Metric 1.** Student scores on state and national assessments (including college entrance exams) will be analyzed.

### **Leadership**

#### **Goal 1: Quality staff will be recruited and retained.**

Activities:

1. Whenever possible, interview teams will include appropriate instructional and/or support personnel whose input will be taken into account.
2. Salaries/benefits will be competitive with north Idaho schools and sufficient to attract and to retain highly qualified staff.
3. The district will strive to provide the needed equipment and support staff required to adequately maintain district facilities/grounds and provide for student safety.
4. Facilities will be kept clean, up-to-date, and well maintained.
5. Professional development activities that meet staff needs and the goals of the strategic plan will be implemented.
6. Staff will be supported and encouraged to become involved in state planning and committee work.
8. As part of the District's induction program all new teachers will be provided ongoing professional development in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities.

**Metric 1.** Input from staff will be utilized to determine the effectiveness of the activities.

**Metric 2.** Each employee who retires or resigns will complete an exit interview and data will be compiled.

**Metric 3.** Student performance on state and district assessments will be analyzed.

**Metric 4.** The following will be tracked and compared: the number of qualified applicants for each position.

**Goal 2: Fiscal responsibility will be maintained.**

Activities:

1. Resources, supplies, equipment, and technology will be provided to accomplish the goals of the strategic plan.
2. In order to maintain current levels of programming and services, passage of fiscally conservative supplemental levies may be required periodically.
3. Principals and staff will be involved in establishing budget priorities.
4. The district administration will conduct internal audits of school funds and assist in implementing improved practices.
5. A plan to increase the general fund reserve will be ongoing.

**Metric 1.** The audited financial report will be utilized by the Board and administration to determine the fiscal status of the district.

**Metric 2.** Administrative, staff, and parent/patron feedback will be solicited.

**Metric 3.** Current practices will be analyzed annually to assist in determining the effectiveness of the financial priorities.

**Goal 3: School Improvement will be on-going.**

Activities:

1. School improvement action plans will be developed, implemented, and annually reviewed by staff and community.
2. Accreditation reports will be utilized to monitor and improve all programs.
3. Evaluation by “outside” teams will be encouraged and completed at regular intervals.

**Metric 1: School Leadership/School Improvement Teams,** the administration, and the Board of Trustees will review the school improvement action plans, annually.

**Metric 2:** Reports from evaluation teams will be analyzed by the administration and staff to determine the effectiveness of the plans and the needs for the future.

**Metric 3:** Common district assessments, surveys, teacher input, student input, and state scores will be used to determine the effectiveness of school improvement programs.

### **Community Relations and School Climate**

**Goal 1: Community relations will be stressed, with an emphasis on media relations, an educational foundation, service learning, and parent/patron involvement.**

Activities:

1. Examine the current public relations program to insure that every opportunity is utilized (i.e. regular contributions and/or monthly columns in local media, etc.) to promote the district and keep patrons informed of ongoing activities.
  - Continue sporting events and school carnivals
  - Continue to utilize the district social media platforms to promote schools and celebrate student successes
  - Continue to build relationships with senior communities
2. The district website will be utilized to communicate pertinent information to parents and students (i.e. general information, successes, deadlines, parenting tips, etc.). However, the fact that many district homes have limited access to technology cannot be overlooked and other mechanisms for home/school communications must be maintained and/or expanded.
3. Positive community relations will be the responsibility of all. Parents will be encouraged to become involved in their child's education at all levels.
4. Activities to support an adequate funding stream for the Lakeland Educational Foundation shall be sought.
5. Community Service Learning Projects will be available at all schools.
6. Community partnerships with city governments, chambers, service organizations, business entities, etc. will be promoted at all levels of district planning and programming.
7. The district will coordinate with other education entities in the region to offer higher education and adult / student enrichment programs. These may include: advanced opportunities program, Ready! Kindergarten program sponsored by United Way, free computer classes open to the public, NIC Career and Technical Education facility.



8. The Superintendent will utilize parent communication through student information system to inform parents of events occurring within the District.

**Metric 1:** The Board of Trustees will assess the appropriateness and effectiveness of the plan.

**Metric 2:** An active educational foundation will be continued.

**Metric 3:** School improvement teams, the administration, and the community will examine the number and quality of service learning opportunities.

**Metric 4:** Future planning will include feedback from city, chamber, business entities and service organization where appropriate.

**Goal 2: Review opportunities for parent involvement**

Activities:

1. Create a welcoming climate and culture where parents seek to be involved in school events. (i.e. Dinner and a Book, Family Math Night, Parent Advisory Board, FAFSA night, Open House, Drama Festival, Spirit Lake Art Walk, etc.).
2. Continue to offer opportunities for parents to interact with the schools (i.e. parent conferences, parent nights, open houses, volunteer programs, student led conferences etc.).

**Metric 1:** Feedback from parents will be solicited and used in future planning.

**Goal 3: A safe, positive, and organized setting will be maintained at each district site.**

Activities:

1. Building security issues shall be an on-going focus at each site.
  - Single Point of Entry at all buildings (High Schools may need Two Points of Entry)
  - Maintain cameras to be highly functional and up-to-date
  - Assessments will be on-going
2. The District's School Crisis Response Plans will be reviewed and updated annually. School-wide discipline plans will be in place for each school. Plans will include research from Trauma Informed Education in all schools and PBIS in elementary schools.
3. Each school will have at least one counselor on staff. Additional counselors will be added in accordance with accreditation standards.
4. Personnel trained in first aid and CPR will be available at each site.
5. Efforts to maintain a positive climate will be on-going at each site.

6. A district “wellness committee” will periodically review district programs and practices. Programs emphasizing healthy life choices for staff and students will be a focus.
7. The District Safety Taskforce will meet regularly to plan safety drills, ensure crisis response plans are in place, and build partnerships with first responders.

**Metric 2:** Input from students, parents, and teachers will be analyzed to evaluate climate.

**Metric 3:** Reports from external evaluation teams will be reviewed by the administration and staff to determine school environment improvement needs. Recommendations will be implemented as appropriate.

**Metric 4:** Attendance at all buildings will be assessed against a 98% attendance goal.

**Metric 5:** Student scores on state and district assessments will be analyzed to assist in determining the impact of school environment on student performance.

**Metric 6:** The district/school crisis plans will be reviewed and analyzed on an annual basis.

**Goal 4: Activities that promote student success will be available at each school.**

Activities:

1. Secondary schools will maintain extra-curricular programs comparable to Idaho schools in the same classification and league.
2. Each school and the district will strive to provide the necessary resources to support extra-curricular activities (academic, social, and athletic) which promote the interests of all students.
3. Opportunities are offered at each school for student involvement in activities, academics and citizenship/community service.
4. The district’s three high schools will provide support for students as they prepare to transition to college, career, or military (FAFSA Night, Near Peer, and Study Groups to better prepare for college entrance exams.)

**Metric 1:** Completed surveys of students, parents, and teachers will be analyzed.

**Metric 2:** Graduation rates will be analyzed to assist in determining the impact of student recognition, extracurricular activities and positive school environment.

**Metric 3:** School improvement teams will examine the of the level of student participation, number of programs, and the benefit of those programs.

## **Facilities**

**Goal 1: The district shall continue to maintain and upgrade existing facilities and plan for future school facility needs. Grade alignments will be regularly reviewed to best support student success (academic, social, emotional, behavior).**

The community is committed to maintaining small neighborhood schools.

1. Monitor growth trends and building/campus needs in order to provide district resources for appropriate facility upgrades as needed.
2. Where appropriate, the district will coordinate with city and county officials in analyzing growth trends and planning for future land acquisitions and construction projects.
3. A Long-Range Planning Committee will be organized to look at trends and provide recommendations to the Board.

**Metric 1:** Adequate school facilities will be provided to complement the strategic plan.

**Goal 2: The district will continue in its efforts to maintain an equitable balance between all schools with regards to classroom, library, technology, playground equipment, athletic facilities, etc.**

Activities:

1. Instructional supply and equipment budgets will be established with building level input.

**Metric 1:** Administrators, teachers, parents and students will provide input into the adequacy of facilities/materials/resources.

**Goal 3: Resources will be provided to support Kootenai Technical Education Campus in collaboration with Coeur d'Alene, Post Falls, and Lakeland School Districts.**

Activities:

1. Continue collaboration with North Idaho College, Coeur d'Alene and Post Falls School Districts, the City of Rathdrum, and district patrons to support Kootenai Technical Education Campus.

**Metric 1:** Feedback from key groups (patrons, school districts, city government) will be used in planning.

**Goal 4: Garner resources to support facility upgrades for support services (i.e. food service, maintenance, and transportation).**

Activities:

1. Monitor growth trends in relation to facility needs and provide district resources for appropriate facility upgrades as needed.

**Metric 1:** Adequate support for facilities will be provided to complement the strategic plan.

Appendices

[COLLEGE AND CAREER ADVISING AND MENTORING PLAN \(2017-2018\)](#)