

# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

## OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).**

The following sections of statute and rule relate to the district plans:

- [Idaho Code §33-320](#) Continuous Improvement Plan
- [Idaho Code §33-1212A](#) College and Career Advising and Mentoring Plan
- [Idaho Code §33-1616](#) Literacy Intervention Plan
- [Idaho Code §33-1614](#) Literacy interventions for individual students
- [IDAPA 08.02.01.801](#) Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan

Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

## GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

### Templates for the 2018-19 Combined District Plan

- 1) Districts and charter schools (or Local Education Agencies – LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need to complete all of the following parts:**

- 2018-19 Combined District Plan Narrative – Template Part 1
- 2018-19 Combined District Plan Metrics – Template Part 2 (OPTION A or B)
- 2018-19 Combined District Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel) or combine them into a single PDF.

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## Posting / Submitting Your Plan

- If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov). Since it includes the Continuous Improvement Plan, you must also post it on your website (by October 1). When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

## Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

## District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are district/LEA plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

## ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the

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narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

## FUNDS FOR TRAINING

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

## ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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<b>School District</b>	<b># 272</b>	<b>Name: Lakeland Jt. School District</b>
Superintendent	Name: Dr. Becky Meyer	Phone: 208-687-0431
	E-mail: becky.meyer@lakeland272.org	
Plan Contact	Name: Krissy Williams	Phone: 208-687-0431
	E-mail: krissy.williams@lakeland272.org	

**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

## Mission and Vision - REQUIRED

### *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!

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## 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.

**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you to specify when the data is from and to use

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data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that below the table (optional).

### Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	2321	2339
Female	2059	2150
White	4315	4037
Black/African American	61	6
Asian	69	14
Native American	156	27
Hispanic/Latino	168	200
Free/Reduced Lunch Program	1774	1746
Received Special Education (IEP Students)	482	466

**Instructions:** This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

### Community Involvement - REQUIRED

On Wednesday, September 12, 2018 The district administration held a meeting with patrons, parents, business owners, and local government officials to read the current CIP, agree upon goals for the 2018-19 school year, and the metrics by which we will measure our work. Patrons also provided input as to whether or not goals may need to be added to address district needs.

Parent notification for college and career advising and literacy intervention is outlined in the plans below.

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## LITERACY INTERVENTION PROGRAM Literacy Program Summary - REQUIRED

Goal Statement: The member's of Lakeland's Strategic Planning Committee believes in holding staff and students to high standards with regard to student achievement. *As a result, the goal identified in our Strategic Plan is: 95% of all students in grades K-3 will demonstrate proficiency on the Spring IRI.*

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 with the caveat that 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 hours of instruction by 450 over the course of the year. This will allow us to provide supplemental reading instruction during the school day.

The 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

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“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
  - 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 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 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<sup>st</sup> –3<sup>rd</sup> 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.
  - Implementation of LETRS research and best practice teaching strategies

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

- Kindergarten
  - Monday – Friday
  - 30 – 45 minutes per day of explicit instruction in identified areas of need



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- 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<sup>st</sup> – 3<sup>rd</sup> 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 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 strategies.

### Individual Student Improvement Plans

- Student Improvement Plans will be housed in Google Docs
- 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 Google Docs
- 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.

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- 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.

### Parent Education and Support

- During the summer of 2018 we implemented our first ever Summer Book Club. Parents and students participated together in this fun endeavor. Parents were taught explicit phonics rules in the same way their students are being taught. Additionally, we taught them how to ask questions as they read with their children at home. The skills we taught during the six week course included:
  - text to text connections
  - text to self connections
  - text to world connections
  - literary devices
  - inference
  - prediction
  - vocabulary building
- Parents and students read the book *Wonder* by R.J. Palacio together. We provided guiding questions and suggested vocabulary building opportunities each week. Parents loved the guidance and raved about the in-depth conversations they were having with their primary students about this wonderful book. We met weekly and families shared their thoughts and discussions with the group. We provided meals and held two meetings each day we met; one in the afternoon and one in the evening so we could accommodate parents' work schedules. We have a "Gear Up for School" session scheduled for the three week prior to school starting. We will use non-fiction text and teach the parents and their students how to close read and annotate, answer essential questions citing text, and in the last week, they will run a Socratic Seminar. We are excited about the possibilities as we build a program to support parents working with their children at home on reading.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

### **Comprehensive Literacy Plan Alignment - REQUIRED**

#### **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

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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. In addition to this time, the district-wide grade level teams have time throughout the school year to meet. During this time they 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 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 2017-18 school year we provided professional development to all district-wide grade level 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.
- 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.
- The Lakeland Jt. School District employs 3 full-time instructional coaches. During the 2017-18 school year the coaches 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 Title I Team provided 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.

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## 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. During the 2018-19 school year teachers will use iStation 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 and Newsela.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.
- During district-wide collaboration meetings, 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 “Guest Teacher” 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.

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## 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, Freckle benchmark and diagnostic assessments, 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 2018, our teachers will also have access to iStation 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 Freckle in the 2018-19 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. Additionally, we will 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 "Guest Teacher" 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.

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**COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM**  
**College and Career Advising Model - REQUIRED**

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
X	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	

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	Student Ambassadors	
	HYBRID (please list all models used in Details)	

## Advising Program Summary - REQUIRED

The Lakeland Jt. School District is using the Near Peer Model for our College and Career Counseling. The people who fulfill this role are referred to as College and Career Mentors in our district. Both high schools (Lakeland and Timberlake) employ a college graduate who works with our students, primarily seniors to guide and mentor them as they navigate the FAFSA form, college scholarship applications, and college admission forms.

A summary of the work they do with each class at the high school is as follows:

8th Grade: The counselors at the junior high schools in our district meet with students to discuss their four year high school plan. The plans are sent home and the parents and students complete the paperwork, which is then returned to the school. Additionally, there is a careers course offered to eighth graders which is designed to allow them to research different career choices in which they are interested.

Freshman: The College and Career Mentors go into Freshman classrooms once per quarter to teach a career exploration unit. They are also working with the freshmen to begin to build their portfolios of awards and accomplishments that they will use as seniors as they begin applying for college scholarships and job applications. At Open House the College and Career Mentors are available to meet with the Freshmen to introduce themselves and ensure that the freshmen know how the College and Career Mentors can assist them. They communicate to the freshmen the importance of volunteerism to be well-rounded as they apply for scholarships when they are seniors. They set them up for success.

Sophomores: The College and Career Mentors will continue the career exploration with the sophomore class. They work with the sophomores on their 4 year plans with regard to dual credit opportunities as juniors. The College and Career Mentors assist the sophomores with pre-registration for the PSAT and will proctor this assessment in October. The College and Career Mentors organize and plan a day for our sophomores to visit the Kootenai Technical Education Cooperative (KTEC) campus as they consider pursuing Career Technical educational opportunities. The College and Career Mentors continue to encourage the sophomores to volunteer as they build their high school portfolio.

Juniors: The College and Career Mentors facilitate SAT preparation through Khan Academy in the spring and proctor the SATs for the junior class. The College and Career Mentors will meet with the juniors to provide opportunities for juniors to begin exploring their college and career options during the summer prior to their senior year. The College and Career Mentors organize field trips to local college events that are tailored to juniors. They organize and plan for Higher Ed Day for the juniors in

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### **Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan**

the spring. In addition to facilitating the state assessment of the SAT, the College and Career Mentors also provide assistance to parents and students who want to register for the ACT.

Seniors: During the course of the year the College and Career Mentors keep parents and students informed about deadlines, timelines and opportunities via a variety of communication tools. They research scholarship opportunities and assist students in applying, getting letters of recommendations, and creating an activity and academic resume. The College and Career Mentors meet with every student individually as well as meeting with groups and classes to provide them with information and opportunities about which they may not be aware. They plan and facilitate FAFSA nights for students and parents, bringing in higher education partners to assist. The College and Career Mentors invite military and college recruiters to our high schools to be available to meet with seniors. The College and Career Mentors organize a field trip for seniors to the Spokane National College Fair during October. Additionally they will organize a field trip to the North Idaho College Parker building for the seniors who will be pursuing certification or degrees in career technical fields. They assist seniors who want to take or retake the SAT or ACT in the registration process. The College and Career Mentors assist seniors in completing the online application for "Apply Idaho" once the direct admissions letters are received. In November they facilitate a National College Application week where all seniors are able to complete at least one college application during the school day. The College and Career Mentors organize the Senior Award Night to honor our seniors who have received scholarships, military awards, and award honor cords. In the spring once seniors have chosen their school of choice and have been accepted, the College and Career Mentors provide assistance to ensure they are signed up for dorm rooms, know orientation and registration dates, and entrance exams that are required.

The College and Career mentors will use the following methods to notify parents of available resources:

- College and Career Mentors are available during Open House and registration to meet with parents. Information boards and brochures are displayed.
- College and Career Mentors email parents with monthly checklists, deadlines, and upcoming opportunities.
- Using our Student Information System the College and Career Mentors provide information that is available to parents on their child's home page.
- At LHS we use "Hello Hawks" and at THS we use "Tiger TV" to share upcoming deadlines, events, and opportunities. Parents have access to these TV episodes via YouTube.
- We have a Career Counseling link on our school websites where we can house information for parents and students.
- We have a College and Career Advising FaceBook page to reach our parents.
- Additionally, we utilize other social media platforms to share information.
- We use "Remind", an app that parents and students can use to get text alerts regarding important information.
- College and Career Mentors are available by phone and schedule appointments to meet with parents when they need assistance and have questions.

# **COMBINED DISTRICT PLAN (2018-2019)**

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

**Other Notes / Comments**



# COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan · College & Career Advising Plan · Literacy Intervention Plan

**Please proceed to the Combined District Plan Metrics – Template Part 2  
AND the Literacy Plan Proposed Budget – Template Part 3.**

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

**COMBINED DISTRICT PLAN (2018-2019)**

**METRICS - TEMPLATE PART 2 - OPTION B**

District #	272	District Name:	Lakeland Joint School District
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**METRICS**

<b>Link to District Report Card:</b>	<b>Not Yet Available</b>
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Please Note: Districts and charter schools that choose to use this template are responsible for providing previous year data for all required metrics (shaded below). Data for any metrics that are not provided in the district report card must be provided by the LEA. Metrics for which data is provided on the school district or charter school report card should be indicated with an "X" in the "Data on District Report Card" column.

**Continuous Improvement Measures (all shaded metrics are required)**

Goal	Performance Metric	Data on District Report Card	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19)
			# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)		113	151	184	268	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)		74.83%		68.66%		-6.18 percentage points	<b>10% Increase</b>
	% students participating in one or more advanced opportunity		27.10%		21.69%			
	% CTE track HS students graduating with an industry-recognized certification		5.00%		47.00%			
	% CTE track HS students who passed the CTE-recognized workplace readiness exam		48.00%		73.00%			
Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# of high school students graduating with an associate's degree or a career technical certificate		19		451		Not Required	<b>10% Increase</b>
	4-year cohort graduation rate	X	89.89%		89.89%		0 percentage points	<b>5% Increase</b>
	% of students with learning plan created and reviewed in 8th grade		8	100.00%	8	100.00%	0 percentage points	<b>100%</b>

**COMBINED DISTRICT PLAN (2018-2019)**

**METRICS - TEMPLATE PART 2 - OPTION B**

% of learning plans reviewed annual by grade level		9	100.00%	9	100.00%	0 percentage points	<b>100%</b>
		10	100.00%	10	100.00%	0 percentage points	<b>100%</b>
		11	100.00%	11	100.00%	0 percentage points	<b>100%</b>
		12	100.00%	12	100.00%	0 percentage points	<b>100%</b>
# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		146	262	150	320		
% students who Go On to some form of postsecondary education within 1 year of HS graduation	X	55.73%		46.88%		-8.85	<b>5% Increase</b>
# students who Go On to some form of postsecondary education within 2 years of HS graduation		# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		167	299	154	262		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	X	55.85%		58.78%		2.93	<b>5% Increase</b>

**COMBINED DISTRICT PLAN (2018-2019)**

**METRICS - TEMPLATE PART 2 - OPTION B**

Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
			# proficient	# tested	# proficient	# tested		
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	X	169	338	161	357	Not Required	Not Required
	% students who scored proficient on the 8th grade math ISAT	X	50.00%		45.10%		-4.90	<b>5% Increase</b>
	# students who scored proficient on the 8th grade ELA ISAT	X	224	340	190	358	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	X	65.88%		53.07%		-12.81	<b>5% Increase</b>
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	X	176	315	156	315	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	X	55.87%		49.52%		-6.35	<b>5% Increase</b>
	# students who scored proficient on the 6th grade ELA ISAT	X	181	306	150	306	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	X	59.15%		49.02%		-10.13	<b>5% Increase</b>
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	X	229	241	224	252	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	X	95.02%		88.89%		-6.13	<b>5% Increase</b>
	# students who scored "proficient" on the Grade 1 Spring IRI	X	210	272	228	292	Not Required	Not Required
Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)



**COMBINED DISTRICT PLAN (2018-2019)**

**METRICS - TEMPLATE PART 2 - OPTION B**

**College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)**

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
95% of all Students in 4 year cohort will be college and career ready	90%	Increase by 5%

**Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)**

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
95% of all students in grades K-3 will demonstrate proficiency on the Spring IRI	78%	Increase by 10%

# LITERACY INTERVENTION PLAN (2018-2019)

## PROPOSED BUDGET - TEMPLATE PART 3

<b>District Name and Number:</b>	Lakeland Joint School District #272
<b>Estimated Total Literacy Funding for 2018-2019 :</b>	<b>\$152,000.00</b>

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Professional				73,037.76	37,440.00	35,597.76
Literacy Professionals				119,037.46	119,037.46	0.00
Literacy Professional				7,107.41	7,107.41	0.00
Benefits				21,337.93	21,337.93	0.00
<b>Personnel Subtotal</b>				<b>147,482.80</b>	<b>147,482.80</b>	<b>0.00</b>
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
VOWAC Phonics	Phonics and Intervention Program			412.00	412.00	0.00
				0.00		0.00
				0.00		0.00
				0.00	412.00	(412.00)
<b>Programs / Curricula Subtotal</b>				<b>412.00</b>	<b>412.00</b>	<b>(412.00)</b>
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Supplies	9 Sessions Parent Education			500	500	
Amazon Books	Assorted Picture Books for Parent Education	13		105.20	105.20	0.00
Food	Summer Book Club for Parents/Students			3,000.00	3,000.00	0.00

**LITERACY INTERVENTION PLAN (2018-2019)**

**PROPOSED BUDGET - TEMPLATE PART 3**

Amazon Books	Summer Book Club for Parents/Students			500.00	500.00	0.00
<b>Other Costs Subtotal</b>				<b>4,105.20</b>	<b>4,105.20</b>	0.00
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$152,000.00</b>	<b>\$152,000.00</b>	<b>(\$412.00)</b>