

COMBINED DISTRICT PLAN (2024-25)

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

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-320, Idaho Code, 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. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, 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.**

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](#) Literacy Intervention Plan and College and Career Advising and Mentoring Plan

More 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/>.

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**. Plans should be submitted to plans@osbe.idaho.gov. Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. 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.

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the requirements of the Combined Plan, including a link to the charter school's report card (on idahoschools.org) and Benchmarks (performance targets) for required metrics, may submit their performance certificate in lieu of part or all of the Combined Plan. If you are interested in this option, please contact our staff in advance to discuss your performance certificate and its alignment to the required plans.

2020-2021 Templates for the Combined District Plan

- 1) Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you

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choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) and review checklist(s) as guides 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 a Narrative (Part 1), Metrics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

- 2020-21 Combined Plan Narrative – Template Part 1
- 2020-21 Combined Plan Metrics – Template Part 2
- 2020-21 Combined Plan- Literacy Budget – Template Part 3

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

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you must submit a new Narrative. However, if you meet both of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2020-21:

- Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
- Your LEA had a fully compliant Combined District Plan Narrative in 2019-20 (or is continuing a previously granted narrative exemption).

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

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Please note: The Metrics spreadsheet (Template Part 2) includes Benchmarks and the annual Progress Report (required by law) that *must* be updated and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

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District vs. School Plans

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level 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 may 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 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, 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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LEA	# 272	Name: Lakeland Jt. School District	
Superintendent	Name: Lisa Arnold		Phone: 208-687-0431
	E-mail: larnold@lakeland272.org		
Plan Contact	Name: Lynn Paslay		Phone: 208-687-0431
	E-mail: lpaslay@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.

Mission and Vision - REQUIRED

Mission

THE MISSION OF LAKELAND JOINT SCHOOL DISTRICT IS TO MAXIMIZE STUDENT LEARNING: EVERY STUDENT LEARNING EVERY DAY ACADEMICALLY, SOCIAL-EMOTIONALLY, AND BEHAVIORALLY IN EVERY ENVIRONMENT.

Vision

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

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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 separate descriptions for the Continuous Improvement 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

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Throughout the 2019-20 school year, all school leaders met several times with parent groups at scheduled Coffee Klatch times. At the elementary level, the Literacy Plan was reviewed and parent input was taken. At the secondary level, parents and students were involved in the review of the College and Career Advising plan. Goals were developed based on various input from all stakeholders and reviewed and approved by the Board of Trustees.

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

Parent Notification of College and Career Advising and Mentoring Services

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.

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- 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.

Parental Involvement in Students’ Individual Reading Plans

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 shares the Reading Plan with parents after it is formulated and includes their specific parental input.
- A form is required to be completed by parents who wish to NOT have their children participate in the interventions.
- IRI results are shared with all parents after each testing window.

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, MTSS/ 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 end of each quarter, parents were afforded the opportunity to meet with teachers to discuss their children’s progress toward skill mastery. Last year Student Led Conferences were enacted in all schools grades K-8 with students leading their conferences to share their learning, levels of growth, and improvement areas. Graphs were sent home periodically throughout each quarter as a means of communication regarding literacy growth within interventions. For any student who did not meet the end of year grade level benchmarks for state standards, meetings were held and the reading plan was updated.

Parent Education and Support

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All elementary schools involve parents throughout the year and offer educational opportunities through “Family Nights” where standards are explained and activities are demonstrated for more engaged student learning. Parents are given ideas, games, and go home with books for their children.

A monthly parent newsletter is sent home to all families purchased with Title I FACE money to support literacy (and math) family education.

Each school holds several parent “Coffee Klatches” throughout the year to help guide parental understanding of important state testing, literacy skills, and to create a forum for discussion and Q & A.

Elementary teachers support parent education through weekly/monthly newsletters explaining grade level content, standards, and state testing.

Ready for K! is a program the district offers to families for engage preschool aged children in hands on literacy learning while their parents learn about literacy development from United Way partners. Many families attend and take home materials, games, books, and activities to engage with their children in their home environment.

Literacy for Little Ones is unique to Lakeland Joint School District. Coordinated by our director of literacy outreach programs, this monthly program invites parents and their preschoolers to the district to engage in literacy activities focused on monthly themes. This provides an opportunity for our literacy experts to demonstrate early literacy skills using large text, children’s literature, music, dance, and art.

During the summer of 2020 we held our third annual Summer Book Club on a virtual platform. 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, *The Westing Game*, by Ellen Raskin 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 on a virtual platform and families shared their thoughts and discussions with the group. The District provided two meetings each day we met; one in the afternoon and one in the evening so we could accommodate parents’ work schedules.

Individual Student Improvement Plans

- Student Improvement Plans will be housed in Google Drive

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- Students who score “Below Basic” or a 3 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 Drive.
- Progress monitoring data will be placed in graphs and shared with parents.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2020-2021 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations in the guidance section of the Literacy Intervention Plan Narrative template or view the Combined District Plan Review Checklist on our [website](#).

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

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 of our implementation of full-day kindergarten, we far exceed the required number of hours and therefore intervention is provided during the school day.

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 3** (60 hours)

- K-3- Grade
 - Monday – Friday
 - 30 – 45 minutes per day

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- Duration of the school year or until the team (principal, teachers, and parent) determine the student has met the 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 within text and also 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)

- K – 3rd 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 within text and also 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 1** (30 hours)

- Full Day Kindergarten Session
 - Monday – Friday
 - 30 – 45 minutes per day delivered by qualified instructor or para professional and at most schools, a 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 the 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 – 3rd 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

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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 the 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 within text and 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.

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. If you need additional recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of the Literacy Intervention Plan Narrative template.

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership

- The Assistant Superintendent of Teaching and Learning, the District Capacity Builder, and the Title I Director partner with the district-wide building administrators, Title I and literacy teachers, grade level teams, and MTSS teams 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 and Literacy 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 / Literacy 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 provide embedded collaboration time every week of the school year. District-wide collaboration has been embedded into the district calendar. During this time all of the elementary grade level teams meet (facilitated by the Assistant Superintendent for Teaching and Learning) 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 and Post Falls School Districts. They collaborate about the different literacy programs each district runs.

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- 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.
- Professional development was provided to paraprofessionals 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.
- All elementary schools developed a team to attend a district led “Trust Based Relationship Intervention” workshop throughout the school year. With a focus on trauma informed practices, each team learned the research involved with early developmental trauma and preventative practices when working with children at risk for learning due to behavioral and emotional difficulties.

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 regularly 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 ISIP 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.
- Including social emotional learning (SEL) expectations through specific lessons, community meetings, and use of SEL strategies, increases the effectiveness of lessons and all students’ ability to participate and engage more in learning.
- In our K-2 classrooms literacy instruction occurs all day across all areas of content. Teachers can utilize adopted comprehensive reading program materials as well as supplemental materials they develop from online sources and those purchased with federal program instructional supplies money. In our K-6 classrooms our teachers teach reading using multiple texts and across all content areas. Our teachers use sources such as 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 discussions 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

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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 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. This supports the research surrounding decoding as a highly efficient reading strategy for beginning readers.

- Our district-wide teams look at research and find ways to incorporate techniques and strategies found to support early reading skill acquisition. We utilize foundational skills mastery, flexible grouping, small group instruction, DBI, Socratic Seminar, close reading and annotation, retell, thinking partners, etc to support active student engagement.
- Every elementary school in Lakeland has a highly effective MTSS/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 MTSS/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 students' reading plans.
- In Lakeland we use ISIP to monitor progress in LSF, LNF, NWF, and ORF. With the inclusion of **Freckle** we will have access to additional progress monitoring tools in comprehension. Students who score a ‘3’ 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 year benchmarks to assist in determining the level at which our students master grade level state standards according to our own instructional calendar.
- 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 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 MTSS/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 MTSS/RTI team for “data days”. On these days every child’s individual learning plan is reviewed and assessment data is considered to ensure that all children are making growth.

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Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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	College and Career Counseling
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

Instructions: The 2020-2021 Advising Program Summary section is required. Please provide information regarding your planned 2020-2021 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

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

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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 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.

COMBINED DISTRICT PLAN (2024-25)

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

NARRATIVE - TEMPLATE PART 1

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.

Other Notes / Comments

COMBINED DISTRICT PLAN (2024-25)

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

NARRATIVE - TEMPLATE PART 1

**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 **2020-21 Combined Plan Metrics – Template Part 2**. The template includes three (2) tabs: Instructions and 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 **2020-21 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.

2024-25 Continuous Improvement Plan Review Checklist

DISTRICT / LEA #	DISTRICT / LEA NAME	DATE OF REVIEW
272	Lakeland Joint School District	9-19-2024

CONTINUOUS IMPROVEMENT PLAN NARRATIVE

2024-2025 Narrative Update Exemptions

Did the district / charter provide an updated 2024-25 Continuous Improvement Plan Narrative? YES NO

- If Yes, proceed to Narrative Review Checklist
- If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:

- District / charter school has indicated that they are not providing a 2024-25 Continuous Improvement Plan Narrative because they have *not* made any substantial changes to the information (mission, vision, community involvement description) included in their previous Continuous Improvement Plan Narrative or Combined District Plan Narrative YES NO
- District / charter school had a fully compliant 2023-24 Continuous Improvement Plan Narrative or is continuing a previously-granted narrative exemption YES NO

Is district / charter school exempt from providing an updated 2024-25 Continuous Improvement Plan Narrative? YES NO

REVIEW KEY (for the "Included" column)

X = Fully Addressed

/ = Partially Addressed

Blank = Not Addressed

NARRATIVE REVIEW**Section: Mission and Vision**

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
X	District/LEA mission and vision statements.	

Section: Community Involvement in Plan Development

Continuous Improvement Plan – Narrative Requirements		
Included	Required Item	Notes
X	Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan.	

METRICS AND DEMOGRAPHICS REVIEW**Section: Introductory Information**

Continuous Improvement Plan & Literacy Intervention Plan – Metrics Requirements		
Included	Required Item	Notes
/	Link to the district / charter school report card (idahoschools.org, as publicly released by the State Department of Education) is provided to address previous year(s) of data and LEA demographics.	We were unable to find a link to your district report card (as released by the state) within your plan. The link provided goes to your school website. Please use (idahoschools.org/districts/).

Section I: Student Achievement & Growth Metrics – Current & Previous Year Performance Targets

Included	Required Item	Notes
X	2023-24 Performance Targets (as previously set in the LEA's 2023-24 CIP) for all blue-shaded Section I Metrics.	
X	2024-25 Performance Targets are set for all blue-shaded Section I Student Achievement & Growth Metrics.	

Section II: Literacy Proficiency & Growth Metrics – Current & Previous Year Performance Targets

Included	Required Item	Notes
X	2023-24 Performance Targets (as previously set in the LEA's 2023-24 CIP) for all Section II Metrics.	
X	2024-25 Performance Targets are set for all Section II Literacy Proficiency & Growth Metrics.	

Section III: How LEA Measures Progress Towards Literacy Goals and Targets

Included	Required Item	Notes
X	<p>LEA completed Section III.A, including the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> At least one (1) metric created by the LEA to measure literacy progress. Metric(s) is distinctly different from any metrics in the previous sections. <input checked="" type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately. <input checked="" type="checkbox"/> 2024-25 Performance Targets are set for each LEA-chosen metric. 	
OR		
N/A	<p>LEA completed Section III.B by providing a brief narrative that identifies how the LEA plans to measure literacy progress that includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least one clear metric that is quantifiable. <input type="checkbox"/> Reflection on prior performance. <input type="checkbox"/> At least one goal or target for future (2024-25) performance. 	

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals

Included	Required Item	Notes
X	<p>LEA completed Section IV.A, including the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> At least one (1) metric created by the LEA to measure progress towards college and career advising and mentoring goals. Metric(s) is distinctly different from any metrics in the previous sections. <input checked="" type="checkbox"/> At least 1 prior year of data is included for each LEA-chosen metrics. If the metric(s) do not have previous data available, LEA has indicated that appropriately. <input checked="" type="checkbox"/> 2024-25 Performance Targets are set for each LEA-chosen metric. 	
OR		
N/A	<p>LEA completed Section IV.B by providing a brief narrative that identifies how the LEA plans to measure progress towards college and career advising and mentoring goals. The narrative includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least one clear metric that is quantifiable. <input type="checkbox"/> Reflection on prior performance. <input type="checkbox"/> At least one goal or target for future (2024-25) performance. 	

Section V: Report of Progress Narrative

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
X	An appropriate narrative is provided that describes the progress the LEA made during the 2023-24 school year towards the Continuous Improvement Plan Performance Targets LEA set by the LEA in its 2023-24 CIP, as provided in the previous Sections I-IV.	

Section VI: Staff Performance – Previous Year Results & Current Year Performance Targets

Continuous Improvement Plan – Metrics Requirements		
Included	Required Item	Notes
X	Groups of staff are appropriately aggregated by grade and subject or goal. The assessment tool is identified for each group.	
X	Previous year (2023-24) results are provided for all aggregated staff groups.	
X	2024-25 Performance Targets are set for all aggregated staff groups.	