



2016- 2017

Lapwai School District Consolidated Plan

Welcome to the Lapwai School District:

The Lapwai School District is an Idaho Public School located on the Nez Perce Indian Reservation. Our partnership and collaboration with the Tribe is critical to our success. Collaboratively with the Nez Perce Tribe Education Department we are defining what cultural responsive education means for our students, in our community.

The Lapwai valley is home to the first rural high school in Idaho and the first integrated school system of its kind, Indian and Non-Indian students, in the United States.

District Website: www.lapwai.org

Facebook: Lapwai School District #341

Literacy Intervention Plan

College and Career
Advising and Mentoring
Plan



*Together, we ensure all
students will reach their
full potential.*

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District # 341
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Strategic Planning Advisory Team:

Lapwai School District Board of Trustees:

Sonya Samuels-Allen, Chairperson

Lori Johnson, Vice Chairperson

Thunder Garcia, Trustee

Susan Meisner, Trustee

Jack Bell, Trustee

Lapwai School District Administration Team:

Dr. David M. Aiken, Superintendent

Teri Wagner, Elementary School Principal

Dr. D’Lisa Penney-Pinkham, Middle-High School Principal

Lori Ravét, Special Education Director

Planned Continued Revisions to Include:

Lapwai Elementary Leadership Team

Lapwai Middle-High School Leadership Team

Lapwai School District Leadership Team

State Tribal Education Partnership Teams

Nez Perce Tribe Education Department

Family Engagement Teams

Indian Parent Committee



Mission

Together, we ensure all students will reach their full potential.

Vision Statements

1. We believe that exceptional education is achieved when community (students, family, tribe, school, and youth organizations) embraces learning and creates an *integrated supportive environment.

*Definition of Integrated: combining or coordinating separate elements so as to provide a harmonious, interrelated whole.

2. A culture of hard work and resilience will empower and encourage students to reach any goal.

Technology Mission Statement

Together, we ensure all students will become responsible digital citizens in a student-centered, project-based, online learning environment.

Technology Vision Statements

Through technology we will...

- Improve higher-order thinking skills, such as problem solving, critical thinking, and creativity
- Prepare students for their future in a competitive global job market
- Design student-centered, project-based, and online learning environments
- Guide systemic change in our schools to create digital places of learning
- Inspire digital age professional models for working, collaborating, and decision making

State Tribal Education Partnership (S.T.E.P.)

The Nez Perce Tribal Education Partnership (STEP) Project is providing professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. The project focuses on improving the academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of the Nez Perce Tribe Education Standards, aligned to the Idaho Common Core State Standards, we are working collaboratively to define what “culturally relevant” education means for today’s tribal students. This partnership has become a critical component to our success.

Joyce McFarland
Nez Perce Tribe Education Department Manager
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(208) 621-4610



FAMILY ENGAGEMENT

*Nez Perce Tribe
Lapwai School District*

LAPWAI ELEMENTARY SCHOOL STRENGTHS

From the School Community Index Survey

1. Students are encouraged to do their best work.
2. The importance of reading is stressed.
3. Students are treated with respect.
4. Parents feel welcome when they visit the school.
5. Most parents know their children's teachers.



FAMILY ENGAGEMENT

Nez Perce Tribe
LAPWAI SCHOOL DISTRICT

Areas of Strength:

1. THE OPINION OF PARENT/TEACHERS/HIGH SCHOOL STUDENTS REALLY COUNT.
2. STUDENTS ARE ENCOURAGED TO DO THEIR BEST WORK.
3. STUDENTS ARE EXPECTED TO BEHAVE PROPERLY.
4. THE OFFICE STAFF GREET VISITORS WARMLY.
5. TEACHERS AT THE SCHOOL KNOW EACH OTHER WELL.

LAPWAI MIDDLE / HIGH SCHOOL



Demographics

Lapwai Elementary School

Ethnic Codes:		<H>	<I>	<M>	<P>	<U>	<W>	<Total>
Grade Level: PK								
Male:	---	---	2	---	---	---	2	4
Female:	---	---	3	---	---	1	---	4
Total:	---	---	5	---	---	1	2	8
Grade Level: KG								
Male:	---	---	17	1	1	---	1	20
Female:	---	2	22	4	1	---	2	31
Total:	---	2	39	5	2	---	3	51
Grade Level: 01								
Male:	---	---	19	---	---	---	2	21
Female:	---	---	14	---	---	---	2	18
Total:	---	---	33	---	---	---	4	37
Grade Level: 02								
Male:	---	---	14	1	---	---	---	15
Female:	---	---	16	---	---	---	3	19
Total:	---	---	30	1	---	---	3	34
Grade Level: 03								
Male:	---	---	15	1	---	---	1	17
Female:	---	---	19	---	---	---	3	22
Total:	---	---	34	1	---	---	4	39
Grade Level: 04								
Male:	---	---	17	---	---	---	---	17
Female:	---	1	15	3	---	---	5	24
Total:	---	1	32	3	---	---	5	41
Grade Level: 05								
Male:	1	2	18	---	---	---	3	24
Female:	---	1	23	1	---	---	3	28
Total:	1	3	41	1	---	---	6	52
Code Totals:								
Male:	1	2	102	3	1	---	9	118
Female:	---	4	112	8	1	1	18	144
Total:	1	6	214	11	2	1	27	262

Ethnic Codes Legend:

B - Black or African American

M - Two or more races

W - White

H - Hispanic or Latino

P - Native Hawaiian or Other Pacific Islander

I - American Indian or Alaska Native

U - Invalid

Preschool - 5th Grade, 260 Students

Free and Reduced: 91%

55 Special Education Students - 21%

Teri Wagner, Principal

twagner@lapwai.org



Lapwai Middle-High School

Ethnic Codes:		<H>	<I>	<M>	<U>	<W>	<Total>
Grade Level: 06							
Male:	1	19	2	---	1	23	
Female:	---	17	1	---	---	18	
Total:	1	36	3	---	1	41	
Grade Level: 07							
Male:	---	24	1	---	4	29	
Female:	---	13	1	---	---	14	
Total:	---	37	2	---	4	43	
Grade Level: 08							
Male:	1	15	1	---	---	17	
Female:	1	9	1	---	1	12	
Total:	2	24	2	---	1	29	
Grade Level: 09							
Male:	---	17	1	---	1	19	
Female:	---	10	---	---	---	10	
Total:	---	27	1	---	1	29	
Grade Level: 10							
Male:	---	15	1	---	---	16	
Female:	1	17	2	---	---	20	
Total:	1	32	3	---	---	36	
Grade Level: 11							
Male:	1	7	---	---	2	10	
Female:	1	9	1	1	1	13	
Total:	2	16	1	1	3	23	
Grade Level: 12							
Male:	1	15	1	---	1	18	
Female:	1	18	---	---	3	22	
Total:	2	33	1	---	4	40	
Code Totals:							
Male:	4	112	7	---	9	132	
Female:	4	93	6	1	5	109	
Total:	8	205	13	1	14	241	

Ethnic Codes Legend:

H - Hispanic or Latino

U - Invalid

I - American Indian or Alaska Native

W - White

M - Two or more races

6th - 12th Grade, 242 Students

Free and Reduced Middle School: 86%

Free and Reduced High School: 88%

45 Special Education Students - 19%

Dr. D'Lisa Penney-Pinkham

dpinkham@lapwai.org



Student Achievement and Growth

Number of Students Tested and Percent of Students Proficient for Students in LAPWAI DISTRICT, 2015-2016

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	41	20%
Grade 4	49	24%
Grade 5	38	32%
Grade 6	43	23%
Grade 7	32	31%
Grade 8	33	24%
Grade 9	31	29%
Grade 10	24	71%
Grade 11	4	50%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	42	24%
Grade 4	50	22%
Grade 5	38	24%
Grade 6	43	7%
Grade 7	32	25%
Grade 8	33	9%
Grade 9	31	10%
Grade 10	24	13%
Grade 11	3	33%

Progress Report of Pervious Year's Goals: 2015-2016

Lapwai Elementary:

MATH ☒ (Goal Met - 77%)

All Lapwai Elementary students will improve math proficiency to meet or exceed the 40th percentile (national norm) on the Spring 2016 Math Benchmark Assessment. Growth will be determined using mean scores of individual classes on the AIMSweb TEN for students in grades K and 1 and on the STAR Math for students in grades 3-5.

READING ☒ (Goal Met - 77%)

Fifty percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth as measured by their fall 2015 to spring 2016 IRI or STAR Reading Benchmark Assessments.

BEHAVIOR (PBIS) ☒ (Goal Met - 40%)

Major and minor behavior referrals will decrease by 10% from June 2015 to June 2016 as evidenced by data collected in the School-wide Information System (SWIS). (Goal Met 40%)

Lapwai Middle-High School:

THE D & F INITIATIVE ☒ (Goal Met - 25%)

Lapwai Middle-High Staff will reduce the number of F's by 15% as measured from 2014-2015 Schoolmaster data to 2015-2016 Schoolmaster data.

Each Professional Learning Community (PLC) will craft data-driven, research-based action plans related to the building-wide goal.

The 2015-2016 Professional Learning Communities at Lapwai Middle-High School include:

Positive Behavioral Interventions and Supports (PBIS)

Culturally Responsiveness

College and Career Readiness

Curriculum and Instruction



School Improvement Priorities:

The school and district-level leadership teams in Lapwai share a common language and vision solely focused on improved pedagogy, with a research-based approach to building teacher capacity and effectiveness. Our concentration on pedagogy has included building policies and system-level strategies that deepen student learning and remove barriers to change.

Our leadership teams have defined the process of delivering collaboratively determined, job-embedded professional development:

Weekly Professional Learning Community meetings each Wednesday morning from 7:00 a.m. to 8:00 a.m. to advance SMART goal attainment are board approved and built into the school calendar.

Weekly professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for research-based learning and data analysis is board approved and built into the school calendar. Professional development currently involves all instructional staff including para-educators and tutors.

Both schools hold Leadership Team Meetings for a minimum of 4 hours per month with support from district administrators, including the superintendent.

Professional development includes a research-based and data-driven approach to increasing student engagement, deepening student learning, and use of intervention and assessment tools.



Clear & Measurable Targets

2016-2017 Key Indicators for Measuring Performance

Lapwai Elementary School:

READING

Sixty percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth as measured by their fall 2016 to spring 2016 IRI or STAR Reading Benchmark Assessments.

BEHAVIOR (PBIS)

Major and minor behavior referrals will decrease by 10% from June 2015 to June 2016 as evidenced by data collected in the School-wide Information System (SWIS).

Lapwai Middle-High School:

COLLEGE AND CAREER READINESS

By January 2017 we will increase the population of Lapwai Middle High School by 5% from end of the 2015-2106 school year to the end of the 1st semester of the 2016-2017 school year.

BEHAVIOR (PBIS)

By April 2017 Lapwai Middle/High School will reduce the overall referrals from 1691 (2015-2016) to 1529 or 10% for the 2016-2017 school year. By January 2017, Lapwai Middle/High School will reduce overall referrals by 10% or 85 referrals, of half (846) of the total number of referrals for the year.

CULTURAL RESPONSIVENESS

By April 2017 Lapwai Middle/High School will reduce the overall referrals from 1691 (2015-2016) to 1529 or 10% for the 2016-2017 school year. By January 2017, Lapwai Middle/High School will reduce overall referrals by 10% or 85 referrals, of half (846) of the total number of referrals for the year.

ASSESSMENT AND INSTRUCTION

The percent of students in grades 6-10 scoring at or near standard in writing as reported on the ISAT will increase from 41% to 51% as measured on the interim ISAT administered during January of 2017.

The percentage of students grades 6-12 in or above the estimated mastery range on the STAR reading assessment in the area of CCRA.RI.1 (Reading Informational Text) will increase from 27% to 38% by January 2017; students show they have met this standard by reading closely to determine what the text says explicitly and making logical inferences from it and citing specific textual evidence when writing or speaking to support conclusions drawn from the text.

Literacy Intervention Plan

Lapwai Elementary School

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA's literacy intervention program.

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including:
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension and Fluency
 - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the Idaho Comprehensive Literacy Plan
- D. Supplemental instruction (may be imbedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Please also note, pursuant to Idaho Code §33-1615, school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

School District	Lapwai School District	
Contact	Name: Teri Wagner	Phone: 208.843.2960
	E-mail: twagner@lapwai.org	

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
 - Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

Program Summary (2015-2016)

- A. *Lapwai Elementary School is the only elementary school in the district. The most frequently used interventions were Reach into Phonics and Read Naturally/Read Live. Interventions were assigned to students after careful study of the success of past interventions and diagnostic information specific to each student.*
- B. *Intervention strategies and programs at each grade level were assigned to students based on their individual reading strengths, needs and deficiencies.*
- C. *Interventions took place during the school, after school, and during the summer program.*

Program Summary (2016-2017)

- A. *Lapwai Elementary School is the only elementary school in the district. The most frequently used interventions this year are Reach into Phonics and Read Naturally/Read Live. Interventions are assigned to students after careful study of the success of past interventions and diagnostic information specific to each student. Additional funding will allow the school to purchase more best-practice reading intervention materials and add more students to Tier II individual and small group intervention.*
- B. *Intervention strategies and programs at each grade level are assigned to students based on individual students reading strengths, needs and deficiencies.*
- C. *Interventions take place during the school, after school, and during the summer program.*
- D. *The district will support the elementary school in implementing the literacy intervention program by contacting the SDE to clarify plan questions, assisting the principal in writing the plan and supporting professional learning opportunities for teachers.*

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Comprehensive Literacy Plan Alignment

Essential Elements of the Idaho Comprehensive Literacy Plan Embedded in the Lapwai Elementary Intervention Program

Collaborative Leadership

Strong partnerships are maintained with the state of Idaho, Nez Perce Tribe, University of Idaho, Boise State University, and Lewis and Clark State College.

Lapwai School District is building a strong culture of collaboration by providing one hour per week of Professional Learning Community (PLC) and 2 hours per week of grade level collaboration/professional learning.

A large percentage of PLC time and professional learning activities are devoted to literacy.

Developing Professional Educators

Lapwai Elementary Teachers are supported in their quest to perfect literacy instruction by participating in monthly professional learning devoted to this topic. Expert consultants develop research-supported practices in teachers and para-educators based on building literacy data and classroom observations.

Effective Instruction and Interventions

ELA Core and intervention instruction at Lapwai Elementary is centered around the adopted curriculum, Reach for Reading. This program has a tight alignment to Idaho State Content Standards and a strong research base which includes the Five Essential Reading Components. Student engagement strategies are embedded in the curriculum and monitored for their effectiveness.

Assessment and Data

A comprehensive assessment system is in place at Lapwai Elementary. Benchmark assessments (STAR and Aimsweb) are given three times per year. Students in need of interventions are progress monitored to ensure efficient and effective acceleration of learning. The building leadership team and grade level teams meet regularly to analyze data and inform professional practice. Informal classroom observation data and formal evaluation data is used to improve instruction.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

Parent Involvement

Parents of any student in grade K-3 who is identified as having a reading deficiency will be contacted after the fall benchmark assessments (IRI and STAR) have been given and analyzed. The notification will include the following:

- A statement that their child has been identified as having opportunities to accelerate skills in reading*
- Information that a reading improvement plan will be established*
- An invitation to participate in developing the plan*
- A description of the current services provided to the students; and*
- A description of the available reading intervention and supplement instructional services and support that could be provided to the student.*

Following the development of the plan, the parent will be provided with:

- A description of the reading intervention and support that will be provided; and*
- Strategies for parents to use at home in helping students succeed in reading.*

Parents will be invited to meet with the classroom teacher, the reading specialist and the principal to provide input into individual student literacy intervention plans. Plans will be reviewed and discussed at Parent Teacher Conferences.

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school year and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education's research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2015-2016	SY 2016-2017	Benchmark (Chosen by LEA)
# of students who scored "proficient" on the Kindergarten Spring IRI	33		
% of students who scored "proficient" on the Kindergarten Spring IRI	91.6		
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI			
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI			
# of students who scored "proficient" on the Grade 1 Spring IRI	15		
% of students who scored "proficient" on the Grade 1 Spring IRI	40		
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI			
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI			
# of students who scored "proficient" on the Grade 2 Spring IRI	21		
% of students who scored "proficient" on the Grade 2 Spring IRI	56.7		
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI			
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI			
# of students who scored "proficient" on the Grade 3 Spring IRI	34		
% of students who scored "proficient" on the Grade 3 Spring IRI	85		
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI			
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI			
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	20		
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	24		
(ex. % of students who transitioned off the reading intervention plan)			(ex. 5% Increase Annually)
(ex. Professional Development hours ...)			
(ex. Number of student hours participating in program)			
(ex. Increase in student reading comprehension by grade level...)			

LITERACY INTERVENTION PLAN - PROPOSED BUDGET

Budget for 2016-2017 School Year – Lapwai Elementary School

Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Reading Specialist	1 Reading Specialist	1.0	63,700.00	
Reading Interventionist/Paraprofessional	4 x 37.5 hrs per week	4.0	48,000.00	192,000.00
Benefits			45,000.00	0.00
Personnel Subtotal				192,000.00
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
Reach into Phonics Kits	Intervention materials	2	1,221.00	2,442.00
Read on Your Own Books	Intervention materials	3	1,890.00	5,670.00
				0.00
Programs / Curricula Subtotal				5,670.00
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
Transportation Subtotal				0.00
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
				0.00
Other Costs Subtotal				0.00
TOTAL COSTS				\$197,670.00

College and Career Advising and Mentoring Plan

Lapwai Middle-High School

COLLEGE AND CAREER ADVISORS AND STUDENT MENTORS: College and career advising and student mentoring is an essential component of students' educational experience. Such advising and mentoring provide all students with an early opportunity to identify academic strengths, areas in need of improvement and areas of interest for the purpose of making informed choices and setting postsecondary education and career goals. The focus of college and career planning is to help students acquire the knowledge and skills necessary to achieve academic success and to be college and career ready upon high school graduation.

College and Career Transition Assistant

Overview:

The Lapwai School District will use 10,000 dollars from Senate Bill 1290 to fund a new part time position at Lapwai High School. The position will be titled Career and College Transition Assistant and focus on student support in the areas of Dual Credit, College application and selection, Career Exploration, and the paperwork related to these tasks.

Primary Responsibility:

- Coordinate meetings with students and parents to identify appropriate college options after high school.
- Support students and parents in the registration and enrollment in Advanced Opportunities, Dual Credits, College and Financial Aid information.
- Assist College Readiness Team in the selection of and scheduling of events related to college and career selection.

Performance Measure:

Career and College Transition Assistant will track the following data.

- Percent of HS seniors enrolled in postsecondary for the Fall of the 2017-18 school year.
- Total number of Dual Credit courses completed during the 2016-17 school year.
- Total number of scheduled events hosted by the school district to assist with college and career readiness.
- Percent of students completing High School.
- Numbers related to college visits and recruiters on campus at our school.

Baseline Measures:

Currently there is not a position at Lapwai High School that has been designated in the completion of the tasks mentioned related to the position of Career and College Transition Assistant. The successful completion of and tracing of data related to the performance measures has not been assigned to a specific position.

Currently the data on number of HS students enrolled in postsecondary is not accurately monitored by the district and an accurate baseline of this data does not exist. This assistant will accurately track 2016-17 college applications, completion and enrollment of this graduating class. Until this time an accurate baseline on numbers of students entering postsecondary educational institutions cannot be provided. The action plan to accurately collect and track data will include cooperation with the College and Career Readiness Professional Learning Community and Guidance Counselor.

There were 136 total dual credits earned in the fall and spring of the 2015-16 school year. This data has been collected by the guidance counselor and will be compared with data collected in 2016-17 school year. The goal is to increase the total number of dual college credits earned by all students in grades 9-12 by 15 percent during the 2016-17 school year. The successful use of advanced opportunities, college dual credit registration, HS registration, and dual credit courses offerings are critical in this goal.

The College and Career Transition Assistant will collect all data related to numbers of dual college credit earned this school year.

Currently 89 percent of the class of 2016 graduated from Lapwai High School. Of this 74 percent enrolled and were accepted to postsecondary education. There is not a current or accurate system to track the successful monitoring of numbers related to attending postsecondary education.

The baseline data on numbers of college visits and recruiters on campus was collected without complete accuracy during the 2015-16 school year. There were 6 college campus visits and 6 colleges that sent recruits onto the LHS campus in 2015-16. The goal is to increase our data collection, and accurate growth data with the new position of College and Career Transition Assistant.

The events hosted by the school to support college and career readiness and community involvement were tracked by the individual groups involved in each event. The guidance counselor hosted 4 main events related to this topic and with the assistance of the new position will increase this number by 50 percent during the 2016-17 school year. The accurate and collaborative efforts of all programs assisting with parent and community involvement will be tracked by the new position. The reporting for the 2016-17 school year related to these events will be completed by the College and Career Readiness PLC and Guidance Counselor.



*Together, we ensure all students will
reach their full potential.*