



# 2017- 2018

## Lapwai School District Continuous Improvement 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](http://www.lapwai.org)

**Facebook:** Lapwai School District #341



### Appendices:

Leadership Premium Plan

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  
208-843-2622 ext. 202  
[daiken@lapwai.org](mailto:daiken@lapwai.org)

# Strategic Planning Advisory Team:

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## **Lapwai School District Board of Trustees:**

Sonya Samuels-Allen, Chairperson

Lori Johnson, Vice Chairperson

Jack Bell, Trustee

DelRae Kipp, 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

The plan has been shared and opened for input with the following school, Tribal, and parent groups. Parents are welcome at any time to provide input on the plan posted on our website by contacting the superintendent as well: (208) 843-2622 ext 202, [daiken@lapwai.org](mailto:daiken@lapwai.org)

Lapwai Elementary Leadership Team

Lapwai Middle-High School Leadership Team

Special Forces Leadership Team

Lapwai School District Leadership Team

State Tribal Education Partnership Teams

Nez Perce Tribe Education Department

Family Engagement Teams

Indian Parent Committee



# Mission

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

# Vision Statements

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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

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

# Technology Vision Statements

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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.)

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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**  
[joycem@nezperce.org](mailto:joycem@nezperce.org)  
(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:	<B>	<H>	<I>	<M>	<P>	<U>	<W>	<Total>
Grade Level: PK								
Male:	---	---	4	---	---	---	---	4
Female:	---	---	2	---	---	---	1	3
Total:	---	---	6	---	---	---	1	7
Grade Level: KG								
Male:	---	---	12	1	---	10	2	25
Female:	---	1	9	1	---	6	---	17
Total:	---	1	21	2	---	16	2	42
Grade Level: 01								
Male:	1	---	15	1	1	---	1	19
Female:	---	2	21	3	---	---	3	29
Total:	1	2	36	4	1	---	4	48
Grade Level: 02								
Male:	---	---	18	---	---	---	2	20
Female:	---	---	15	---	---	---	3	18
Total:	---	---	33	---	---	---	5	38
Grade Level: 03								
Male:	---	---	16	2	---	---	---	18
Female:	---	---	16	---	---	---	1	17
Total:	---	---	32	2	---	---	1	35
Grade Level: 04								
Male:	---	---	15	1	---	---	1	17
Female:	---	---	21	---	---	---	3	24
Total:	---	---	36	1	---	---	4	41
Grade Level: 05								
Male:	---	1	16	---	---	---	---	17
Female:	---	1	15	2	---	---	2	20
Total:	---	2	31	2	---	---	2	37
Code Totals:								
Male:	1	1	96	5	1	10	6	120
Female:	---	4	99	6	---	6	13	128
Total:	1	5	195	11	1	16	19	248

### Ethnic Codes Legend:

B - Black or African American  
M - Two or more races  
W - White

H - Hispanic or Latino

I - American Indian or Alaska Native

P - Native Hawaiian or Other Pacific Islander

U - Invalid

Preschool - 5th Grade, 248

Free and Reduced: 91%

58 Special Education Students - 23%

Teri Wagner, Principal

twagner@lapwai.org





## Lapwai Middle-High School

Ethnic Codes:	<B>	<H>	<I>	<M>	<U>	<W>	<Total>
Grade Level: 06							
Male:	1	2	17	----	----	4	24
Female:	----	2	23	1	1	3	30
Total:	1	4	40	1	1	7	54
Grade Level: 07							
Male:	----	1	17	2	----	1	21
Female:	----	----	14	3	----	----	17
Total:	----	1	31	5	----	1	38
Grade Level: 08							
Male:	----	----	23	1	----	3	27
Female:	----	----	14	1	----	----	15
Total:	----	----	37	2	----	3	42
Grade Level: 09							
Male:	----	1	15	1	----	1	18
Female:	----	1	8	1	----	1	11
Total:	----	2	23	2	----	2	29
Grade Level: 10							
Male:	----	----	14	1	----	----	15
Female:	----	----	9	----	----	----	9
Total:	----	----	23	1	----	----	24
Grade Level: 11							
Male:	----	----	14	1	----	----	15
Female:	----	1	13	2	----	1	17
Total:	----	1	27	3	----	1	32
Grade Level: 12							
Male:	----	1	8	----	----	2	11
Female:	----	1	11	1	----	1	14
Total:	----	2	19	1	----	3	25
Code Totals:							
Male:	1	5	108	6	----	11	131
Female:	----	5	92	9	1	6	113
Total:	1	10	200	15	1	17	244

### Ethnic Codes Legend:

B - Black or African American  
M - Two or more races

H - Hispanic or Latino  
U - Invalid

I - American Indian or Alaska Native  
W - White

6th - 12th Grade, 244 Students

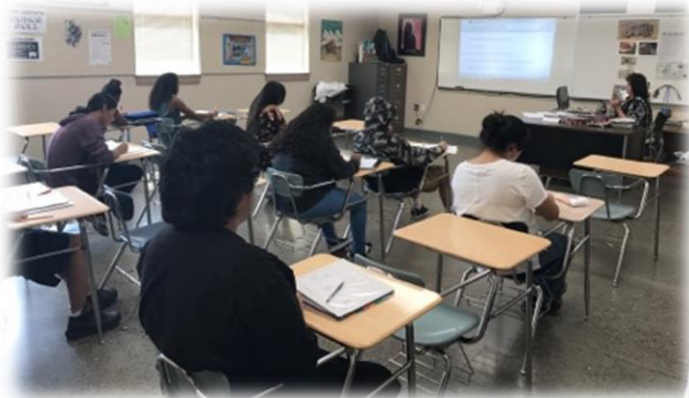
Free and Reduced Middle School: 86%

Free and Reduced High School: 88%

45 Special Education Students - 18%

Dr. D'Lisa Penney-Pinkham

dpinkham@lapwai.org





# Student Achievement and Growth

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## Number of Students Tested and Percent of Students Proficient for Students in LAPWAI DISTRICT, 2016-2017

### ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	41	10%
Grade 4	40	15%
Grade 5	55	33%
Grade 6	39	18%
Grade 7	40	15%
Grade 8	32	31%
Grade 9	28	18%
Grade 10	31	42%

### Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	40	30%
Grade 4	41	15%
Grade 5	55	27%
Grade 6	39	10%
Grade 7	40	13%
Grade 8	32	22%
Grade 9	28	11%
Grade 10	31	19%

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# Progress Report of Pervious Year's Goals: 2016-2017

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## *Lapwai Elementary:*

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### **MATH** (Goal Met - 77%)

All Lapwai Elementary students will improve math proficiency to meet or exceed the 40<sup>th</sup> 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 - 69.7%)

60% of Lapwai Elementary School students grades K-5 will meet or exceed expected growth as measured by fall 2016 to spring 2017 IRI or STAR Reading Benchmark Assessments.

### **BEHAVIOR (PBIS)** (Goal Met - 19.8%)

Major and minor behavior referrals will decrease by 10% from June 2016 to June 2017 as evidenced by data collected in the School-wide Information System (SWIS).

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## *Lapwai Middle-High School:*

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### **CURRICULUM AND INSTRUCTION** (Goal Met - 38%)

The percentage of students in 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.

### **CULTURAL RESPONSIVENESS** (Goal Met - 75%)

The percentage of students responding almost always or often true that my teachers expect all students to succeed no matter who they are will increase from 66% to 75% by January 2017.

### **BEHAVIOR (PBIS)** (Goal Not Met - 4%)

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.

## **COLLEGE AND CAREER READINESS (Ongoing Goals - Continuously Monitored)**

1. Graduation rate will average 90% during the next 4 school years.
  - 2012-2013: 71 percent
  - 2013-2014: 75 percent
  - 2014-2015: 78 percent
  - 2015-2016: 87 percent
  - 2016-2017: calculated 9-1-17
2. Students graduating from LHS will enroll in continued education (go on to college). Eighty percent of graduating students will go on.



# Clear & Measurable Targets

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## 2017-2018 Key Indicators for Measuring Performance

### Lapwai Elementary School:

#### **READING**

Seventy-five percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth in reading fluency as measured by fall 2017 to spring 2018 AIMSweb Benchmark Assessment.

#### **MATHEMATICS**

Lapwai Elementary students grades 1-5 who score at/above benchmark will increase from 33% in fall 2017 to 56% in spring 2018 as measured by STAR Math Benchmark Assessment.

#### **BEHAVIOR (PBIS)**

School-wide discipline referrals for the infraction of defiance will decrease by 10% from June 2017 to June 2018 as evidenced by data collected in the School-wide Information System (SWIS).

### Lapwai Middle-High School:

#### **MATH**

The 6th, 7th, 8th, and 10th grades will grow at least 15 average scale points on the ISAT as compared to each of those classes' 2016-2017 ISAT average scale score as reported on the 2017-2018 ISAT.

In grades 6th - 11th, 75% of students will grow at least 50 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.

#### **ENGLISH LANGUAGE ARTS**

The 6th, 7th, 8th, and 10th grades will grow at least 15 average scale points on the ISAT as compared to each of those classes' 2016-2017 ISAT average scale score as reported on the 2017-2018 ISAT.

In grades 6th - 11th, 50% of students will grow at least 50 Student Growth Percentile (SGP) points or score above the 50th percentile on the NCE (Normal Curve Equivalent, aka the national average) on the STAR Spring benchmark test.

#### **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS**

By April 2018 Lapwai Middle/High School will reduce the overall referrals from 1625 (2016-2017) to 1462 or 10% for the 2017-2018 school year. By January 2018, Lapwai Middle/High School will reduce overall referrals by 10% or 81 referrals, of half (812) of the total number of referrals for the year.

#### **COLLEGE AND CAREER READINESS**

The percentage of students responding to the question, "This school is doing a good job of preparing me to succeed in my life" on the CEE Survey will increase from 48% to 58% by April 2018.

#### **CULTURAL RESPONSIVENESS**

The percentage of students responding to the question, "My teacher(s) expect all students to succeed, no matter who they are," on the CEE Survey will increase from 75% to 85% by April 2018.

## 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.



# Leadership Premium Plan: 2016-2017

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**2017-2018 Allocation:** \$30,279

Each of the following qualifying groups of certified teachers will be working on average 45.5 hours above and beyond their contracted hours:

Mentors for New Teachers

Elementary Leadership Team

Middle-High School Leadership Team

Special Forces Leadership Team

Leadership Teams must demonstrate a minimum of 80% attendance to all scheduled meetings.





# Lapwai Elementary School Literacy Intervention Plan: 2017-2018

## Program Summary (2017-2018) - REQUIRED

- A. *Lapwai Elementary School is the only elementary school in the district. The interventions used are the best practice research based interventions in our ELA curriculum Reach for Reading published by Cengage, National Geographic, Reach into Phonics, also published by Cengage, National Geographic and Read Naturally/Read Live. We use both the GATES and Encore products from Read Naturally. We also use intervention templates developed by the Washington Reading First Technical Assistance Center at each grade level. 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 allow for additional Tier II students to receive individual and small group intervention.*
- B. *Lapwai Elementary has a rigorous Rtl process, based on data, in place. A reading specialist oversees the program and works to ensure students are scheduled for adequate and successful interventions. Students are screened using STAR Early Literacy and/or STAR Reading. Using the STAR data, information from the IRI, and rigorous diagnostic assessments, students are assigned to intervention groups and/or individual tutoring. All students earning a below basic or basic on the IRI receive intervention. Intervention strategies and programs at each grade level are assigned to students based on individual students' reading strengths, needs and deficiencies. Grade level teams that include the classrooms teachers, a reading specialist, and the grade level interventionists meet at the beginning of the school year to review benchmark data and place students in interventions. These teams meet regularly to analyze progress monitoring data and adjust interventions for maximum effect. All interventions are designed to provide additional literacy instruction and ensure that every student benefits from CORE instruction in the classroom.*

**Kindergarten** interventions are one-on-one or small group depending on the need of each student. Tier 2 kindergarten interventions are at least 20 minutes per day. They are provided by trained full-time paraprofessionals in the classrooms. The focus of these interventions is providing students with up to 200 additional repetitions of the phonics and vocabulary skills introduced in the core literacy program, Reach for Reading. Best practice intervention templates developed by the Washington Reading First Technical Assistance Center are used. Tier III interventions are provided by an early childhood specialist for 30 minutes per day outside the classroom and also focus on phonics and vocabulary development as per each child's IEP.

*Kindergarten interventions support the following skill areas:*

- *Alphabetic Principal*
- *Phonemic Awareness*
- *Phonics*
- *High Frequency Words*
- *Vocabulary*
- *Fluency (letter naming and letter sound)*

**First, Second, and Third Grade** students who score a 1 or 2 on the IRI receive intervention in the reading room or the resource room and during small group time in the regular classroom. The one full time reading room interventionist will be funded by the literacy intervention program to support these interventions. Rigorous diagnostic assessments are given to determine the specific skill deficit of each child. Tier II students struggling with phonics are assigned to a Reach into Phonics small group that meets 20 minutes each day.

Reaching into Phonics interventions support the following skills:

- Phonological Awareness
- Phonics/Decoding
- High Frequency Words

All students also receive 30 minutes of differentiated small group instruction each day in their regular classroom. Reach for Reading small group instruction is provided by the regular classroom teacher or a trained interventionist and supports the following skills:

- Phonological Awareness
- Phonics/Decoding
- High Frequency Words
- Vocabulary
- Fluency (letter sound and reading)
- Comprehension

Tier III students receive 45 minutes of small group literacy instruction in the resource room as per their IEPs.

In addition, second and third grade students who are identified with fluency deficits are provided with an additional 20 minutes of fluency intervention each week from a trained paraprofessional or a retired teacher using the best practice Read Naturally program.

- C. As detailed above, Lapwai Elementary students who receive a 1 on the IRI are provided with more than 30 minutes of intervention each day (60+ hours each year). Students who receive a 2 on the IRI are provided with more than 15 minutes of intervention each day (30+ hours each year).

In addition, many students receive additional interventions during our afterschool program which operates Monday-Thursday from 3:20-5:30 PM and during our extended year program which operates 3 hours per day for 3 weeks in June. Regular school day teachers and trained paraprofessionals provide these further interventions. To ensure cueing systems remain congruent, the same intervention materials are used in regular and extended day/year programs.

- D. The district supports the elementary school in implementing the literacy intervention program by contacting the SDE and ISBOE to clarify plan questions, assisting the principal in writing the plan and supporting professional learning opportunities for teachers and interventionists.

## **Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)**

### **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 information professional practice. Informal classroom observation data and formal evaluation data is used to improve instruction.

## **Parent Involvement - REQUIRED**

Parents, teachers, interventionists, the principal, and a family engagement specialist meet monthly with a focus on improved literacy for Lapwai Elementary students. Input from this Family Engagement Team was used in the creation of the Literacy Intervention Plan.

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 giving 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.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015- 16 (Yr 1)	SY 2016- 17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018)
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				Performance Targets)
# of students who scored "proficient" on the Kindergarten Spring IRI	33/36	24/38	-9	30/41
% of students who scored "proficient" on the Kindergarten Spring IRI	91.67%	65.32%	-26.35 percentage pts	73%
# of students who scored "proficient" on the Grade 1 Spring IRI	14/36	21/36	7	26/38
% of students who scored "proficient" on the Grade 1 Spring IRI	38.89%	58.33%	19.44 percentage pts	71%
# of students who scored "proficient" on the Grade 2 Spring IRI	21/37	17/33	-14	21/36
% of students who scored "proficient" on the Grade 2 Spring IRI	56.76%	51.51%	-5 percentage pts	60%
# of students who scored "proficient" on the Grade 3 Spring IRI	32/38	18/38	-14	23/35
% of students who scored "proficient" on the Grade 3 Spring IRI	84.42%	47.36%	-37.06 percentage pts	67%
<b>LEA Performance Metrics</b>			<b>2016-2017</b>	<b>Benchmarks (LEA Chosen Spring 2018 Performance Targets)</b>
% of K-3 students who scored Basic or Below Basic on the Fall IRI who make at least a 1 performance category improvement on the Spring IRI.			29%	34%

### Performance Metrics Notes

Calculations based on growth over 4 years added to fall percent proficient with adjustments made for first grade with 10 students identified with severe learning difficulties.

Our goal for 2017-18 is to have 34% of the kindergarten through third grade students who score Basic or Below Basic on the Fall IRI make at least a 1 performance category improvement on the Spring IRI. In 2016-17, 29% of struggling students made that gain.

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

**Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2**



## **College and Career Advising and Mentoring Plan: 2017-2018**

### **Lapwai Middle-High School**

**COLLEGE AND CAREER ADVISORS AND STUDENT MENTORS:** College and career advising and student mentoring continues to be an essential component of our 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 15,000 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. This position also will ensure that the Lapwai Counseling Center and High Education Center will stay open until 5:30 PM

#### **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, and 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 2017-18 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:

This is the first full year of our 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 have 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 2017-18 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.

This data has been collected by the guidance counselor and will be compared with data collected in 2017-18 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 2017-18 school year. The successful use of advanced opportunities, college dual credit registration, HS registration, and dual credit courses offerings are critical in this goal.

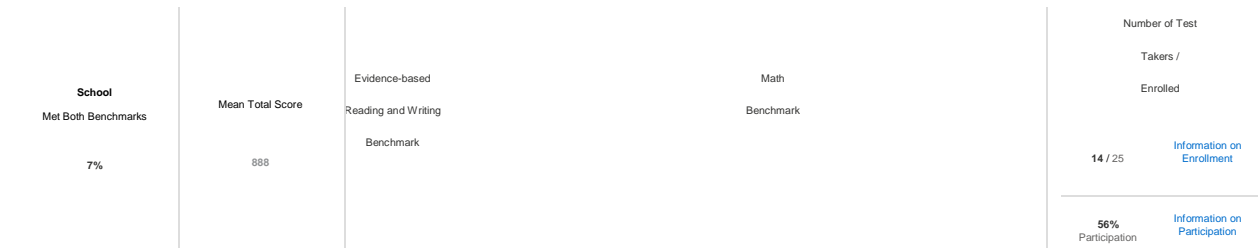
The College and Career Transition Assistant will collect all data related to numbers of dual college credit earned this school year.

Currently 89 percent of the class of 2016 graduated and 68 percent of the class of 2017 from Lapwai High School were 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 2017-18 school year. There were 6 college campus visits and 6 colleges that sent recruits onto the LHS campus in 2017-18. 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 2017-18 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 2017-18 school year related to these events will be completed by the College and Career Readiness PLC and Guidance Counselor.

## SAT School Day April 11, 2017, 11th grade- Benchmarks by Demographics



### Additional Report Controls and Filters

Legend

Apply 2nd Demographic

#### Need to Strengthen Skills

Below grade-level Benchmark by more than one year

#### Approaching Benchmark

Below grade-level Benchmark by one year or less

#### Meets or Exceeds Benchmark

At or above grade-level Benchmark

Student Reported Demographic	Mean Total Score (400 - 1600)	Met Both Benchmarks <a href="#">Information on Met Both Benchmarks</a>	Evidence-based Reading and Writing Benchmark <a href="#">Information on Met ERW Benchmark</a>	Math Benchmark <a href="#">Information on Met Math Benchmark</a>	Met No Benchmark <a href="#">Information on Met No Benchmark</a>	# of Test Takers / Enrolled
Student Reported Demographic	Mean Total Score (400 - 1600)	Met Both Benchmarks <a href="#">Information on Met Both Benchmarks</a>	Evidence-based Reading and Writing Benchmark <a href="#">Information on Met ERW Benchmark</a>	Math Benchmark <a href="#">Information on Met Math Benchmark</a>	Met No Benchmark <a href="#">Information on Met No Benchmark</a>	# of Test Takers / Enrolled
American Indian/Alaska Native	N/A	N/A			N/A	8 / 18



Student Reported Demographic	Mean Total Score (400 - 1600)	Met Both Benchmarks <a href="#">Information on Met Both Benchmarks</a>	Evidence-based Reading and Writing Benchmark <a href="#">Information on Met ERW Benchmark</a>	Math Benchmark <a href="#">Information on Met Math Benchmark</a>	Met No Benchmark <a href="#">Information on Met No Benchmark</a>	# of Test Takers / Enrolled
Student Reported Demographic	Mean Total Score (400 - 1600)	Met Both Benchmarks <a href="#">Information on Met Both Benchmarks</a>	Evidence-based Reading and Writing Benchmark <a href="#">Information on Met ERW Benchmark</a>	Math Benchmark <a href="#">Information on Met Math Benchmark</a>	Met No Benchmark <a href="#">Information on Met No Benchmark</a>	# of Test Takers / Enrolled
Two or more races	N/A	N/A			N/A	1 / 1

Hispanic/Latino	N/A	N/A			N/A	3 / 2
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White	N/A	N/A			N/A	2 / 4
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