



School District	#341	Name: Lapwai School District	
Superintendent	Name: Dr. David M. Aiken		Phone: (208) 843-2622
	E-mail: daiken@lapwai.org		
CIP Contact	Name: Dr. David M. Aiken		Phone: (208) 843-2622
	E-mail: daiken@lapwai.org		

[LINK to LEA District Report Card with Demographics and Previous Data \(Required\): CLICK HERE](#)

Mission and Vision

Lapwai School District Mission Statement: Together, we ensure all students will reach their full potential.

Lapwai School District Leadership Team Vision Statements:

1. We believe that exceptional education is achieved when the 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.



Demographic Analysis

	2024-2025	2025-2026
Male	251	242
Female	232	216
Elementary (PreK-5)	229	222
Middle-High (6-12)	254	235
Native American	410	342
Black/African American	9	3
Asian	0	0
White	39	34
Pacific Islander	5	2
Hispanic/Latino	0	42
Mixed Race	21	30
Total Enrollment	484	459



Community Involvement in Plan Development

Planned engagement and continued opportunities for input during the 2024-2025 school year includes involvement from the following community groups:

- Lapwai School District Board of Trustees
- Nez Perce Tribe State Tribal Education Partnership (STEP)
- Indian Parent Committee
- School Family Engagement Teams
- Nez Perce Tribe Circle of Elders
- Annual Celebrating Families in Our Community Event Every October
- Lapwai School District Superintendent's Student, Faculty, and Community Cabinets

The Nez Tribe Education Department and the Lapwai School District have scheduled regular Pitimmiḡyun meetings, which is Nez Perce for *consultation, deliberating together*. Our objectives include meaningful Tribal Consultation and creating a best-practice model of collaboration worth replication with the five Tribes of Idaho.

Meaningful and significant Tribal Consultation as required by Every Student Succeeds Act of 2015 (ESSA). ESSA's requirement for consultation with tribes applies only to LEAs that have an American Indian or Alaska Native enrollment of at least 50 percent or have received more than \$40,000 in funding under the Indian Education formula program in the previous fiscal year.

SEA ensure LEAs consult with Tribes.

- ESSA also requires LEAs to consult with appropriate officials from tribes or tribal organizations located in the area served by the LEA before submitting a required plan or application for a covered program under ESSA or an application for a program under Title VI.
- Title I, Part A (Improving Basic Programs Operated by State and LEAs)
- Title II, Part A (Supporting Effective Instruction)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to LEAs)
- LEAs must provide to the SEA a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations that the required consultation has occurred.

Action planning and collaboration to achieve these objectives is scheduled for 11-1-24, 1-17-25, 3-28-25, 6-5-25.

Input on the Lapwai School District Continuous Improvement Plan is open to all of our parents and stakeholders. Please contact Dr. David M. Aiken, Lapwai School District Superintendent, to learn how to become involved in any of the collaborative opportunities listed above.

Lapwai Elementary School: ALL GOALS MET

English-Language Arts

GOAL: Fifty percent of Lapwai Elementary School students grades K-5 will meet or exceed expected growth in reading (K Letter Sound) fluency as measured by Fall 2024 to Spring 2025 DIBELS 8 Benchmark Assessment.

RESULT: Seventy-five percent of Lapwai Elementary School students grades K-5 met or exceed expected growth in reading (K Letter Sound) fluency as measured by Fall 2024 to Spring 2025 DIBELS 8 Benchmark Assessment.

Math

GOAL: Fifty-five percent of Lapwai Elementary School students grades K-5 will meet or exceed typical growth as measured by Fall 2024 to Spring 2025 I-Ready MATH Assessment.

RESULT: Fifty-eight percent of Lapwai Elementary School students grades K-5 met or exceeded typical growth as measured by Fall 2024 to Spring 2025 I-Ready MATH Assessment.

Positive Behavioral Interventions and Supports

GOAL: School-wide discipline referrals for the infractions of disrupting/defiance will decrease by 30% from spring 2024 to spring 2025 as reported through the SWIS data.

RESULT: School-wide discipline referrals for the infractions of disrupting/defiance decreased by 30% from spring 2024 to spring of 2025 as reported through the SWIS data.



Report of Progress: 2024-2025 Improvement Goals

Lapwai Middle-High School:

Student Engagement in a Culturally Responsive Manner

GOAL: 100% of all LMS-LHS staff will integrate at least 3 of the Nez Perce Cultural Principles.

RESULT: Goal Met - Multiple professional development opportunities, district-wide trainings, and place-based learning with Nez Perce STEP.

Idaho State Achievement Test - English-Language Arts

GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring ELA ISAT will increase from 39% to 44%.

RESULT: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring ELA ISAT is 37%.

Idaho State Achievement Test – Math

GOAL: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring Math ISAT will increase from 15% to 18%.

RESULT: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the 2024 Spring Math ISAT is 19%.

STAR Math

GOAL: In grades 6th-11th, 62% of students will grow at least 40 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.

RESULT: In grades 6th-11th, 65.3% % of students will grow at least 40 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.

6th: 76%

7th: 78%

8th: 83%

9th: 69%

10th: 63%

11th: 62%

STAR Reading

GOAL: In grades 6th-11th, 71% of students will grow at least 40 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.

RESULT: In grades 6th-11th, 69.94% of students grew at least 40 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

GOAL: By June 4, 2025 we will reduce office referrals from 777 (23-24, last year) to 737 (24-25, this year) which is a 5% decrease.

RESULT: By the end of the 2024–2025 school year, the school recorded 702 office referrals, reflecting a 5.1% decrease from the previous year. The PBIS Team successfully met and exceeded the SMART goal.

COLLEGE AND CAREER READINESS

GOAL: 100% of all seniors will be prepared for their future success by meeting 3 of the following 6 indicators by May 2025.

Students will have:

- Completed at least 1 dual credit class
- Completed at least 1 CTE course
- Completed 1 Capstone CTE Assessment
- Participate in an internship or job shadow with the NPT
- Complete a College Entrance Exam
- Complete Financial Aid

RESULT: 100% of seniors met this goal.

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



Lapwai Elementary School:

English-Language Arts

Goal: The percentage of Lapwai Elementary School students in grades K–5 who achieve a score of proficient or above on the Amira ELA assessment will increase by 10% from the Fall 2025 to Spring 2026.

Mathematics

Goal: Fifty-five percent of Lapwai Elementary School students in grades K–5 will meet or exceed their expected growth targets on the i-Ready Mathematics Assessment, as measured from Fall 2025 to Spring 2026.



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

Lapwai Middle-High School:

Culturally Responsive Student Engagement

Goal: By May 2026, all Lapwai teachers will purposefully embed at least one Nez Perce Learning Principle into each unit, utilizing AI tools for lesson adaptation and feedback, as measured by monthly lesson plan reviews and staff sharing of culturally responsive practices during professional learning communities.

ISAT Math

Goal: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the **2026 Spring Math ISAT will increase from 14% to 19%.**

ISAT ELA

Goal: 6th, 7th, 8th and 11th grade students performing proficient or advanced on the **2026 Spring ELA ISAT will increase from 35.6% to 40%.**

STAR Math

Goal: In grades 6th-11th, **66%** of students will grow at least 40 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.

STAR ELA

Goal: In grades **6th-8th**, **70%** of students will grow at least 40 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.

PBIS

Goal: By the end of the third quarter of the school year, reduce the percentage of recorded classroom defiance (insubordination/non-compliance) behaviors from 20.24% to 16.19% or less of total recorded behaviors, as measured by SWIS data, through targeted PBIS interventions and consistent classroom management strategies.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 341	LEA Name: Lapwai School District
-----------	----------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://www.idahoreportcard.org/performance-summary/school?schoolId=0583
--	---

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	88%	90%
	5-year cohort graduation rate (optional metric)	n/a	89%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	35%	38%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	35%	37%
	% students who make adequate growth on the grade 8 Math ISAT	57%	60%
	% students who score proficient on the grade 8 ELA ISAT	35%	38%
	% students who make adequate growth on the grade 8 ELA ISAT	57%	60%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	35%	38%
	% students who make adequate growth on the grade 6 Math ISAT	57%	60%
	% students who score proficient on the grade 6 ELA ISAT	30%	33%
	% students who make adequate growth on the grade 6 ELA ISAT	55%	58%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	2025-26 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	42%	46%
	% students who score proficient on the Grade 1 Spring IRI	36%	40%
	% students who score proficient on the Grade 2 Spring IRI	50%	54%
	% students who score proficient on the Grade 3 Spring IRI	55%	59%
	% students who score proficient on the Grade 4 ELA ISAT	26%	30%
	% students who make adequate growth on the Grade 4 ELA ISAT	42%	46%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

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

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
Students K-3 scoring at for above benchmark will increase 6 percentile points on the ISIP from fall 2025 to spring 2026.	42.0%	55.60%	52.0%
Students K-3 scoring well below benchmark will decrease 10 percentile points on the ISIP from fall 2025 to spring 2026.	28.0%	23.80%	24.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is distinctly different from the required

School Leadership Teams meet for two full days over the summer and monthly during the school year for a total of 45.5 hours minimum. Goal setting in Leadership Teams is based on school-level achievement data and monitoring progress toward goals and targets. Our leadership teams also facilitate the process of scheduling and delivering collaboratively determined, job-embedded professional development. Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data. (The metics measured include those identified in Section III.A: Measuring Literacy Progress.)

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)
Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section IV.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2024-25 Performance Targets (From LEA's 2024-25 CIP)	SY 2024-25 RESULTS (if available)	2025-26 Performance Targets (LEA's Chosen Goals)
*Please see the narrative section outlining Performance Targets and Results			

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress
Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at **least one clear performance metric that is measurable, has a performance target / goal for 2025-26, and is**

Section V: In 2023–24, nearly 100% of CIP goals were met or exceeded. Successes included literacy growth and high advising completion. Challenges included sustaining gains in secondary math proficiency and meeting the SAT/ACT benchmark. For 2025–26, Lapwai will strengthen culturally responsive instruction through the Nez Perce STEP partnership, expand math interventions, and continue to embed PLCs and PD into the weekly schedule.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2024-2025 Performance Targets (as chosen for your 2024-2025 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your

*Please see the narrative section outlining Performance Targets and Results for 2024-2025.

School Leadership Teams meet for two full days over the summer and monthly during the school year for a total of 45.5 hours minimum. Goal setting in Leadership Teams is based on school-level achievement data and monitoring progress toward goals and targets. Our leadership teams also facilitate the process of scheduling and delivering collaboratively determined, job-embedded professional development. Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.

Section VI: Notes (Optional space for contextual information about data and/or target-setting process)

NOTES: See notes above.

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2024-25 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2024-25 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2024-25 Performance Target for that group, as identified in your LEA's 2024-25 CIP. If

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
K-5	All Subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Amira	NA	NA	To Be Determined After October Benchmark Assessment
6-11	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Math	62.0%	65.3%	66.0%
6-11	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	71.0%	69.9%	N/A (not offered all grades)
9-12	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAVVAS iLit	18.0%	18.0%	20.0%
6-8	Reading	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	STAR Reading	71.0%	69.9%	71.0%

CONTINUOUS IMPROVEMENT PLAN (2025-2026)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2024-25 Performance Targets	2024-25 RESULTS	2025-26 Performance Targets
6-8	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	SAVVAS iLit	18.0%	18.0%	20.0%
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				
		% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool				