

BLACKFOOT HERITAGE SIXTH GRADE (0381)

Submitted by: mickj@d55.k12.id.us at 11/8/2022 9:17:38 AM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

| Stakeholder Name | Position | Email Address | Remove |
|-------------------------|------------------|--------------------------|--------------------------|
| Colin Folsom | Principal | folsco@d55.k12.id.us | <input type="checkbox"/> |
| Zachary Campbell | Teacher | campzach@d55.k12.id.us | <input type="checkbox"/> |
| Nicole Robinson | Teacher | robin@d55.k12.id.us | <input type="checkbox"/> |
| Sarah Hale | Teacher | halesara@d55.k12.id.us | <input type="checkbox"/> |
| Liam Pope | Teacher | popel@d55.k12.id.us | <input type="checkbox"/> |
| Janet Baker | Paraprofessional | bakejane@d55.k12.id.us | <input type="checkbox"/> |
| Jayin Trumbull | Paraprofessional | trumjayi@d55.k12.id.us | <input type="checkbox"/> |
| Michael Pope | Paraprofessional | popem@d55.k12.id.us | <input type="checkbox"/> |
| Holli Ludwig | School Counselor | ludwholl@d55.k12.id.us | <input type="checkbox"/> |
| Mark Dunn | EL Teacher | dunnm@d55.k12.id.us | <input type="checkbox"/> |
| Rebecca Whyte | Parent | beccawhyte@gmail.com | <input type="checkbox"/> |
| Kari Mortensen | Parent | mortensen.kari@gmail.com | <input type="checkbox"/> |

Needs Assessment

The principal chairs the leadership team. Along with the principal, the team consists of four classroom teachers. Decisions are made through discussions and in collaboration with our PLCs. Every member is given the opportunity to give their opinion on decisions that need to be made.

School Leadership Team

Leadership team members go back to their own 'pod' of teachers(PLC) to gather feedback from the remaining staff. This is a critical step in the decision making process. The team meets every two weeks. The team meets more frequently when necessary. The principal communicates decisions made to district leadership. This is done through administrative meetings or other lines of communication. The agenda is set by the principal based on the needs of the school, district directives, and feedback team members get from their pods and staff. Data is used to set goals for the school. The leadership team regularly reviews the data from various assessments i.e iStation benchmarks and progress monitoring, Study Island data, ISAT scores, and Infinite Campus. Data from these sources will determine class instruction and intervention groups for ELA and Math. The Leadership Team and PLCs regularly review data from these sources and make adjustments as needed. The principal and the leadership team ensure that all stakeholders are informed.

School and Community

The school is sixth grade only. It receives students from all across the district. Our school's population is 63% white, 23.5% Hispanic/Latino, 8.5% American Indian or Alaska Native, 4.3% two or more races, 0.7% Black or African American, and 0% Native Hawaiian or other Pacific Islander. We are a Schoolwide Title I School. There were no changes to the district administration, school

administration, or the school board from last year to this year. We have twelve classroom certified teachers this year with two being new teachers as we had two teachers retire last year. The classified staff has been relatively stable over the last five years. This has created continuity and has also been positive for the school.

On our spring 2022 ISAT tests, 45% of our students were proficient or advanced in English Language Arts and 37% were proficient or advanced in Math. These scores are lower than our 2021 scores when we were 51% proficient in ELA and 43% proficient in Math. Due to COVID-19, there are no scores for students in 2020. Prior to the COVID pandemic, our scores had consistently increased over the previous 5 years. Our school's scores improved each year between 2015 and 2019. In Math, our percent of proficient scores from 2015 to 2019 are as follows: 19.1%, 32.3%, 33.8%, 43%, and 46.8% . In ELA, our proficient scores have increased from 2015-2019 as follows: 29.9%, 44.8%, 46.4%, 49%, 53.2%. Our ELA scores have consistently outperformed our Math scores. However, the growth made in Math has been substantial. There is concern that our scores dropped in both ELA and Math proficiency when compared to the scores in 2020. However, due to learning loss as a result of COVID, this was anticipated. Our goal is to increase scores and close learning gaps during this school year.

Our school has been identified by the

Academic Achievement

Student Learning Needs

state as a TSI school due to gaps between English Learner test scores and native English speaking students scores. Another identified gap in scores is between scores of students with disabilities compared to regular education students. Due to the state making us aware of these achievement gaps, our leadership team decided to meet together to brainstorm ways that we can close these achievement gaps. We met as a staff and discussed these achievement gaps and came up with ways to narrow the gaps. We determined that an increased focus on vocabulary, pre-teaching key concepts, and improving our Math intervention program are three areas that will help us achieve our goal. As a district, we are emphasizing the importance of following student EL plans and following the recommended accommodations. Our school has a certified EL teacher that does interventions focusing on vocabulary and comprehension. He works with small groups each afternoon. These groups are identified from the data results of our iStation benchmarks. Our Special Education teachers have recently started using our district adopted ELA curriculum through Houghton-Mifflin Harcourt. This was adopted for the 2020-2021 school year. The Special Education teachers also use Aimsweb to monitor student progress and they adjust individual student goals as needed.

New ELA curriculum was adopted for the 2020-2021 school year. It is Houghton Mifflin Harcourt's Into Reading program.

Core Curriculum

Our Math curriculum was adopted six years ago. It is Pearson's enVisionmath 2.0.

All of the curriculum listed on our curriculum triangles is considered research based.

Teachers teach to the Idaho Content Standards in alignment with the BHSG Curriculum Map.

There are several ways in which fidelity is monitored. The principal conducts walkthroughs and classroom observations. Teaching the curriculum with fidelity has been strongly encouraged this school year and the principal is monitoring this closely. We also have PLC discussions and iStation benchmark tests that help us stay on course.

Core Instruction

All students receive Core Curriculum instruction in both Reading and Math. Teachers continually monitor test results from the Core Curriculum assessments to determine standards that need to be retaught. As needed, teachers place students in intervention/extension groups (low, medium, high) in math and skill specific reading intervention groups. Teachers have homogenous groups with summative assessments administered every one to two weeks. and formative assessments occur daily. Changes to intervention groups are made as needed during PLC meetings.

We use iStation benchmark tests and progress monitoring in Reading and Math. This data is tracked in iStation and it is reviewed by each Pod (PLC). Teachers use daily and unit

assessments in the enVisions Math curriculum and Into Reading curriculum. They also use data from Study Island to help determine Math and Reading intervention placement. Each student is taught at their individual challenge level based on their needs.

Our school consists of only sixth grade students. By having one grade level, our teachers are able to focus on learning and instruction and the sixth grade core standards. Our teachers have bi-monthly PLC meetings focusing on both Math and Reading Enrichment/Intervention groups. In PLC meetings we discuss best practices to ensure consistent teaching practices and expectations across the teaching/learning environment. As a staff, we collaborated on 6th Grade Math Standards and built interventions applicable to students. We also follow the curriculum maps closely for both math and ELA. Teaching and learning is articulated across subject areas for both reading and math and this is planned and discussed within our PLC groups. Since we only have sixth graders, we do not have the opportunity to articulate learning across grade levels.

Our school uses iStation benchmark tests for both Reading and Math to conduct a universal screener to determine who needs additional support. Students are screened at the beginning of the year and again in January. Students are also tested for progress monitoring in both reading and math as prescribed by iStation.

Alignment of teaching and Learning

Universal Screening

Those in reading interventions are screened an additional time once per month. The enVisions Math curriculum also has assessments built in to monitor student achievement. Students that score below a certain percentile on the iStation screeners receive interventions.

English Learners take an annual WIDA assessment and students needing additional support get additional interventions through our certified EL liaison. Our Problem Solving Team (PST) follows a process when at risk students and low achieving students are identified. Teachers, the school counselor, and principal all participate in this process. By following the district's PST process, we are able to determine when students need interventions, when interventions need to be changed and/or increased, and when to refer students for possible consideration for special education. The percentile scores used in iStation are adjusted yearly based on the current data collected. This data is discussed at bi-monthly PLC meetings, at both Leadership Team and PST meetings, and we communicate with parents when their student is on an I-plan. We continually monitor students that are struggling and report concerns as they arise.

Academic interventions are provided in Reading and Math. Students receive reading and math interventions/extensions 4 days a week for 30 minutes for each subject. Our tiered interventions focus on foundational skills such as core

Tiered Instruction and Academic Interventions

phonics, multisyllabic processes using suffixes, and comprehension strategies for reading and early multiplication, functions, and algebraic processes and equations for math. Our PST leader coordinates with our lead paraprofessional to do weekly lesson plans. Reports are made and given to teachers showing their students progress in reading and math through team meetings. The interventions happen both as push-in and pull-out and we have groups ranging in size from 2-15 students with most groups having 4-7 students. Our main evidence-based intervention programs for Reading include Corrective Reading and Rewards. We also use Bridges when the need arises. For Math, we use interventions from Pearson enVisions 2.0. Up until COVID hit and schools were closed down, test and progress monitoring scores had improved each of the previous five years that we have used these programs. Our district English Language Liaison gives weekly interventions to support students with additional academic and cultural needs. Direct instruction is used in all programs. All members of staff are involved in tiered interventions. Where instruction is provided by a paraprofessional, it is done in close conjunction with a certified teacher. Lesson plans are provided and discussed with all paraprofessionals and reviewed. IStation is used to do progress monitoring as prescribed in the iStation program. The Corrective Reading Program also monitors student progress. Teachers meet bi-

monthly in their PLCs to review data and make decisions regarding student academic needs and intervention groups.

Learning Time

The school day goes from 8:15 AM - 3:00 PM, Monday-Thursday. The master schedule includes time for interventions and enrichments. ELA and Math interventions and extensions happen for 30 minutes per day, every day. Students receive extended learning opportunities through intervention groups and in school support/enrichment groups. We also have elective classes that include band, drama, choir, orchestra, film and media, and art. We have a gifted and talented class that meets for 1 hour, four days per week. Electives are also taught weekly. Reading and Math enrichment happens for 2 hours a week per subject. There is a district process for identifying students for the GT program. Students that receive extended learning time also receive classroom instruction that covers 6th grade content standards.

Non-Academic Student Needs

We have a full-time school counselor this year. She meets with small groups of students and does some individual counseling. She visits classrooms and has done presentations on bullying, self-injury, multiple intelligences, and other topics. The counselor uses Google Classroom to post lessons, videos, and other helpful content for students.

We also have the Sources of Strength Program. Student and adult leaders receive training and they develop

activities and campaigns to help students feel like they belong.

Well-rounded Education

Electives are offered during the school day. Students have the choice between band, orchestra, choir, drama, film and media, and art. We also have typing skills practice, physical education, and library as special courses. Our core curriculum includes Math and English Language Arts. We also teach science, social studies, and writing. We have a student council and intramurals. We have a gifted and talented class, intervention program, and special education.

Additional Opportunities For Learning

Our school counselor has presented lessons on multiple intelligences and how this ties into potential future careers. She discussed students' strengths and encouraged students to reach their potential. Sixth grade students also have the opportunity to start the 8 in 6 program during the summer after their 6th grade year. Students also received a lesson on careers and what they pay and have learned about cost of living.

Each spring, we have our sixth graders walk over to Mountain View Middle School to have a tour of the school and be introduced to all the elective options they will have the following year. In the spring of 2020, this did not take place and the middle school staff noted that this missed opportunity caused uncertainty and stress among the incoming 7th graders. We were able to do this in spring of 2021 and in 2022 and the middle school staff noted the improved transition as a result of us bringing our sixth graders over for

School Transitions

this activity. During the school tour, the MVMS principal welcomes students and the students go from room to room to learn about their educational options.

There are other school transition opportunities to help students as they transition from elementary to the sixth grade and from sixth grade to middle school. Each year we send several of our teachers to each elementary (K-5) school to do a presentation about Blackfoot Heritage Sixth Grade to get the students excited about coming to our school the following year. The MVMS counselor meets with classes of students and explains advanced opportunities options. We have the 5th grade students from Fort Hall Elementary come over in the late spring to tour BHSG and meet our teachers and staff to help them with their transition to sixth grade. Our Special Education teacher has transition meetings to help our students with special needs make the transition. We also offer transition meeting for students on 504s.

BHSG teachers meet 2-3 times a month in PLCs. We use Mileposts to access prior academic performance and to help with placement in interventions and extensions. We use universal screening benchmarks to gather current student achievement and to monitor growth throughout the year. ELP plans are reviewed and monitored through Mileposts.

There is professional development offered throughout the school year. All staff are required to do PD through

Professional Development

Safe Schools. These trainings include the following topics: Ethics, FERPA, Child Abuse Identification, Child Abuse Reporting, Bullying, Cyberbullying, Homelessness, and Human Trafficking. Teachers receive training on iStation, HMH, and AIMSweb. Teachers, Interventionists, professional presenters, and counselors all help provide professional development.

Prior to the start of the school year, teachers received PD on Interactive Whiteboards. Two of our teachers received further PD on Interactive Whiteboards as a train the trainer PD. Available PD also includes training on Google Classroom, Jamboards, Milepost, PST Implementation, iStation Reports, and EdFolio (formerly Teacher Vitae).

Our Title I paraprofessionals are also required to do Safe Schools trainings. School staff are required to attend all mandatory PD. However, some PD is optional. The principal sends out emails, text reminders, and tells staff about PD at faculty meetings. BHSG has an Idaho Network Teacher Leader (Nicole Robinson) that also assists teachers. Each year, the school district sends out a survey in regard to PD which allows input from all staff throughout the district.

At the building level, the leadership team reviews data to help determine needs specific to our building. At each professional development opportunity and at each training and meeting, a SAM (signature, agenda, minutes) form is sent around for individuals to sign. We have one grade at BHSG

thus making it difficult to align learning progressions along grade levels. During our PLCs, teachers discuss Core Curriculum and coordinate learning within our school. Our teachers are separated into 4 Pods and teachers meet regularly. Two Pods work together for our intervention groups and these “megapods” also meet together monthly as a PLC. The PLCs meet on Mondays after school. WIDA training has been offered in the past to assist teachers in instructing English Learners. We have also had a Go to strategies class of all EL Coaches. EL coaches are also in contact with teachers to assist as needed.

BHSG encourages family involvement starting with our annual Back to School Night each August prior to school starting. We also have parent/teacher conferences. Last year, our PTA was dissolved due to minimal need and low involvement from parents. However, we do have parents involved in a parent committee. Each year, we have choir and band concerts, drama showcases, a Veterans Day event, and a Halloween activity. In October, our school hosts a family and community event that includes pumpkin carving, food, halloween costumes, a book giveaway, and other activities.

Infinite Campus is the student information system that we use and our parents have the opportunity to check student’s grades and stay informed about school events and activities. We also have a school Facebook page and a school website

Family and Community Engagement

that help parents stay informed.

Recruitment and Retention of Effective Teachers

All of our teachers meet the state certification requirements. Our school focuses on working together and uniting the staff. We recruit highly effective and outgoing teachers that make our school a positive place to work. Each year, staff from our district attend area job fairs to further recruit and entice teachers to work in our district. The district also offers some credit reimbursement and assistance with license renewal. Our leadership team has discussed upcoming openings and ways to recruit teachers to want to work at our school. Special Education is an area of high needs and we currently have an effective teacher and three full-time paraprofessionals in place.

Coordination and Integration With Other Programs

We are a Schoolwide Title I School. We have daily Title I interventions in both Reading and Math. Our teachers plan the interventions and our paraprofessionals work with small groups of students to help our identified struggling learners. Our Indian Education Program funds two part-time Indian Education Paraprofessional positions. These staff members work closely with our American Indian students and they regularly communicate with classroom teachers to stay aware of the needs of our American Indian students. These paraprofessionals are able to target students that are struggling academically and assist families as needed.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in

instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

| | | |
|---|---|------------------------------------|
| <p>Need Description: Our school has been identified as a TSI school due to a large gap between our EL students and our native English speaking students' ELA proficiency scores.</p> | <p>SMART Goal: During the 2022-2023 school year, Blackfoot Heritage Sixth Grade will close the performance gap, when comparing Spring 2022 ISAT scores to Spring 2023 ISAT scores, between students learning English and native English speaking students, by having students learning English score within 20% proficiency when compared to native English speaking students for ELA.</p> | <input type="checkbox"/> Remove |
|---|---|------------------------------------|

Evidence-Based Interventions: Discussion Topics

| <p>Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p> | <p>What evidence level of criteria does this strategy meet?</p> | <p>How the intervention meets the definition of "Evidence Based"</p> | <p>Describe how the intervention will be monitored and evaluated for effectiveness.</p> | <p>Remove</p> |
|---|--|---|--|--------------------------|
| <p>1- Corrective Reading</p> | <p>Strong Evidence</p> | <p>Corrective Reading is a research based intervention program.</p> | <p>Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.</p> | <input type="checkbox"/> |

Need
1

1-
2

Rewards

Strong Evidence

Rewards is a research based intervention program.

Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.

1-
3

Study Island

Strong Evidence

Study Island is a research based intervention program.

Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.

1-
4

iStation

Strong Evidence

iStation is a research based intervention program.

Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions

Need

Description:

Our school was identified as a TSI school due to a large gap between students with disabilities and students without disabilities.

SMART Goal:

During the 2022-2023 school year, Blackfoot Heritage Sixth Grade will close the performance gap, when comparing Spring 2022 ISAT scores to Spring 2023 ISAT scores, between students with disabilities and students without disabilities, by having our special education students score within 32% proficiency in math and within 39% proficiency in ELA when compared to students without disabilities.

Remove

Evidence-Based Interventions: Discussion Topics

| Intervention Strategy # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i> | What evidence level of criteria does this strategy meet? | How the intervention meets the definition of "Evidence Based" | Describe how the intervention will be monitored and evaluated for effectiveness. | Remove |
|---|---|--|---|--------------------------|
| 2- 1 Corrective Reading | Strong Evidence | Corrective Reading is a research based intervention program. | Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed. | <input type="checkbox"/> |
| | | | Using the RTI process, teachers will | |

Need
2

2-
2

Rewards

Strong Evidence

Rewards is a research based intervention program.

identify students that are not showing gains and we will increase intervention times and change interventions as needed.

2-
3

Study Island

Strong Evidence

Study Island is a research based intervention program.

Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.

2-
4

iStation

Strong Evidence

iStation is a research based intervention program.

Using the RTI process, teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.

Using the RTI process,

2- Imagine
5 Math

Strong Evidence

Imagine Math is a research based intervention program.

teachers will identify students that are not showing gains and we will increase intervention times and change interventions as needed.

2. Identify the resource inequities which are barriers to improving student outcomes.

It is difficult to find the time to add intervention time for EL students without having them miss out on either core instruction, specials, or electives.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.bpfdsixthgrade.org>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

Blackfoot Heritage Sixth Grade's Schoolwide Improvement Plan will be monitored through shared Google Sheets, "Pod" agendas, minutes, sign-in sheets, principal classroom visits, and at school leadership team meetings.

The leadership team will review data monthly. They will discuss and determine how we are doing and determine whether or not each goal is helping our school to improve learning. We will ask the following questions.

Are teachers teaching core content with fidelity? Are teacher "pod" meetings covering essential elements? Are they reviewing the key PLC questions? Are they keeping agendas, minutes, and signing in at each meeting?

By February 1st, the leadership team will review each SMART Goal and make changes or adjustments as needed. We will need to determine whether or not the key elements of each goal are happening? If they are happening, but we are not seeing any impact on learning we may need to shift our focus and create a new goal. If they are not happening, we will need to find out why and follow up with teachers to ensure that we are following our SWIP.

By May 1st, the leadership team will do a final review of our goals and determine whether or not we achieved them. Changes for the following year will be finalized at this time.

Files

- [Para Supervisory Letter.doc](#)
- [Copy of Migrant-Education-Brochure.pdf](#)
- [Copy of Homeless Pamphlet.pdf](#)
- [BHSG Master Schedule 2022-2023.xlsx](#)
- [BSD PD 2022-2023.docx](#)
- [9_12_22 Columbia - Princeton .docx](#)
- [Para PD-Meeting Schedule 2022-2023 BHSG.docx](#)
- [8_23_22 Columbia - Princeton.docx](#)
- [22 Harvard - Yale SAM.jpg](#)
- [Blank Agenda.doc.docx](#)
- [LT 9_28_22.doc.docx](#)
- [LT 8_9_22.doc.docx](#)

- [ISAT](#)
- [ISAT Progress](#)
- [English Learner Progress](#)
- [Student Engagement Survey](#)

Math

2021-2022

Advanced Proficient Basic Below Basic

| | | | | |
|----------|--------|--------|--------|--------|
| School | 22.8 % | 16.2 % | 27.4 % | 33.6 % |
| District | 15.1 % | 22.4 % | 26.1 % | 36.3 % |
| State | 20.0 % | 22.7 % | 27.2 % | 30.1 % |

2020-2021

Advanced Proficient Basic Below Basic

| | | | | |
|----------|--------|--------|--------|--------|
| School | 22.5 % | 22.1 % | 21.3 % | 34.1 % |
| District | 15.6 % | 20.5 % | 25.3 % | 38.5 % |
| State | 18.1 % | 22.2 % | 28.2 % | 31.5 % |

ELA

2021-2022

Advanced Proficient Basic Below Basic

| | | | | |
|----------|--------|--------|--------|--------|
| School | 20.0 % | 27.1 % | 27.1 % | 25.8 % |
| District | 18.0 % | 27.6 % | 24.6 % | 29.8 % |

State 23.9 % 31.6 % 22.5 % 22.0 %

2020-2021

Advanced Proficient Basic Below Basic

School 21.7 % 31.3 % 26.9 % 20.1 %

District 16.4 % 30.0 % 24.9 % 28.7 %

State 21.9 % 32.6 % 23.5 % 22.1 %

Science

2021-2022

Advanced Proficient Basic Below Basic

School

District 4.7 % 24.4 % 37.5 % 33.4 %

State 8.8 % 32.6 % 36.0 % 22.6 %

2020-2021

Advanced Proficient Basic Below Basic

School

District 0.0 % 0.0 % 0.0 % 0.0 %

State 0.0 % 0.0 % 0.0 % 0.0 %

Math

2021-2022

Percent of Students Making Adequate Progress

School 58.8 %

District 50.0 %

State 53.5 %

2020-2021

Percent of Students Making Adequate Progress

School 47.0 %

District 38.3 %

State 41.5 %

ELA

2021-2022

Percent of Students Making Adequate Progress

School 55.2 %

District 55.8 %

State 64.4 %

2020-2021

Percent of Students Making Adequate Progress

| | |
|----------|--------|
| School | 61.1 % |
| District | 54.6 % |
| State | 60.7 % |

EL Proficiency

2021-2022

Percent of EL Students Reaching Proficiency

| | |
|----------|--------|
| School | 3.4 % |
| District | 7.7 % |
| State | 10.0 % |

2020-2021

Percent of EL Students Reaching Proficiency

| | |
|----------|--------|
| School | 0.0 % |
| District | 6.7 % |
| State | 10.1 % |

2019-2020

Percent of EL Students Reaching Proficiency

| | |
|----------|--------|
| School | 6.1 % |
| District | 13.0 % |
| State | 19.3 % |

EL Progress

2021-2022

Percent of EL Students Making Progress

| | |
|----------|--------|
| School | 6.9 % |
| District | 43.1 % |
| State | 50.5 % |

2020-2021

Percent of EL Students Making Progress

| | |
|----------|--------|
| School | 21.4 % |
| District | 37.6 % |
| State | 48.1 % |

2019-2020

Percent of EL Students Making Progress

| | |
|----------|--------|
| School | 40.6 % |
| District | 54.2 % |
| State | 62.4 % |

2021-2022

Overall Student Engagement

| | |
|----------|--------|
| School | 49.2 % |
| District | 45.5 % |
| State | 45.5 % |

2020-2021

Overall Student Engagement

| | |
|----------|--------|
| School | 42.5 % |
| District | 47.2 % |
| State | 45.7 % |

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the

- program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
 5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
 6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
 7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating

to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as

defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of

the offenses enumerated in paragraph (2)(b) of this certification; and

- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and

Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General

- Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
 3. Pursuant to EDGAR, some of the policies and procedures **MUST** be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
 4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: mickj@d55.k12.id.us at 11/8/2022 9:17:38 AM