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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	folsc@d55.k12.id.us	<input type="checkbox"/>
Sarah Hale	Teacher	halesara@d55.k12.id.us	<input type="checkbox"/>
Nicole Robinson	Teacher	robin@d55.k12.id.us	<input type="checkbox"/>
Zach Campbell	Teacher	campzach@d55.k12.id.us	<input type="checkbox"/>
Liam Pope	Teacher	popel@d55.k12.id.us	<input type="checkbox"/>
Juli Clapp	Parent	juli_y@hotmail.com	<input type="checkbox"/>
Jessica Thompson	Parent	brandjess23@hotmail.com	<input type="checkbox"/>
Amber Serr	Counselor	serrambe@d55.k12.id.us	<input type="checkbox"/>
Alicia Campos	Indian Education Paraprofessional	campalic@d55.k12.id.us	<input type="checkbox"/>
Katie Kent	Title 1 Paraprofessional	kentkati@d55.k12.id.us	<input type="checkbox"/>
Janet Baker	SPED Paraprofessional	bakejane@d55.k12.id.us	<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. 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

School Leadership Team

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.

The school is sixth grade only. There are six kindergarten through fifth grade schools that feed into our sixth grade school. The school's population is 59.6% white, 20.6% Hispanic/Latino, 18% American Indian or Alaska Native, 1.5% two or more races, 0.0% Black or African American, and 0.4% 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 eleven classroom certified teachers this year. All of them taught here last year, but five have taught 2 years or less coming into this school year. We now have two counselors that cover our school that come over from our middle school. All of our Special Education staff are the same. And we still have four paraprofessionals with us from last school year.

On the spring 2024 ISATs, 43% of our students were proficient or advanced in Math which was 3% higher than the state. And 51% of our students were proficient or advanced in English Language Arts. Compared to last year's scores, we had the same proficiency score in Math and we were 3% higher in ELA. When this group of students were 5th graders, they scored 36% proficient or advanced on their Math ISAT. We were happy that we took this group from 36% proficient up to 43% proficient in Math. Comparing their 5th grade scores to their 6th grade scores, this group of students grew 19.4% in math and 18.6% in ELA. Our school is not identified for Comprehensive Support and Improvement. Even though our proficiency rate in Math is not as high as it is on ELA, we still feel that this is currently our strength as we scored 3% higher than the state in math.

School and Community

Academic Achievement

Student Learning Needs

In previous years, our school was identified by the state as a TSI school due to gaps between English Learner test scores and native English speaking students scores. Another identified gap in scores was between scores of students with disabilities compared to regular education students. However, as of last year, the state's report card does not show that our school is in any need of comprehensive support or improvement based on underperformance.

When we were made aware of these achievement gaps a few years ago, our leadership team met together and we discussed ways to close these achievement gaps. We also met as a staff and we 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 were three areas that would help us achieve our goal. We were able to implement these changes and we have been able to narrow these achievement gaps.

Our Math Envisions curriculum is closely aligned to the Idaho Core Standards and we have been using the same curriculum for the last seven years. Teachers are familiar with the curriculum and they do a great job teaching the curriculum with fidelity. We have used Into Reading from Houghton-Mifflin as our ELA curriculum since 2020-2021. Over time, our ISAT scores have increased in both areas and our goal is to continue to show improvement from year to year.

A change that we made to start the 2022-2023 school year was that we changed which teachers taught the varying levels of math interventions. We decided to have our best math teachers work with the math students that struggle the most. We had our high level math students work with teachers that had less experience teaching math. We feel that this was a contributing factor to our Math scores being 3% higher than the state last spring.

Since our ELA scores were 1% lower than the state average this last year, we decided to increase our emphasis on writing during interventions and we have also made a change as to which teachers are covering the intervention groups similar to what we did for Math interventions.

Core Curriculum

Our ELA curriculum was adopted for the 2020-2021 school year. It is Houghton Mifflin Harcourt's Into Reading program. Our Math curriculum was adopted seven years ago. It is Pearson's enVisionmath 2.0. All of the curriculum listed on our curriculum diamonds is considered research based. Teachers teach to the Idaho Content Standards in alignment with the BHSB 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 over the last three school years 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. All students are assigned intervention/extension groups (low, medium, high) in math and reading. 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

Alignment of teaching and Learning

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.

Universal Screening

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. 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 EL liaison. Our RTI/MTSS team 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 RTI/MTSS 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 RTI/MTSS Team 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 4 days a week for 30 minutes for each subject. Our tiered interventions focus on foundational skills such

Tiered Instruction and Academic Interventions

as core phonics, multisyllabic processes using suffixes, and comprehension strategies for reading and early multiplication, functions, and algebraic processes and equations for math. Our Title I 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 4-6 students. Our main evidence-based intervention programs for Reading include Corrective Reading and Rewards. We have also used Bridges in the recent past.

One of the areas that we've determined needs improvement is in writing. Our ELA ISAT data, although higher than our math scores, was lower than the state average in the spring of 2024. Whereas our math scores this last spring were 3% higher than the state average.

Therefore, we will be doing two days of reading interventions and two days of writing interventions for students identified as struggling writers. The program we purchased to aid in the writing interventions, Rewards Writing, is research based.

We have a paraprofessional that helps our EL with additional research based interventions. 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.

The school day goes from 8:10 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 subject, per day, every day. Students receive extended learning

Learning Time

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 taught for 70-140 minutes weekly. Reading and Math enrichment happens for 2 hours a week for each 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 two school counselors that cover our school and our middle school. The counselors meet with small groups of students and they do some individual counseling.

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, indigenous club, and intramurals. We have a gifted and talented class, intervention program, and special education.

Additional Opportunities For Learning

In the past, 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. This did not take place in the spring of 2020 and the middle school noted that this missed opportunity caused uncertainty and

School Transitions

stress amongst the 7th graders the following fall. We have been able to do this each spring since then and the middle school staff noted the improved transition for the middle school students due to this tour. 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.

BHSG teachers meet two times a month in PLCs. We use Mileposts to assess 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 Safe Schools. These trainings include the following topics: Ethics, FERPA, Child Abuse Identification, Child Abuse Reporting, Bullying, Cyberbullying, Homelessness, and Human Trafficking. Staff recently received professional development on suicide prevention and we received pd on dyslexia two years ago. Teachers, Interventionists, professional presenters, and counselors all help provide professional development.

Our Title I paraprofessionals are also required to do Safe Schools training. School staff are required to attend all mandatory PD. However, some PD is optional. The principal sends out

Professional Development

emails, text reminders, and tells staff about PD at faculty meetings. 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 BHSB 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 every Monday 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.

Family and Community Engagement

BHSB encourages family involvement starting with our annual Back to School Night each August prior to school starting. We also have parent/teacher conferences. Two years ago, 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 participates in a family and community event that includes pumpkin carving, food, halloween costumes, and other activities.

Every December, our school raises money for the local food pantry. We typically raise over \$10,000 and we purchase turkeys and then donate the rest of the money to the Blackfoot Community Food Pantry. Our students love helping the community and our teachers support this effort to support local families.

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

Recruitment and Retention of Effective Teachers

Coordination and Integration With Other Programs

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

Need Description: Our school is concerned about the academic progress of our Economically Disadvantaged students and we hope to help these students score the same or higher as our non economically disadvantaged students on state assessments.		SMART Goal: During the 2024-2025 school year, Blackfoot Heritage Sixth Grade will increase the composite scores of our economically disadvantaged students on the spring ISAT by increasing their proficiency on the ELA assessment by 4% compared to their previous year's score.		<input type="checkbox"/> 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.	<input type="checkbox"/> Remove
		Corrective	In monthly PLCs, teachers will review	

also have a school Facebook page and a school website that help parents stay informed.

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. The district also offers some credit reimbursement and assistance with license renewal. Special Education is an area of high needs and we currently have an effective teacher and three full-time paraprofessionals in place.

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 positions for Indian Education Paraprofessionals who work closely with our American Indian students and teachers. They are able to target students that are struggling academically and assist families as needed.

Need 1	1- 1	Corrective Reading	Strong Evidence	Reading is a research based intervention program.	student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>
	1- 2	Rewards	Strong Evidence	Rewards is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>
	1- 3	Study Island	Strong Evidence	Study Island is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>
	1- 4	Istation	Strong Evidence	Istation is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>

Need Description:

Our school sees the need to help our American Indian students improve academically by increasing their daily attendance percentage.

SMART Goal:

During the 2024-2025 school year, Blackfoot Heritage Sixth Grade American Indian students will increase their attendance percentage up to 96% and they will increase their proficiency by 3% on both ELA and Math ISAT tests when compared to their previous year's scores.

☐ Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy

Please include a detailed description of who is going to do what, where, when and people involved.

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- Corrective

Corrective Reading is a research

In monthly PLCs, teachers will review student data and we will increase

Need 2	1	Reading	Strong Evidence	based intervention program.	intervention times and change interventions as needed.	<input type="checkbox"/>
	2- 2	Rewards	Strong Evidence	Rewards is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>
	2- 3	Study Island	Strong Evidence	Study Island is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>
	2- 4	Istation	Strong Evidence	Istation is a research based intervention program.	In monthly PLCs, teachers will review student data and we will increase intervention times and change interventions as needed.	<input type="checkbox"/>

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

It is difficult to find the time to add intervention time for 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.bfsdsixthgrade.org>

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

Discussion Topics
Blackfoot Heritage Sixth Grade's School-wide Improvement Plan will be monitored through PLC agendas, minutes, sign-in sheets, principal classroom visits, and school leadership team meetings. The leadership team will review data in Istation and Study Island. They will discuss and determine how we are doing and determine whether or not each goal is helping our school improve academically. We will ask the following questions. Are teachers teaching core content with fidelity? Are teacher PLC/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 follow up with teachers to ensure that we are following our SWIP. By May 21st , 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.

Upload Files

Files

- [Para Supervisory Letter.doc](#)
 - [BHSG Meeting Schedule & Team Assignments 24-25.docx](#)
 - [BHSG Master Schedule 24-25.xlsx](#)
 - [BHSG 24-25 SMART Goals.docx](#)
 - [BHSG welcome back staff letter 2024.docx](#)
 - [Electives letter and options 24-25.docx](#)
 - [K-6 Mentor Checklist - Sep 16 2024 - 8-39 AM.pdf](#)
 - [Start of Year Staff Mtg 8_15_24.docx](#)
 - [LT 10_8_24.docx](#)
 - [LT SAM 10-8-24 - Oct 8 2024 - 4-13 PM.pdf](#)
 - [Blank Agenda 24-25.doc.docx](#)
 - [Blank SAM 24-25.pdf](#)
 - [10_21_34 Megapod DATA Update.docx](#)
 - [C PSAM 8_20_24.jpg](#)
 - [C PSAM 8_26_24.jpg](#)
 - [Homeless Pamphlet.pdf](#)
 - [Reading Intervention Groupings 24-25.xlsx](#)
- [ISAT](#)
 - [ISAT Progress](#)
 - [English Learner Progress](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	26.2 %	17.6 %	23.0 %	33.2 %
District	17.7 %	19.1 %	24.1 %	39.1 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	24.7 %	18.8 %	22.9 %	33.6 %
District	16.3 %	19.4 %	28.2 %	36.1 %
State	19.3 %	22.2 %	26.8 %	31.7 %

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 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	20.7 %	31.3 %	26.2 %	21.9 %
District	15.6 %	28.0 %	23.1 %	33.2 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	15.9 %	32.5 %	24.4 %	27.3 %
District	15.9 %	28.0 %	22.9 %	33.2 %
State	22.1 %	30.1 %	22.5 %	25.3 %

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 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School				
District	5.0 %	25.6 %	36.0 %	33.4 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School				
District	4.8 %	25.9 %	35.1 %	34.2 %
State	9.4 %	32.2 %	34.5 %	23.9 %

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 %

Math

2023-2024

Percent of Students Making Adequate Progress

School	54.6 %
District	50.5 %
State	52.8 %

2022-2023

Percent of Students Making Adequate Progress

School	55.1 %
District	47.3 %

State	48.2 %
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2021-2022

Percent of Students Making Adequate Progress

School	58.8 %
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District	50.0 %
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State	53.5 %
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ELA

2023-2024

Percent of Students Making Adequate Progress

School	69.4 %
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District	59.6 %
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State	64.4 %
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2022-2023

Percent of Students Making Adequate Progress

School	52.3 %
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District	50.3 %
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State	57.5 %
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2021-2022

Percent of Students Making Adequate Progress

School	55.2 %
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District	55.8 %
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State	64.4 %
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EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	0.0 %
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District	4.2 %
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State	9.0 %
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2022-2023

Percent of EL Students Reaching Proficiency

School	0.0 %
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District	5.8 %
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State	8.7 %
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2021-2022

Percent of EL Students Reaching Proficiency

School	3.4 %
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District	7.7 %
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State	10.0 %
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EL Progress

2023-2024

Percent of EL Students Making Progress

School	5.0 %
District	27.3 %
State	45.8 %

2022-2023

Percent of EL Students Making Progress

School	0.0 %
District	43.1 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	6.9 %
District	43.1 %
State	50.5 %

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.