

**GROVELAND ELEMENTARY SCHOOL (0386)**

Submitted by: mickj@d55.k12.id.us at 11/6/2024 11:53:29 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
Kori Stallings	Kindergarten Teacher	stalkori@d55.k12.id.us	<input type="checkbox"/>
Emily Abercrombie	1st Grade Teacher	aberemil@d55.k12.id.us	<input type="checkbox"/>
Lori Cronquist	2nd Grade Teacher	cronlori@d55.k12.id.us	<input type="checkbox"/>
Elisa Miskin	5th Grade Teacher	miske@d55.k12.id.us	<input type="checkbox"/>
Emily Perkes	Special Ed. Teacher	perkemil@d55.k12.id.us	<input type="checkbox"/>
Sarah Wheeler	Interventionist	wheesara@d55.k12.id.us	<input type="checkbox"/>
Rochelle Kunz	Parent	n/a	<input type="checkbox"/>
Doug Bitter	Principal	bittdoug@d55.k12.id.us	<input type="checkbox"/>

**Needs Assessment**

**School Leadership Team**

School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the schoolwide plan. Describe the governance of the team. For example: Who chairs the team?

- o Building administrator chairs team
- o Grade level representatives
- o Parent representatives

- How are decisions made?
  - o options are created by the leadership team, then presented to the entire staff
  - o decisions are made as a collective staff
- How frequently does the team meet?

o Team meets the 1st and 3rd Wednesday of the month from 3:30 to 4:45. Special meetings are called from time to time to address concerns or questions of staff or school wide plans

- What is the process for communicating with district leadership?  
o building administrator, BEA school representative

- How are agendas set?  
o Agendas are set based on student and staff needs.

- How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based?  
o IStation Benchmark testing and progress monitoring. Skill level progress monitoring and I-Station data are used to create student intervention groups and drive instruction in classrooms and intervention grouping.

- Who is responsible for communicating with staff, families, and other stakeholders?  
o building administrator and teachers

Parent involvement policy is in place and at our leadership meetings we seek parental input on how parent involvement money will be spent. Monies are used for family engagement activities that incorporate curriculum throughout the year.

Groveland Elementary is a Title I, rural school outside the Blackfoot city limits. It is a K-5 school. There are 2 classrooms per grade level, a resource classroom, and an extended resource classroom. Our current enrollment is 220. In the past, Groveland was a farming community, and now it is comprised mostly of homes that have a small amount of property around them. There are several trailer parks and apartment/duplex complexes within our boundaries.

Ethnicity/Race

0.0% Asian

0.5% African American/Black

24.1% Hispanic or Latino

4.5.% Native American

4.1% Multiracial

## School and Community

66.8% White

Other Demographics

39% Low Income

10% English Learners

16% Students with Disabilities

<3% Homeless

<3% Migrant

<3% Students in Foster Care

<3% Students from Military Families

Groveland staff members have analyzed and continue to analyze data from Idaho Reading Indicators, Spring ISATs, monthly ISIP (IStation) monitors, universal screening benchmarks 3 times a year, curriculum assessments given by teachers, and WIDA tests given to English Learners.

Top Performer and Goal Maker

Groveland Elementary ranked in the top 10th percentile or above on key performance indicators.

Groveland is not identified as needing comprehensive support or improvement for underperformance in multiple indicators.

Groveland has SMART goals for ELA and math that are focused on individual student growth. The SMART goals will be used to help the staff focus on academic achievement and improvement for all students.

Mileposts is used to review the previous years' data and individual intervention tracking trends. Grade-level universal screener, survey level assessments are used to find skill level for students showing academic gap. Weekly progress monitoring of those students identified at risk. Teacher observations. Weekly data driven PLC meetings. School-wide meetings to address needs of the school as a whole.

Groveland Elementary identified the following areas of concern:

Using our areas of concern as targets, Groveland has implemented the following:

- 1. A focus on effective Tier 1 instruction
- 2. Schoolwide interventions for ELA

**Academic Achievement**

**Student Learning Needs**

2. Interventions for math based off student needs

4. Keyboarding instructional program

Groveland Elementary uses EnVisions as the core math curriculum and the HMH Into Reading for English/Language arts core curriculum. Refer to the district's curriculum tiers.

District curriculum director has identified the curriculum as research-based according to the ESSA guidelines.

Professional development is provided for curriculum training by the school district, and at the building level, collaboration time is provided to teachers and staff to prepare instruction from this curriculum.

Fidelity to the program is monitored by:

- Principal walk throughs and observations
- District curriculum maps for scope and sequence
- Weekly PLC meetings to assess scope and sequencing of curriculum

Groveland Elementary has implemented intervention instruction for all students in reading. Interventions for math are given to student based off need. Through individual student data, students will be assigned teachers that will work with them on their learning needs' level. Students will be frequently assessed for progress. Student will move groups according to their assessed progress, or lack thereof.

Ensuring that we meet the needs of all our students will be placed in multi-grade level classes with the assistance of the school's interventionist. Data will be carefully tracked and teachers will make adjustments on student placement.

Groveland Elementary follows the district provided curriculum maps, curriculum tiers, and the state core curriculum. Teachers are expected to post "I can" statements as objectives for lessons and learning activities that are aligned to the state core standards. Teachers use the curriculum maps and their own expertise and autonomy to create learning activities reflecting the state core curriculum differentiated for their students' needs. Collaboration time is provided for teachers to share and communicate what works during their common preps and multi-grade level PLC meetings. Teachers on all levels incorporate reading and math

## Core Curriculum

## Core Instruction

## Alignment of teaching and Learning

skills into other areas of instruction. There is a high level of vertical alignment between our kindergarten and our 1st grade teachers. The higher grade levels have vertically aligned curriculum, and they are spending more time collaborating with each other.

All students are given 3 universal screenings per year in reading and math. These universal screeners are given in the fall, winter, and spring. These include the IRI (Istations) and benchmark screeners, as well as curriculum placement tests in math and reading. In addition, grades K-3 are given the state IRI/Istation. Other screening tools used are the Core Phonics Survey. Groveland practices school-wide progress monitoring using Istation. Teachers will use the Interim ISAT this year. Students who are below the 16th percentile or not making growth are monitored every other week. Students who are identified as EL are given WIDA/Access testing. Students who receive a score lower than proficient are placed on a learning plan to help with accommodations in the classroom. Results are shared with teachers after a screener is given and typically with parents at conferences.

These tools help teachers identify students who are at risk and also students who are not making progress. Goals are set for each student based on the norm chart which is adjusted to suit the current norms.

In addition to being screened academically, students with multiple behavior or social concerns are referred to the MTSS team for interventions. Our school counselor works with groups of students and advises with the team on behavioral interventions. Students who are being monitored for academic or behavioral interventions are tracked on Milepost, by completing the district referral and tracking forms, and by an RTI plan if necessary. Parents are notified by phone and are invited to be a member of any decision making meeting. The MTSS team looks at progress monthly on each student and decides to continue monitoring, change intervention, or refer. The follow-up to these decisions falls upon the teacher, intervention leaders, or SPED team.

We use the multi-tiered intervention model approved by the district. Time is designated for schoolwide reading intervention for every grade level Monday through Thursday. Math interventions are assigned based on student need. EL students

## Universal Screening

## Tiered Instruction and Academic Interventions

receive instruction during interventions, and the intervention teacher monitors their progress providing small group instruction at other times as needed. Advanced students are provided with enrichment activities during the scheduled intervention times as well. Movement between intervention groups is considered to be fluid, and students may be moved at any time based on teacher discretion or data obtained from check-ins, which take place every two weeks.

Progress is monitored as teachers look at Istation benchmarks and progress monitoring data, curriculum tests, and Imagine Learning data.

Groveland tiered interventions are led by teachers and paraprofessionals. High need intervention groups are kept small, while students who are doing enrichment activities are often in larger groups. Our gifted students receive instruction from enrichment lessons from gifted and talented teachers, Intervention groups, leadership projects, after school opportunities, and field trips. Some English learners are also pulled out for very small group or individual instruction by our intervention teacher for language and literacy practice. Instructional activities given by paraprofessionals are designed by teachers who also help monitor that student's progress. Teachers monitor progress on all students, but if a student is designated as "at risk", the monitoring becomes weekly or every two weeks. The MTSS team reviews and possibly revises interventions monthly on those at-risk students. Any student who falls below the 16th percentile nationally is progress monitored weekly as is any non-proficient student who does not show signs of progress.

## Learning Time

Groveland Elementary school operates Monday through Thursday. Staff arrives at 7:30 a.m. Students begin class at 8:00 a.m. Grade levels K-5 have fifteen minute recess in the morning. At lunchtime students have a 20-minute lunch break and a 20-minute recess. Grades K-1 also participate in a 15-minute afternoon recess led by their teachers. The school day ends at 3:10. Kindergarten students attend a full day unless they choose the half day option. There is a master schedule for reading interventions and extension activities. First through fifth grade students participate in intervention small group, multi-grade level instruction. These

interventions/extensions run for 30 minutes. Teachers work together to use diagnostic testing to determine student placement in these groups in cooperation with our school interventionist. The groups' ability levels range from extension activities to those who need added intervention teaching on basic levels. These groups are fluid as teachers meet frequently to discuss the progress students are making in the groups. Stations, and curriculum testing results are used to help determine student placement. All students have daily access to the grade-level content standards which are taught in the student's home room.

We have a music and PE specialist that come to our school each week. Each class receives 30 minutes of instruction in PE and 30 minutes of instruction in music per week. We have a school counselor who is here full time and provides a monthly 30 minute Growth Mindset Lesson to each classroom. She does individual counseling, class presentations, and social skill-based groups. Our counselor supplies information to parents in need of outside resources for both economic and social needs. She enrolls students who need food over the breaks and weekends in the backpack food program that supplies students with easy to prepare meals and snacks when school is not in session. We have speech therapists, hearing therapists, occupational therapy, and a physical therapist come to our school to service students with those needs. We also have a strong student council program where students collaboratively lead projects including sock and food drives, assemblies, and student activities.

### **Non-Academic Student Needs**

### **Well-rounded Education**

To address a well-rounded education, we have incorporated a 45 minute "Expedition" class into each week. Students are allowed to have a free choice elective "Expedition" class on thursdays. Students also receive instruction in science, social studies, and other subjects in their classes. Each week all students receive 30 minutes of P.E., music, keyboarding, and library. The focus of our teaching in elementary is reading, math, and English language arts. Science, social studies, and leadership, are embedded in the reading and math curricula as well as in project-based learning units that are being taught during Tuesday "Expeditions". Teachers also embed current events and other curriculum into non-fiction reading, writing, projects, presentations, and field trip experiences. Each grade level has outside guests speak on fields of expertise as well as hands-on experiences provided in the

classroom. All learning experiences are tied to state core standards.

Students have the opportunity to hear from scientists, public service and public facilities people, and community and civic members during classroom units. These guests provide exposure to career options as well as the opportunity to gain applied knowledge.

In addition to in class guest lecturers and lab experiences, students all participate in at least one learning field trip during the school year. Our gifted and talented program provides opportunities for students to work as a small group with the gifted teacher. These enrichment sessions focus on science, literature, and individual interests of the students. During weekly Expeditions, students who need enrichment are given opportunities to learn Spanish, American Sign Language, research, and technology. Enrichment field trips include science and community-based topics.

Kindergartners going into first grade have a very smooth transition as the teachers work in the same building and are very collaborative. For our 5th graders, we transfer any academic or behavior plans to the 6th grade center. PST team members meet face to face in a transition meeting in the spring of the year. The 5th grade teachers are also asked to fill out an information form on the students giving information on academic skills and needed supports. The 6th grade teachers and the counselor visit our 5th grade classes and show a video about what happens in the 6th grade. There is a transition assembly for 5th graders at the end of the year.

Interventionists, common prep time, standards classes, and the district offers several credit hours per year. The district provides ongoing professional development for all new curriculum. New teachers are required to attend several PD's presented by various district employees. Any teacher may attend the training if they chose to.

Teachers conference individually with school administrator, interventionists or other professionals to meet needs. Teachers are also required to self-reflect and work on improving instruction. Teachers are trained to use Mileposts. Milepost is based on student data collected from a variety of sources. Data from formative, benchmark, and state summative assessments are used to compare individual or whole classrooms. Teachers use ISIP reports from

## **Additional Opportunities For Learning**

## **School Transitions**

## **Professional Development**



Istations to adjust intervention groups and develop individualized curriculum.

The district has provided each teacher access to the Blackfoot School District Instructional Handbook. The handbook provides curriculum maps, scope and sequence, as well as the curriculum tiers. The district's Curriculum tiers are the most underutilized resource in the district. There are tiers for each grade-level and subject area. Not all Tier 3 students are SPED students. Various assessment options are shown on each of the tiers.

PLC's are established with specific guidelines throughout the school. Teachers are learning to facilitate their meetings and use a standardized reporting form to ease understanding within the school. Collaboration time is built into the schedule. Each grade-level receives two hours of common prep/PLC time weekly. Grade-level teams provide meeting notes to the administrator and school's interventionist to address student, curriculum and other issues. School-wide and across grade-level PLC is also facilitated by the school's administrator.

School based professional development decisions will be made within the school's Leadership Team. Professional development will be provided based off teacher's needs and wants throughout the school year.

Interventionists, teachers with a particular expertise, the principal, and the publishing company of a newly adopted curriculum all provide ongoing professional development. Paraprofessionals are also included in many of the trainings offered and are also provided job training specific to their duties. School leadership/administration is expected to attend all training provided. Some training may be optional, which is then their choice. The school principal conveys professional development expectations, whether mandatory or not. An attendance roll is always taken.

Professional development decisions are made within the school's leadership team meeting and by accessing the PLC notes. The school conducts a needs assessment and utilizes faculty input. PD is based on curriculum, technology and teaching needs. Budget plays a role in opportunities, such as national trainers/experts and purchase of professional texts.

PD at the building level is specific to our needs and interests. PD at the district level reflects District goals and is broader, to encapsulate the interest of a wide range of professionals as well as

elementary and secondary levels. Data is carefully considered to direct PD. It is one of the basic drivers of PD decision making. Also considered is students' cultural and home environment backgrounds. PD works in tandem with faculty to meet all student needs. SAM sheets or PLC sign-in sheets are used at all professional development activities. Sign-in is required for attendance and credit hours for recertification. The district EL staff provides PD to individual schools or on an as needed basis.

There is a district family and community engagement policy. Our building parent involvement policy is reviewed yearly by our leadership team and is in our parent-student handbook. Both policies are available on our webpage. Parent and community volunteers enter our school to help in the library, classrooms, and other areas. Students are recognized and rewarded for achievement as well as behavior with parents supporting that focus.

The Blackfoot Wendy's restaurant provides school nights where staff members participate and families come and support the business and the school.

Information about events, opportunities for involvement, schedules/events, and opportunities for students are shared on our webpage, monthly newsletter, Facebook page, weekly take home folders, public calendar, auto dialer calls, texts, and emails. Class DoJo is used by all teachers to communicate student and classroom information on a regular basis to individual families. We use parent involvement funds to purchase supplies for family involvement activities.

Groveland in recent years has not had a functioning PTA, but at the beginning of this school year they started it back up. They meet monthly and work with the school to help increase parent input and involvement.

100% of teachers at Groveland Elementary meet state certification requirements. New teachers are supported by a school level mentor, opportunities to visit other schools, and district new-teacher training.

The district offers credit reimbursement for each teacher for college credits taken to renew their certification license every 5 years.

Groveland Elementary is a Title I school. We coordinate with the Blackfoot Police department not only with our SRO (Student

## **Family and Community Engagement**

## **Recruitment and Retention of Effective Teachers**

## **Coordination and Integration With Other Programs**

Resource Officer) but also with the DARE program. Our English Learner students are supported by our school's interventionist who tracks and supports them and their interventions. Area businesses including State Farm Insurance, Idaho Power, and the Blackfoot Fire Department provide lessons and resources for instruction and visit our school. Groveland also has an Indian Education Program liaison who meets with students and tracks their progress. Our migrant family liaison helps communicate and advocate for families in our school. Our school also provides an afterschool program through a grant.

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 1	<b>Need Description:</b> Increase proficiency in ELA K-5 using iStation Reading Benchmarks and Progress Monitoring Assessments. We also use ISAT and ISAT Interim Assessments with our 3-5 students.		<b>SMART Goal:</b> ISIP READING: By the Spring benchmark in 2025, 80% of Groveland students at each grade level will meet their goal one of the following ways on the Istation reading assessment: 1.Reach a level 3 or higher on May Benchmark 2. Move a level up anytime during the school year 3. Reach a level 4 or 5 anytime during the school year 4. Meet adequate growth on the new raw score as determined by the building principal.	<input type="checkbox"/> Remove	
	<b>Evidence-Based Interventions: Discussion Topics</b>				
<b>#</b>	<b>Intervention Strategy</b> <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b> <input type="checkbox"/>
1-1	Groveland is developing intervention	Strong Evidence <input type="button" value="v"/>	An academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply	Students are frequently assessed for progress.	<input type="checkbox"/>

instruction for students in reading. Through individual student's data, students are assigned teachers that will work with them on their learning needs' level.

an existing skill to new situations or settings. An intervention can be thought of as "a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory" (Methe & Riley-Tillman, 2008; p. 37).

Intervention as high quality instruction is research-based if it is correctly targeted, provides explicit instruction in the skill and appropriate level of challenge, gives the student sufficient opportunities to respond and practice the skill, and offers immediate feedback on performance.

Use of Evidence-Based, Small-Group Reading Instruction. The components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing. Findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats. The argument is made that by coordinating research evidence from effective classroom reading instruction with effective small-group and one-on-one reading instruction we can meet the literacy needs of all

Students may move groups according to their assessed progress, or lack thereof. Ensuring we meet the needs of all our learners, teachers meet in their PLC groups and with the school's interventionist to make any adjustments on student placement.

children.

Reading comprehension appear to be caused by problems with 'higher level' language difficulties including problems with semantics (including deficient knowledge of word meanings) and grammar (knowledge of morphology and syntax).

Evidence-based, small group Language Instruction provides considerable evidence showing that phonologically based interventions are effective in ameliorating children's word level decoding difficulties, and a smaller evidence base showing that reading and oral language (OL) comprehension difficulties can be ameliorated by suitable interventions to boost vocabulary and broader OL skills. Some of the utilized programs are IStations and Into Reading interventions.

Teachers will use the core curriculum, Into Reading, and the intervention curriculums, UFLI, Read Naturally, Istation Reading Interventions lessons or modules, and other evidence based curriculums as identified on the district curriculum triangle.

1-2

Strong Evidence ▾

The listed programs are all research based curriculums.

Observations, PLC minutes, IRI results, Istation data, and ISAT results.

Need 2	<p><b>Need Description:</b>                  Increase proficiency in Math K-5 using the iStation Math Benchmarks and Progress Monitoring Assessments. Pearson Realize EnVisions curriculum. We also use ISAT and ISAT Interim Assessments with our 3-5 students.</p>	<p><b>SMART Goal:</b>                  ISIP MATH:                  By the Spring benchmark in 2025, 80% of Groveland students at each grade level will meet their goal one of the following ways on the Istation math assessment:</p> <ol style="list-style-type: none"> <li>1. Reach a level 3 or higher on May Benchmark</li> <li>2. Move a level up anytime during the school year</li> <li>3. Reach a level 4 or 5 anytime during the school year</li> <li>4. Meet adequate growth on the new raw score as determined by the building principal.</li> </ol>	<input type="checkbox"/> Remove		
#	<p><b>Intervention Strategy</b>  <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p><b>What evidence level of criteria does this strategy meet?</b></p>	<p><b>How the intervention meets the definition of "Evidence Based"</b></p>	<p><b>Describe how the intervention will be monitored and evaluated for effectiveness.</b></p>	<input type="checkbox"/> Remove
2-1	Teachers will use the core curriculum, Envisions, and the intervention curriculums, SpringMath, Imagine Learning, and other evidence based curriculums as identified on the district curriculum triangle.	Strong Evidence <input type="button" value="v"/>	The listed programs are all research based curriculums.	Observations, PLC minutes, IRI results, Istation data, and ISAT results.	<input type="checkbox"/>

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

As a Title I school we are identified as a school with a high percentage of students that are at risk due to low income. Also in the past the school has identified that lack of student perseverance is the greatest barrier Groveland faces. Students inability to persevere has shown lack of success socially, academically and in productivity. Teaching perseverance in the classroom is critical to student success both in academics and socially.

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.bfsdgroveland.org/>

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

The leadership team will monitor the plan by creating a checklist and timeline that will progress monitor and evaluate our SWIP.

Upload Files

**Files**

- [2024-2025 Groveland Elementary School Bell Schedule.gdoc](#)
- [Groveland Parent Compact 24-25.pdf](#)
- [Parent Involvement Policy \(1\)\(1\).pdf](#)
- [Homeless Pamphlet \(1\)\(1\).pdf](#)
- [Fed Prog Pamphlet-2 \(1\).docx](#)
- [Calendar2024-25.pdf](#)
  
- [ISAT](#)
- [ISAT Progress](#)
- [IRI](#)
- [English Learner Progress](#)

Math

2023-2024

**Advanced Proficient Basic Below Basic**

School	18.0 %	27.0 %	23.8 %	31.1 %
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	27.3 %	25.5 %	22.7 %	24.5 %
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	23.7 %	23.7 %	30.5 %	22.0 %
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	16.4 %	24.6 %	26.2 %	32.8 %
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 22.3 % 26.8 % 17.9 % 33.0 %

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 28.8 % 22.9 % 26.3 % 22.0 %

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 6.5 % 25.8 % 38.7 % 29.0 %

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 14.3 % 40.5 % 28.6 % 16.7 %

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 7.0 % 30.2 % 25.6 % 37.2 %

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 66.7 %

District 50.5 %

State 52.8 %



2022-2023

**Percent of Students Making Adequate Progress**

School	68.2 %
District	47.3 %
State	48.2 %

2021-2022

**Percent of Students Making Adequate Progress**

School	67.5 %
District	50.0 %
State	53.5 %

ELA

2023-2024

**Percent of Students Making Adequate Progress**

School	61.3 %
District	59.6 %
State	64.4 %

2022-2023

**Percent of Students Making Adequate Progress**

School	56.1 %
District	50.3 %
State	57.5 %

2021-2022

**Percent of Students Making Adequate Progress**

School	67.5 %
District	55.8 %
State	64.4 %

IRI Fall

2023-2024

**Proficiency**

School	47.0 %
District	47.8 %
State	57.8 %

2022-2023

**Proficiency**

School	53.4 %
District	48.3 %
State	56.7 %

2021-2022

**Proficiency**

School	41.1 %
District	39.1 %
State	51.0 %

IRI Spring

2023-2024

**Proficiency**

School	56.9 %
District	59.1 %
State	67.7 %

2022-2023

**Proficiency**

School	60.0 %
District	58.5 %
State	66.6 %

2021-2022

**Proficiency**

School	58.8 %
District	59.3 %
State	69.1 %

EL Proficiency

2023-2024

**Percent of EL Students Reaching Proficiency**

School	0.0 %
District	4.2 %
State	9.0 %

2022-2023

**Percent of EL Students Reaching Proficiency**

School	4.3 %
District	5.8 %
State	8.7 %

2021-2022

**Percent of EL Students Reaching Proficiency**

School	0.0 %
District	7.7 %
State	10.0 %

EL Progress

2023-2024

**Percent of EL Students Making Progress**

School	58.8 %
District	27.3 %
State	45.8 %

2022-2023

**Percent of EL Students Making Progress**

School	95.2 %
District	43.1 %
State	55.9 %

2021-2022

**Percent of EL Students Making Progress**

School	87.0 %
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.

Submitted by: mickj@d55.k12.id.us at 11/6/2024 11:53:29 AM