

DEARY SCHOOL (0794)

Submitted by: jproctor@sd288.org at 9/17/2024 11:45:41 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
Joshua Hardy	Superintendent/Secondary Principal	jhardy@sd288.org	<input type="checkbox"/>
Julia Proctor	Federal Programs Director	jproctor@sd288.org	<input type="checkbox"/>
Stacy Monk	Elementary Principal	smonk@sd288.org	<input type="checkbox"/>
Kendra Keen	General Education Teacher	kkeen@sd288.org	<input type="checkbox"/>
Diana Moser	General Education Teacher	dmoser@sd288.org	<input type="checkbox"/>
Lanna Proctor	General Education Teacher	lproctor@sd288.org	<input type="checkbox"/>
Ryan Minden	General Education Teacher/Dean of Students	rminden@sd288.org	<input type="checkbox"/>
Renee Hanson	Parent	rjhanson720@gmail.com	<input type="checkbox"/>
Dani Jones	Parent	danijoneswhn@gmail.com	<input type="checkbox"/>

Needs Assessment

**School Leadership Team**

The chair of the Schoolwide Plan team would be the Federal Programs Director. The team will meet (in person or virtually) on a yearly basis, and as needed throughout the year for decision making. Since the district leadership is part of the SWIP team, they will have all necessary information. The Federal Programs Director will be in charge of relaying information throughout the year to all team members. The decisions on the SWIP team will be made by a majority vote if there is a discrepancy of how to carry out plans made by the team. The agenda for meetings will be set by the Principal/Superintendent and include, but not limited to; Annual Performance Report, Self-Assessment results, CFSGA progress and overview, the interventions and progress monitoring of the students, and changes needed moving forward. If there is concern about interventions being given and the team is not seeing growth in the students with the data that we are reviewing, we would then need to take a closer look into what the interventions look like and do some changes to those and possibly the

programs that we are using. We would be using research driven/evidence driven programs that have been shown to increase student performance. The Federal Programs Director will be the communication link to families and other stakeholders.

\* If it is more convenient for parents on the team to communicate and participate virtually, than that option will be available.

**School and Community**

Deary School is located in Deary, ID with an average population of 500. 38.78% of the student population are from low income families. The Whitepine School District has students from Elk River, Clarkia, Bovill, and Deary. There have been no significant changes to the community or employment rates. The school district has maintained a very open communication system with parents and community members. By having this communication in place, the school district can get information of resources for community members, parents, and students use to help guide their decisions and be an active member of the district in decision making. Resources are also available to anyone that would need assistance in financial, housing, and health.

**Academic Achievement**

Spring 2023

ISAT Tests

Percent Proficient by Class:

ELA Math

grade # students # proficient percentage state # students # of students # proficient percentage state # students

3 16 4 25% 45% 16 4 25% 49%

4 17 11 65% 48% 17 11 65% 47%

5 17 11 65% 51% 17 9 53% 41%

6 12 6 50% 50% 12 8 67% 39%

7 16 8 50% 53% 16 7 44% 40%

8 15 6 40% 51% 15 8 53% 36%

11 17 13 76% NA 17 10 59% NA

Schoolwide 110 59 54% 110 57 52%

The graduation rate for 2022-2023 for a 4 year cohort was 77.8%. Although this number is less than 100%, two students went on to attend 18-21 programs but they are counted negatively towards our graduation rate.

**Student Learning Needs**

Teams of teachers in grade 4 - 12th get together throughout the school year and through summer professional develop to identify the needs of the student population based on assessments data, teacher observations, and work samples. Once a need is identified, an action plan is developed and then evaluated throughout the school year to determine effectiveness or changes needed.

**Core Curriculum**

K-8 use EL Education for ELA, K-5 CFLM Math, Illustrative Mathematics 6th - Algebra 2 as the core curriculum for math. For high school ELA classes, the teacher uses materials that align with the Idaho Core ELA Standards (which can be accessed through the SDE website). All programs are completed with fidelity, and the teachers are monitored with observations and consultations from administration. They also engage in professional development throughout the year on the newly adopted curriculum. All evidence will be attached on programs being research/evidence based.

**Core Instruction**

All teachers 4-12 differentiate their instruction based on their ongoing assessments throughout the school year. They also offer the corrective loop for students that are still not proficient in the standard/s that they are working on. In math, 6-8 grades, Geometry, and Algebra 1 & 2 are given a pre-diagnostic assessments, mid-unit assessment, and the the end of of the unit assessment. All teachers in grades 6-12 give their classes a pre and post assessment at the beginning and the end of the year in the area that they are teaching. All teachers give quick checks for check-ins with students and their understanding. All students are given the opportunity for small groups instruction based on their need and the school also offers a tutoring program that can be accessed before, during, and after school. There is a math lab during the school day if they need extra support in math for 6-8th. If interventions are needed in the area of ELA, support is given through the RTI/tutoring program.

**Alignment of teaching and Learning**

The teachers engage in ongoing professional development offered by the publisher of the curriculum that the school is using. The 4-5 teachers collaborate on a weekly basis on student achievement. RTI meetings take place every 6 weeks. The Middle/High School have meetings monthly as a whole staff and on teacher in services days. The 4-5th attend monthly meetings with the whole elementary and engage in professional development on teacher in service days. These meetings allow for teachers to

communicate and collaborate on ways to enhance their teaching and student learning.

Deary School is in the process of aligning all curriculum from K-11th grades with the use of Illustrative Mathematics and EL Education for Math and ELA curriculum. The intervention programs that are being used is also aligned throughout both Bovill and Deary schools, with the primary interventions for reading and math are Read Naturally, Dreambox, Imagine Math, Prodigy, and explicit instruction. This allows for vertical alignment and aids in assessing how the curriculum is impacting student learning.

All students are screened at the beginning of their in the Middle/High School classes with a pre-test on the material for the classes that they are taking. Any students that are identified as struggling, will then be assessed using classroom curriculum universal screeners to monitor their reading and math skills, as well as improvement throughout the year. CST meetings are held when there are specific students that staff have referred to team for concerns. The team then reviews the data and formulates an action plan on how to handle the concerns. Through the RTI program, a watchlist of students who have been identified as struggling is created and then their performance, parent contact, intervention plans, and other needed information is collected and analyzed on a weekly basis.

## Universal Screening

In grades 4-5, the the teachers use STAR Math, STAR Reading, Istation Math and Reading tests as universal screeners. All universal screeners have cut off scores and indicate what percentile, grade equivalency, and if they are at risk for failing. All information is provided to parents at parent teacher conferences, in the fall and in the spring. If there is a larger concern with the student, the parents are notified and a meeting is set up with the parents. The RTI team meets every 6 weeks to review students that have been identified as struggling and monitor their progress. Decisions will be made at these meetings what interventions need to be implemented/changed and then decide if a referral for special education services is warranted or another type of service/s is needed. Every spring the school has the Child Find Screening and Kindergarten Round-up. This is designed to assess and identify children from the ages of 3 and up for possible disabilities and needing interventions.

## Tiered Instruction and Academic Interventions

Intervention in all academic areas are provided to students who have been determined to have a need. In the 4th and 5th grades, an RTI team meets every 6 weeks then again when needed based on student need, to review student progress, place students into a tier, and identify interventions. In 6th -12th grades, there are interventions provided in any subject matter that the student is struggling in. For 6th - 12th grade students CST meetings are held for students who have been identified as struggling. Our RTI Coordinator monitors weekly how the students are responding to current interventions and call a meeting if changes are needed. The RTI Coordinator also communicates with parents, sets up tutoring sessions, and sets up meetings with the students. For 4th and 5th grade, interventions are determined based on the tier that the students fall into based on the diagnostic assessments, universal screeners, and team input. For 6-12th, there is a math lab daily for 6th through 8th grade and tutoring when needed. Students are placed in interventions based on their progress with interventions. Teachers will incorporate more interventions if needed, and if student is still not showing growth then they are referred to the special education teacher for evaluation. In grades 4-5th, interventions can be in or out of the classroom. In grades 6-8th math lab is a class they can enroll in. The groups in 4th -5th grades are average 3-5 students per group. Interventions given in the 4-5th grades are given by a paraprofessional and/or teacher, and in the 6th-12th grades teachers/paraprofessionals/tutors. The paraprofessionals work directly under a certified teacher/SPED teacher, classroom teachers, and Title 1 Director. The students in intervention for 4-5th are given STAR Assessment and or Istation to monitor their progress. For grades 6th-12th, the students are given formative assessments, curriculum assessments, Imagine Math in their individual Math and English classes to determine growth. At the 6 week RTI meeting, if a student is not showing sufficient growth, then the team will discuss what to implement as far as interventions or referral for special education testing. Students that are on the monitoring list and in interventions are monitored every 4-8 weeks based on what tier they are falling in. If they are falling in a Tier 2, they get monitored every 6-8 weeks, if they fall in a Tier 3, they are monitored every 2-4weeks. A paraprofessional administers

## Learning Time

the STAR or Istation testing for all students in grades 4-12.

Deary Elementary (4/5) schedule:

8:15 - 8:25 Homeroom  
 8:25 - 9:30 Rotation One  
 9:30 - 10:30 Rotation One  
 10:30 - 10:50 Homeroom  
 10:50 - 11:30 Recess/Lunch  
 11:30 - 12:30 Rotation Two  
 Break  
 12:30 -1:30 Rotation Two  
 1:30 - 2:20 Specials Recess  
 2:20 - 3:15 HR/Science - SS

\* Rotations are between math and ELA

Deary Middle/High School schedule:

8:25-9:15 1st hour  
 9:19-10:09 2nd hour  
 10:09-10:15 Snack  
 10:16-11:06 3rd hour  
 11:10-12:00 4th hour  
 12:00-12:36 Lunch  
 12:37-1:27 5th hour  
 1:31 - 2:21 6th hour  
 2:25-3:15 7th hour

All students have the opportunity to take a variety of classes in humanities and electives. They have access to PE, music, computer classes, photography, speech, IDLA classes when not offered on campus, dual credit courses from teachers and colleges, agriculture classes, wood shop classes, welding, small engines/machines, art, stem, family and consumer science, and psychology. In the 4-5th grades they have the opportunity to engage in music, art, keyboarding, and PE.

Students are offered the opportunity to participate in extra curricular activities, and tutoring. Teachers engage in teaching students through student led learning opportunities. All intervention time is built into the master schedule for students and if there are some opportunities for extended interventions they are done before school hours or after school hours. Summer school is offered in the summer for both 4/5th grades. There are opportunities for summer school credit recovery options available through IDLA when needed for the 6th - 12th grade. This

allows for students that were identified the previous school year, to get a review of previous material and a jump start into the new material and for credit recovery in middle/high school.

**Non-Academic Student Needs**

Deary School students have access to a school counselor 5 days a week. Students have access to extra curricular sports, tutoring, FFA, Music, and IDFY. The community has 4-H, sports, classes, and other activities that are also available to students.

**Well-rounded Education**

Deary School offers students a variety of classes from qualified teachers. The school offers dual credit courses through math, history, and English. It also offers online IDLA classes that are not offered on campus. The school offers math, ELA, Psychology, a variety of history and science classes, photography, computer classes, shop classes, and music classes.

**Additional Opportunities For Learning**

At Deary school, the students can take dual credit math which earns them college credits. Dual credit courses currently being offered are; English, History, PE, and Math. The seniors also participate in a consumer economics class and personal finance. Juniors and seniors have the opportunity to go to nearby colleges for tours and information on the programs that they offer. The school also offers IDLA courses that are not available on campus. Students also get to participate in FFA, career fairs, and other vocational learning opportunities.

**School Transitions**

Deary school is comprised with grade 4-5 in one wing of the school and then grades 6-12 in the other wing of the school. Due to the small population of the school, often teachers are teaching all grade level students in the areas of music and PE. Parents and students are invited every year at the beginning of school for a meeting with the staff to explain the transition from 5th grade to 6th grade, then again from 8th grade to 9th grade. The school puts on a back to school night, where parents and students get to take a mock run of the student's schedule and talk with the teachers.

**Professional Development**

In grades 4-5, there are two general education teachers. One of those teachers specializes in math and the other in ELA, and both classes rotate during the day to each teacher. Both teachers teach social studies and science to their assigned grade level. Due to this set up, the teachers collaborate weekly on the students and their progress. The team also participates in

quarterly RTI meetings, monthly staff meetings, and meetings during teacher in service days. There are also teams put together from K-12th grade to research curriculum and complete professional development on those programs. Schoolwide professional development opportunities are built into the schedule for each school year, and there are scheduled professional development during in service days and more for professional development out of district. Administration provides the professional development and if needed will have teachers complete professional development. All teachers and instructional staff are invited to attend a summer professional development conference. Building level professional development is determined by the administration and the administration is responsible for communication of requirements or information of the professional development. If the professional development is offered district wide, the superintendent or one of the principals will communicate with the district.

All professional development opportunities are developed on the school needs for each school year. Data will be taken from the previous school year on student achievement and analyzed to determine what professional development is needed. Currently the district does not have ELL students, but would implement professional development if the district did have some ELL students enroll. Paraprofessionals are given training and professional development with the teachers and administration. There is no instructional coach for the district.

Administrators, tech staff, and pupil services staff all attend trainings offered by the Idaho State Department of Education and the Idaho Board of Education.

## Family and Community Engagement

Deary School has a district policy in place that states the family and community involvement plan.

### COMMUNITY RELATIONS 4000

#### Goals

The Board, through the leadership of the Superintendent and the assistance of the total staff, will seek to enhance the District's community relations by striving to achieve the following goals:

1. To encourage and enhance communication, understanding, trust, and mutual support between the District and the people it serves;
2. To increase both the quality and quantity of



public participation in school affairs, activities, and programs;

3. To strengthen and improve relations and interactions among staff, trustees, citizens, parents, and students; and

4. To promote understanding and cooperation between the schools and community groups. The policy of the district is reviewed yearly with the board, superintendent, and principals. Deary Elementary engages in Back-to-School Night, Math & Literacy night, Parent/Teacher Conferences. Board meetings are posted and open to public.

The school district and the community have began the process of completing a 5 year strategic plan. Which is based on collaboration and development of goals and action plans to meet those goals for the district.

The school district communicates with the community, parents, and students with the Alert Now system, the district webpage, Facebook, and newsletters that go home monthly for district-wide communication.

**Recruitment and Retention of Effective Teachers**

100% of teachers meet the state certification requirements for the state of Idaho. Four Deary teachers teach dual credit courses through LCSC. First year teachers to the district are set up with a mentor from inside the district, and a mentor in another district due to the small population we have if they are newly teaching a subject. Administration sets up observations and meetings with teachers and more with new teachers. The district posts job openings in multiple areas and the district has competitive pay with the surrounding districts. The district also promotes a positive working environment for employees and teachers, and invites prospective teachers/employees to tour the school and observe if needed.

**Coordination and Integration With Other Programs**

Deary School is currently a schoolwide school. The communication and integration with other programs is between 4/5, 6-12. RTI/Tutoring program, Title 1, special education, IDLA, and LCSC (dual credit). The district is seeking to greatly enhanced our ability to vertically align all schools (since this is a district goal), provide intervention and support to all students, and enhance communication between all grade levels.

**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: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

**Prioritized Needs**

	<b>Need Description:</b>	<b>SMART Goal:</b>			
Need 1	Increase ELA proficiency in grades 4-12th grade.	The Deary School will increase their students' ELA scores from fall to spring by 25% as shown by students increasing their scores to fall within the on watch/on level with their STAR reading assessments in grades 4-5, and in grades 6-12th as shown by pre/post test scores.	<input type="checkbox"/> Remove		
	<b>Evidence-Based Interventions:</b> Discussion Topics				
	<b>Intervention Strategy</b> # <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<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>
	Continue with English interventions as needed 6-12th grade, look at increasing amount in future if scheduling allows. In grades 4-5, increase amount of interventions given in small group to add another level of interventions to 3-4 times a week for interventions for Tier 3 students and 2 days a week for Tier 2 students. Incorporate reading intervention and explicit instruction for writing/language arts instruction.	Strong Evidence <input type="checkbox"/>	All documentation for the RTI intervention process and read naturally is attached.	The teachers and paraprofessionals will meet on an as needed basis, not less than monthly, to ensure programs are being implemented with fidelity and to review student learning and progress. Teachers and administration will meet at quarterly RTI meetings, CST meetings when needed, and monthly at staff meetings to review data.	<input type="checkbox"/>

Need 2	<p><b>SMART Goal:</b></p> <p><b>Need Description:</b> Increase Math proficiency in grades 4-12th grade</p> <p>The Deary school will increase their students' Math scores by 25% from fall to spring assessment periods. This will be shown and measured in grades 4-5th with STAR Math assessments and in grades 6-12th with the pre/post test scores.</p> <p style="text-align: right;"><input type="checkbox"/> Remove</p>										
	<p><b>Evidence-Based Interventions: Discussion Topics</b></p> <table border="1"> <thead> <tr> <th style="width: 20%;">Intervention Strategy <small># Please include a detailed description of who is going to do what, where, when and people involved.</small></th> <th style="width: 20%;">What evidence level of criteria does this strategy meet?</th> <th style="width: 20%;">How the intervention meets the definition of "Evidence Based"</th> <th style="width: 20%;">Describe how the intervention will be monitored and evaluated for effectiveness.</th> <th style="width: 10%;"></th> </tr> </thead> <tbody> <tr> <td>2-1 Continue with math lab 5 days a week for 6th through 8th, and tutoring for grades 6-12. For grades 4-5, increase math interventions based on RTI model.</td> <td style="text-align: center;">Strong Evidence <input type="text"/></td> <td>All documentation for the RTI intervention process and interventions used are attached.</td> <td>The teachers and paraprofessionals will meet on an as needed basis, not less than once a month, to ensure programs are being implemented with fidelity and to review student learning and progress. Teachers and administration will meet at quarterly RTI meetings, CST meetings when needed, and monthly at staff meetings to review data.</td> <td style="text-align: right;"><input type="checkbox"/> Remove</td> </tr> </tbody> </table>		Intervention Strategy <small># Please include a detailed description of who is going to do what, where, when and people involved.</small>	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.		2-1 Continue with math lab 5 days a week for 6th through 8th, and tutoring for grades 6-12. For grades 4-5, increase math interventions based on RTI model.	Strong Evidence <input type="text"/>	All documentation for the RTI intervention process and interventions used are attached.	The teachers and paraprofessionals will meet on an as needed basis, not less than once a month, to ensure programs are being implemented with fidelity and to review student learning and progress. Teachers and administration will meet at quarterly RTI meetings, CST meetings when needed, and monthly at staff meetings to review data.
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2. Identify the resource inequities which are barriers to improving student outcomes.

Transportation for students who live in outlying areas within the district boundaries that can't attend tutoring sessions before or after school.

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.sd288.org/transparency>

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

The plan will be reviewed yearly by the Leadership Team and then with the parent stakeholders. If there are changes or updates that are required another meeting or follow-up communication will take place. These meetings may be completed in person, virtually, or through other forms of communication that are needed to accommodate the stakeholders' schedules.

Upload Files

Files

- o [Intervention Research Websites \(1\).docx](#)

- [Imagine Math Reserach Link.docx](#)
- [EdReports\\_Reports Overview Open Up resources.pdf](#)
- [EL Education Research Documentation \(1\).pdf](#)
- [WF700067\\_ESSA\\_Evidence\\_Overview\\_Saxon-Math\\_K-5\\_P\(1\).pdf](#)
- [14 Explicit Instruction Research.pdf](#)
- [11 RTI Research.pdf](#)
- [10 IXL Research.pdf](#)
- [09 Read Naturally Research.pdf](#)
- [08 Mathematics in Context Research.pdf](#)
- [07 EL Education Language Arts Research.pdf](#)
- [06 Illustrative Mathmatics Research.pdf](#)
- [05 Saxon Math Research.pdf](#)

- [ISAT](#)
- [ISAT Progress](#)
- [Graduation Rate](#)
- [College/Career Readiness](#)

Math

2022-2023

**Advanced Proficient Basic Below Basic**

School	25.3 %	33.0 %	31.9 %	9.9 %
District	22.6 %	30.2 %	33.0 %	14.2 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

**Advanced Proficient Basic Below Basic**

School	29.0 %	25.8 %	23.7 %	21.5 %
District	28.7 %	27.8 %	23.1 %	20.4 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

**Advanced Proficient Basic Below Basic**

School	20.9 %	34.9 %	23.3 %	20.9 %
District	19.2 %	35.6 %	25.0 %	20.2 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

**Advanced Proficient Basic Below Basic**

School	29.7 %	29.7 %	23.1 %	17.6 %
District	26.4 %	27.4 %	25.5 %	20.8 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

**Advanced Proficient Basic Below Basic**

School	23.9 %	38.0 %	25.0 %	13.0 %
District	25.2 %	35.5 %	25.2 %	14.0 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

**Advanced Proficient Basic Below Basic**

School	24.1 %	35.6 %	33.3 %	6.9 %
District	21.9 %	30.5 %	39.0 %	8.6 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

**Advanced Proficient Basic Below Basic**

School	6.3 %	33.3 %	47.9 %	12.5 %
District	6.3 %	33.3 %	47.9 %	12.5 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

**Advanced Proficient Basic Below Basic**

School	10.2 %	49.0 %	28.6 %	12.2 %
District	10.2 %	49.0 %	28.6 %	12.2 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

**Advanced Proficient Basic Below Basic**

School	0.0 %	0.0 %	0.0 %	0.0 %
District	0.0 %	0.0 %	0.0 %	0.0 %
State	0.0 %	0.0 %	0.0 %	0.0 %

Math

2022-2023

**Percent of Students Making Adequate Progress**

School	74.6 %
District	74.6 %
State	48.2 %

2021-2022

**Percent of Students Making Adequate Progress**

School	63.9 %
District	63.9 %
State	53.5 %

2020-2021

**Percent of Students Making Adequate Progress**

School	47.1 %
District	47.1 %
State	41.5 %

ELA

2022-2023

**Percent of Students Making Adequate Progress**

School	53.5 %
District	53.5 %
State	57.5 %

2021-2022

**Percent of Students Making Adequate Progress**

School	69.0 %
District	69.0 %
State	64.4 %

2020-2021

**Percent of Students Making Adequate Progress**

School	67.3 %
District	67.3 %
State	60.7 %

2021-2022

**Four-Year Graduation Rate**

School	77.8 %
District	77.8 %
State	79.9 %

2020-2021

**Four-Year Graduation Rate**

School	86.4 %
District	86.4 %
State	80.1 %

2019-2020

**Four-Year Graduation Rate**

School	85.7 %
District	85.7 %
State	82.1 %

2022-2023

**Participation in College and Career Readiness Courses**

School	61.1 %
District	61.1 %
State	80.4 %

2021-2022

**Participation in College and Career Readiness Courses**

School	71.4 %
District	71.4 %
State	80.0 %

2020-2021

**Participation in College and Career Readiness Courses**

School	68.4 %
District	68.4 %
State	81.5 %

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: jproctor@sd288.org at 9/17/2024 11:45:41 AM