

RIVERBEND ELEMENTARY (0388)

Submitted by: mickj@d55.k12.id.us at 11/6/2024 11:54:45 AM

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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
Christine Silzly	Principal	silzc@d55.k12.id.us	
Natalie Baker	Kindergarten Teacher	bakenata@d55.k12.id.us	
Mary Argueta	First Grade Teacher	argumary@d55.k12.id.us	
Sandra Ramos	Second Grade Teacher	corrsand@d55.k12.id.us	
Tiffany McNeel	Third Grade Teacher	mcnetiff@d55.k12.id.us	
Shellie Jensen	Fourth Grade Teacher	jenss@d55.k12.id.us	
Fairley Faroni	Fifth Grade Teacher	fairfaro@d55.k12.id.us	
Melissa Pariona	Parent	melologa18@hotmail.com	
Jamie Cook	PTO President	waltjam2@isu.edu	
Erica Diaz	Interventionist	herne@d55.k12.id.us	

Needs Assessment

School Leadership Team

Riverbend leadership team is comprised of the principal, six classroom teachers, intervention coach, PTO president, and a parent. The team meets monthly. The parent on this team is invited to attend three times a year. The main goal for 2024-2025 is to create and implement the SWIP Tool and to share it with all stakeholders. Decisions regarding school governance are made by the principal with input of the Leadership Team & MTSS Team. The teams are encouraged to communicate with the rest of the staff on certain issues. The principal asks for input for the agenda prior to monthly meetings. Administrator's meetings are held biweekly to discuss goals of the district, assessments, academics, and new and pertinent information.

Riverbend Elementary is in the center of Blackfoot city limits. Riverbend Elementary is the largest elementary school out of 6 elementary schools in Blackfoot. We have 403 students: 234 White-78, Hispanic-89, American Indian-60, two or more race-20, Pacific Islander-0, Black-0. This is the first year Riverbend Elementary is open for

School and Community

students and staff under a new name. The demographics of the school has maintained its status quo.

Our school has an attendance of 400-410 students for the coming school year 2024-2025. One hundred percent of our students qualify for free and reduced lunch for the next 2 years.

Our school report card is located on our district web page or you can go to the following link:

<http://docs.d55.k12.id.us/ReportCards/Stoddard.18.19.pdf>

Academic Achievement

Riverbend Elementary 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. Riverbend Elementary 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.

Refer to the uploaded file on our RTI process of student academic learning needs and any behavioral needs per student.

Riverbend Elementary has a system to screen and benchmark students three time per year. At the beginning of the year, students are screened by using iStation. These tests flag students who may need additional support. There are 3 key elements that contribute to low test scores: (1) Lack of skill base, (2) Behavior, (3) Low socio-economically unprivileged students. To increase the engagement and encouragement of participation from all students. Riverbend Elementary has incorporated the following activities: High Impact Intervention for Math and Reading, and House Party Activities that are made up of all grade level students doing fun activities together. Students are referred to the school MTSS team and plans are put in place to assist these students. IRI and ISAT data are discussed with the principal and grade level teams each fall, and appropriate goals are established based on the previous spring's data. Spring data will be uploaded to this plan each year.

Student Learning Needs

Our interventionist assists in placing students in their academic skill level to be successful readers. Students who are at the 25%ile in Reading and Math on the Fall iStation will be pulled for interventions for 30 minutes a day. These groups are in conjunction with all interventions for any particular grade level.

Riverbend Elementary is using HMH Into Reading in

Core Curriculum

grades K-5 for English Language Arts, enVisions for the core math program and Step Up to Writing for our writing program. All programs are on Idaho's list of state approved curriculum. The core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards. Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the building administrator using the Principal Walk Through and 40-60 minute evaluations.

Professional development has been provided by the district on a variety of core curriculum topics.

Documents uploaded on PD provided to teachers and para-professionals.

Our 1 interventionist monitors fidelity of the ELA intervention and the movement of our students in their intervention skills; as well as ELA progress.

Core Instruction

Instructional staff are consistently adjusting their instruction based on informal/formal assessments, and weekly summative assessments. Instruction is also adjusted based on monthly standardized progress monitoring using Istation for Math and Reading. Formative assessments include teacher observations, projects, classwork, and student feedback. All students receive grade level instruction along with 30 minutes of instructional level intervention in Math and ELA 4 days per week. In an effort to provide opportunities to all subgroups of students, core instruction is delivered to all students and not pulled from the classroom, and appropriate intervention and enrichment are provided to meet the needs of all subgroups of students. Core instruction is differentiated to provide opportunities for students to reach proficient and advanced academic achievement levels.

Students are grouped in a variety of ways: Heterogenous-class rosters, homogeneous - High Impact Intervention.

Alignment of teaching and

Teaching and learning are articulated by following district provided curriculum maps and meeting as grade-level PLC's. Grade level teams have been provided 90 minutes of common prep time for the purpose of collaborating about teaching and learning expectations at their respective grade levels. Due to former collaboration and fidelity to Idaho Core Standards, grade level students receive a consistent learning experience. Instructional staff consistently articulates needs, collaborates, and shares resources in order to align laterally between grade levels.

Learning

The standards expected to be taught at each grade level and in each classroom are mapped out with our curriculum maps. Each trimester has specific standards that are expected to be mastered as selected on our Mastery Report Card.

High impact teachers communicate with each other weekly about students' strengths and weaknesses. Students can move to areas of concern or strengths weekly. The High Impact teacher facilitates communication between teachers in different grade levels about student progress.

Benchmarking occurs throughout the school year in each classroom.

Reading Benchmarks

iStation

Math Benchmark

iStation

Pearson Realize Program Assessments

Teachers are encouraged to consistently use formative & informative assessments with their students and make instructional modifications when necessary. Teachers are observed, and their data is analyzed to ensure decisions for intervention are based on evidence.

All students are screened at the beginning of the school year in English Language Arts(ELA) and Math. All certified staff progress monitors their students in reading and math. Intervention groups and lesson planning are based on this assessment data from iStation and Core Reading Program.

These probes are done bi-weekly for progress monitoring and for bench marking in September, January and May. National norms are used to identify students who are at-risk. Students performing below the 25th percentile are monitored, and interventions are recorded and reviewed to judge their effectiveness. Students who perform below the 16th percentile are placed on an intervention plan that may lead to testing for eligibility of special edcation services. This screening can be viewed by the attached cycle of work document.

All students are given at least 2 universal screenings per year in reading and math. ELA/Math Assessments from the Board Approved Curriculum and iStation.

Students who are below the 16th percentile or not making growth should be monitored on a weekly basis. Students

Universal Screening

who are identified as ELL 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.

ELL screening is available through the following: Imagine Learning, WIDA, and IStation. Information for all screening is documented in EdHub and IStation.

Our Interventionist Coach carefully reviews the data with teachers, ensuring students are properly placed in intervention groups that meet their needs.

The following are our specific tools: RTI Process, Increase progress monitoring, documentation in EdHub: academic and behavior plan are stored in EdHub.

Riverbend Elementary has built a schedule that allows each grade to have a 30 minute intervention in reading/ELA four times a week. This year Riverbend Elementary has implemented the use of multi-grade interventions that allows for smaller groups and more targeted instruction. These interventions allow increased differentiation in instruction that can take place in classrooms, computer labs, and hallways. Students understand where the appropriate intervention will be taking place and walk to the correct location. Intervention groups are determined by student skill deficits. This is determined through Istation scores, Imagine It lesson assessment, Imagine Learning, IRI, and informal assessments. Intervention groups are determined by student skill deficits.

Student progress towards mastery of standards is monitored through Infinite Campus which is our SIS system. Teachers post accurate grades weekly. PLCs are used to discuss student progress or lack of student progress. Teachers have access to literature on diverse intervention strategies and find appropriate curriculum using the school district curriculum triangle. In order for a curriculum to be considered to be put on the Curriculum Triangle, it must meet ESSA guidelines regarding efficacy and promising research at a very minimal. We utilize programs off of the Curriculum Triangle, and if we look for any other program, we work with our Federal Programs Director and Curriculum Director to make sure the program meets ESSEA requirements. Teachers commonly use small group or individual intervention strategies. The average group size depends on the skill

Interventions

being reviewed. For example, a sight word group might be large, but a fluency group might only have 4-8 students.

The RTI team monitors students' scores and makes suggestions as to which interventions may be beneficial. Teachers also record successful interventions in EdHub to ensure the next teacher will know which interventions have been successful with a student. We also utilize Infinite Campus, WIDA testing letters, Istation and ISAT testing letters to disseminate information accurately and in an easy way to understand for parents and families. Students are grouped according to their current understanding based on results of formative and summative assessments. The master schedule allows for a 60 minute common preparation time between grade level teachers. The common prep time is the focal point of the PLC. Teachers can plan lessons and interventions during this time. During the school year this culture of collaboration has extended to members of different grade levels to work together to teach students at their instructional level. We provide interventions in language arts and math. The students receive approximately 90 minutes of instructional level interventions in math and ELA per week. These interventions take place in the general education setting or in pull-out groups. The size of the group is dependent on many variables. Educators use professional judgment when assembling groups. Multiple paraprofessionals are utilized to implement the interventions. Progress monitoring takes place monthly and is monitored by each teacher. All students participate in progress monitoring.

Contact hours for full time employees are from 7:30 a.m.-4:15 p.m. all other employees arrive from 7:50 a.m.-3:15 p.m.

Monday-Thursday school is in session from 8:10-3:30. Grade level schedules include 90 minutes per week in both reading and mathematics for both intervention and extension opportunities. Students who are having difficulty attaining proficiency are provided with extended learning opportunities within the intervention programs provided by each grade level, reading and math interventionist pull small groups for instruction and extension times during the instructional day. Summer school is provided district wide to migrant students and SPED students when needed.

Riverbend Elementary school operates Monday through Thursday, on a 4-day week. Staff arrives at 7:30 a.m. Students begin class at 8:10 a.m. Grade levels K-5 have a 20 minute lunch break followed/or previous to a 20

Learning Time

minute recess.

All students have daily access to the grade-level content standards which are taught in the student's home room. There are other strategies used to promote optimum learning. Our library, and computer lab paraprofessional provides students with Accelerated Reading support and keyboarding experience.

Each school year, the staff is trained to identify students experiencing homelessness and/or poverty.

We have a music and a PE specialist who come to our school each week. Each class receives 60 minutes of instruction per subject, per week. We have a school counselor who is here 4 days a week. She does individual counseling, class presentations, and social skill-based groups. We have speech therapists, hearing therapists, occupational therapy, and a physical therapist come to our school to service students with those needs.

Staff addresses well-rounded education by providing students with numerous opportunities such as: guest speakers, fairs, community events, field trips, holiday programs, and performance opportunities. Students are also provided with P.E., Library, and Music for at least 30 minutes per week. Grades 2-5 also receive a half hour of keyboarding/computer skills per week in their classrooms.

The focus of our teaching in elementary is reading, math, and English Language Arts. Science and Social Studies are incorporated in the reading program or during one semester during the school year.

Our staff will facilitate 2 Family Engagement Nights in the year. Riverbend Elementary welcomes community resources to present information about services provided outside of the school. For example, the Blackfoot Public Library has presented summer reading programs, Bingham Memorial Hospital has sponsored health fairs and jump rope clubs. Riverbend Elementary also posts fliers concerning community resources, sports and community events in the entrance of the building. There is a Jump Rope Team made up of 4th and 5th grade students, Running Club composed of K-5 grade students after school.

Our Head Start teacher will visit with our Kindergarten teachers to inform them of student needs. All of our

Non-Academic Student Needs

Well-rounded Education

Additional Opportunities For Learning

School Transitions

students attend a full day Monday-Thursday. As 5th grade students transition to the 6th grade center, there are a couple of things that happen, such as a visit from the BMSG principal and school counselor and the MVMS band performs for all of our students so they know what instrument they might want to learn in 6th grade. In the past, we have sent over any RTI forms in EdHub; these include both academic and behavior plans. The 5th grade teachers are also asked to fill out a form that ranks the kids based on academics and behaviors. The school counselor of the 6th grade comes to our 5th grade classes to talk about and show a video representing what happens in the 6th grade. The band teacher comes over to introduce the band program and show them some of the instruments they can sign up for.

Teachers are provided regular opportunities to collaborate with grade level partners. More prep time has been allocated within the master schedule for teachers to prep as well as discuss data and intervention. Teachers can reflect and improve on their instruction practices with students.

The district has provided professional development for the math program. Additional professional development has been provided at the building level through administration or other district personnel throughout the school year. It is the expectation that all instructional staff attend professional development activities. Paraprofessionals have been given the opportunity to participate in the same professional development as teachers. The majority of professional development sign in sheets are kept by building administration.

Professional development opportunities are communicated through email, staff meetings, and are posted in the faculty room.

Staff have access to an instructional coach on an as-needed basis.

Instructional staff are surveyed annually to determine professional development needs for the following year, as well as input from the Leadership Team.

The professional development activities are designed to improve the delivery of classroom instruction when using the math and intervention curriculum.

Due to a low English Learner population, EL professional development is provided by district upon request.

Our staff has access to an instructional coach and common prep periods for collaboration. At our building level, we've offered civilian response to active shooter training, supervision training, diabetes support training, and CPI (crisis prevention intervention) training to all or

Professional Development

part of our staff. RTI leaders received Growth Mindset training. Certified teachers at our school received a Danielson review/training and were asked to do a self-assessment. They are required to observe one other classroom each trimester, conference with the teacher, and write a short reflection about their observation. After formal observations with the principal, they attend a post-conference and reflect on practices.

Paraprofessionals have received professional development in supervision, our positive behavior support plan, and the district poverty training. They have been paid for other trainings done on Inservice days. Trading hours is an option for this.

Our school leadership has not been expected to lead any professional development this year.

Our district develops a professional development plan based on a "Needs Assessment Survey" in May. It will be used to develop next year's plan. In this way, all staff are involved in the development of the district plan.

Our students' academic skills and needs are directly tied to our professional development opportunities. iStation scores are analyzed. New curriculum and report cards need continuing professional training supports.

Attendance of professional development opportunities is monitored by administrators through "SAMS" signature sheets.

"Strategies for English Learners" professional development classes have been held. There are also monthly meetings/training for EL staff.

Title II money is earmarked for professional development.

A Parent involvement policy is in place and at our leadership meetings we seek input on how parent involvement money will be spent. Monies are used for family engagement activities that incorporate curriculum twice a year through cultural development and reading/math skills. Riverbend Parent Involvement Policy has been posted on the school web page. Our PTO President will be part of disseminating information out to our parents.

The district and building each have a parent involvement policy in place. It is reviewed annually by the building administrator. We have strong family support that is cultivated by an inviting culture. Families are consistently invited and encouraged to visit and participate in classroom activities. Many activities are planned throughout the year to increase family and community engagement.

An annual family academic night, back-to-school night, Veteran's Day program, Christmas program, Idaho History

program, Grandparent's Day, and Family Engagement Nights are some of the activities that bring in parent involvement.

Bi-annual parent/teacher conferences are held.

Staff participate in various events at local businesses to increase engagement with the community (McTeacher Night & A&W Night).

Building administration meets with the parent association once a month to discuss community engagement.

During meetings with Indian Education, Migrant, EL PACs, there are needs assessments, and parental input are given regularly. Many topics of concern are: attendance, health care, DACA, and graduation requirements, FAFSA, resumes, GED classes, and collaborating with outside agencies and resources. Information for these meetings are provided through faculty meetings, letter to parents during registration, updated websites, and district policy.

Recruitment and Retention of Effective Teachers

90% of teachers at Riverbend Elementary are highly qualified and meet state certification requirements; 10% of teachers are working on an alternative certification route. The principal assigns a mentor teacher to a new teacher. All teachers are expected to support and fellowship new teachers. PLC meetings are used to support all teachers, new and seasoned.

Coordination and Integration With Other Programs

Under the direction of the Federal Programs Director, all federal funding (Title I, Title II, Title 1A, Title III, Title IIIC, Title IV, and Title VI) works cooperatively to enhance student achievement, post-secondary schooling, adult education, McKinney-Vento students, Advanced Opportunities, and Safe Schools.

Riverbend Elementary has access to family liaisons for EL, Migrant, Indian Education and homeless students.

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

<p>Need Description: Obtain adequate growth in math in grades K-5.</p>	<p>SMART Goal: At least 90% of students at Riverbend will achieve growth in math by either: scoring a 3, 4, or 5 on their spring Istation benchmark, scoring a 4 or 5 on any Istation benchmark or progress monitor assessment, moving up a level at any point during the year on any Istation benchmark or progress monitor assessment, or obtaining satisfactory growth from Istation raw score as determined by teacher, administrator, and superintendent.</p>	<p>Remove</p>
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Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
Need 1	Students are expected to receive core instruction daily and intervention according to academic needs for close to 30 minutes a day three-four times a week.	Strong Evidence	Progress monitoring takes place on a monthly basis, at a minimum, providing quantitative data on performance.	Interventions are determined by performance on progress monitoring/benchmark assessments and other factors as necessary.	
1-1	A math rewards program continues to be implemented school wide.	Moderate Evidence	More exposure to math activities equates to more exposure to math concepts.	We hope to continue to find ways to see growth stemming from the math rewards program in math performance on standardized assessments.	

Need

Description: SMART Goal:

Obtain adequate growth in English language arts (ELA) in grades K-5.	At least 90% of students at Riverbend will achieve growth in ELA by either: scoring a 3, 4, or 5 on their spring Istation benchmark, scoring a 4 or 5 on any Istation benchmark or progress monitor assessment, moving up a level at any point during the year on any Istation benchmark or progress monitor assessment, or obtaining satisfactory growth from Istation raw score as determined by teacher, administrator, and superintendent.	Remove
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Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
Need 2	Students receive core instruction daily and intervention according to academic	Strong Evidence	Progress monitoring/benchmark testing provides	Intervention groups are determined by performance on	
2-					

1	needs for close to 30 minutes a day three-four times a week.	quantitative data on performance.	progress monitoring/benchmarks.
2-2	A reading rewards program continues to be implemented school wide.	Moderate Evidence	More exposure to reading equates to more exposure to English language arts concepts.
			We hope to find ways to see growth stemming from the reading rewards program in English language arts performance on standardized assessments.

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

Access to books and other educational resources varies from home to home. Varying degrees of parent involvement in student homes is also a strong determining factor toward impacting improvement of student outcomes.

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.

Provide the URL where this plan will be publicly available: <https://www.bfsdriverbend.org>

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

Our school wide improvement plan (SWIP) will be uploaded to our school website, be made known to all staff, and reviewed during the school year to assess performance.

Upload Files

Files

- o [Instructional Handbook 2023-2024-2.docx](#)
- o [Homeless Pamphlet.pdf](#)
- o [Blackfoot School District Curriculum List-2.docx](#)
- o [School Parent Compact English 24-25 SY.doc](#)
- o [Parent Involvement Policy.pdf](#)
- o [Patron.Calendar.2024-25.2.pdf](#)
- o [BSD Parent Dyslexia Guide.pdf](#)
- o [2024-2025 PD Schedule.pdf](#)

- [ISAT](#)
- [ISAT Progress](#)
- [IRI](#)
- [English Learner Progress](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School 20.5 % 21.0 % 25.4 % 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	14.7 %	22.8 %	27.2 %	35.3 %
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	14.0 %	28.0 %	26.4 %	31.6 %
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	14.6 %	20.5 %	24.4 %	40.5 %
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	12.5 %	26.6 %	21.7 %	39.1 %
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	23.2 %	21.6 %	19.1 %	36.1 %
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	1.6 %	27.9 %	34.4 %	36.1 %
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	3.6 %	23.2 %	28.6 %	44.6 %
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	3.8 %	29.1 %	31.6 %	35.4 %
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	58.7 %
District	50.5 %
State	52.8 %

2022-2023

Percent of Students Making Adequate Progress

School	43.2 %
District	47.3 %
State	48.2 %

2021-2022

Percent of Students Making Adequate Progress

School	56.3 %
District	50.0 %
State	53.5 %

ELA

2023-2024

Percent of Students Making Adequate Progress

School	57.5 %
District	59.6 %
State	64.4 %

2022-2023

Percent of Students Making Adequate Progress

School	51.3 %
District	50.3 %
State	57.5 %

2021-2022

Percent of Students Making Adequate Progress

School	58.1 %
District	55.8 %
State	64.4 %

IRI Fall

2023-2024

Proficiency

School	48.6 %
District	47.8 %
State	57.8 %

2022-2023

Proficiency

School	48.4 %
District	48.3 %
State	56.7 %

2021-2022

Proficiency

School	40.8 %
District	39.1 %
State	51.0 %

IRI Spring

2023-2024

Proficiency

School	58.9 %
District	59.1 %
State	67.7 %

2022-2023

Proficiency

School	61.4 %
District	58.5 %
State	66.6 %

2021-2022

Proficiency

School	64.7 %
District	59.3 %
State	69.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	8.3 %
District	4.2 %
State	9.0 %

2022-2023

Percent of EL Students Reaching Proficiency

School	15.8 %
District	5.8 %
State	8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School	5.6 %
District	7.7 %

State 10.0 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School	45.5 %
District	27.3 %
State	45.8 %

2022-2023

Percent of EL Students Making Progress

School	88.9 %
District	43.1 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	55.6 %
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.