

FORT HALL ELEMENTARY SCHOOL (0387)

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Approved by: pdalrymple@edu.id at 11/17/2023 11:09:52 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
Ryan Wilson	Assistant Superintendent	wilsr@d55.k12.id.us	<input type="checkbox"/>
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Needs Assessment

School Leadership Team

1. The Fort Hall Elementary Leadership Team is comprised of the principal, First Grade Teacher, Third Grade Teacher, Fifth Grade Teacher, Special Education teacher, Interventionist, Counselor, and Building Capacity Builder. Mrs. Steele meets with the IEC (Indian Education Committee) once a month to go through the items discussed in leadership meetings and to bring back any updates or concerns they may have for the team to address. We also meet with the tribal council once or twice quarterly.
2. Leadership Team Chairperson: Debbie Steele - principal
3. Decisions are made: Our Leadership Team discusses issues pertaining to data, PD's, behavior, attendance, etc. and takes any items needed to the faculty to either present or to

initiate. Team norms and roles have been developed. Our focus this year is on data dives and strategies to improve student academic outcomes.

4. The Frequency of Leadership Team Meeting: A yearly leadership meeting schedule has been created. We have scheduled leadership meetings twice monthly. We will continue to monitor the integrity of the leadership meeting schedule throughout the year.

5. The Process of Communication with District Leadership: The principal meets with the district leadership team twice per month. The principal shares information about the school and disseminates information back to the school staff. The principal meets with the superintendent twice annually to go over school performance and plans for further improvements.

6. Agendas are Set: The Building Capacity Builder has a standing item on the agenda that covers the portion of the meeting addressing CSI Up requirements. The principal provides a written agenda for each member of the team. Other items on the agenda are from matters brought by staff or community dealing with data, upcoming needs for professional development, etc. The roles of the other leadership team members are as follows: Recorder, Sped Teacher; Data Guru, Interventionist; Timekeeper, Third Grade Teacher; Input from faculty, First and Fifth Grade Teachers and Counselor.

7. Formative and Summative Student Data is Used for Decision Making: The interventionist has disaggregated iStation benchmarks for Reading and Math. Teachers are asked to input their data monthly on the schoolwide google sheet. Data dive is being conducted at faculty meetings at least once a month, and the leadership team develops appropriate professional development to address weaknesses in student achievement.

8. Decisions are Evidence-Based: Curriculum decisions are made utilizing Blackfoot School District #55's Curriculum Triangle. All curriculum and intervention programs are researched based, and their efficacy and effectiveness are reported in the What Works Clearinghouse site to meet ESSA laws. The Federal Programs Director has a hard copy of the

required evidence needed for each program used within the district.

9. Communication of Staff, Families, and Other Stakeholders is through:

Classroom newsletters, Class DoJo, Google Classroom, monthly school newsletter, telephone contact for both positive and negative situations, Parent-Teacher Conferences, assemblies, family nights (bi-monthly), meeting with the Fort Hall Tribal Council, The Shoshone Bannock Education Task Force, the Indian Ed Liaison, and the district and school website. Parents have the ability to see their students' grades at any time in Infinite Campus. District personnel attends scheduled Tribal Council Meetings, IEC Indian Education Committee Meetings, JOM, and Title VI meetings.

10. Fort Hall Elementary also has a Safety Committee comprised of the principal, teachers, paras, and a parent. This team establishes protocol for conducting routine fire drills, shelter in place, evacuation procedures, and protocol for lockdown. These protocol are shared with staff during faculty meeting so they can practice with students in a non-threatening environment. Families are notified when these drills will take place so they can opt out their students if desired.

School and Community

1. School Community Demographics:

Fort Hall Elementary is located in the heart of the Shoshone Bannock Indian Reservation with 116 students enrolled in grades K thru 5th as of September 2023. Fort Hall Elementary is a school wide Title One school.

Ethnicity- One hundred fifteen (115) or 99.14% are American Indian or Alaskan Native, two (2) or .02% are Native Hawaiian or Other Pacific Islander, one (1) or .009% are caucasian, and four (4) or .03% are multiple races

Gender- Fifty-seven (57) female and fifty-nine (59) male students.

Enrollment- 116 students

Staff/Student Ratio-

a. Kindergarten - one teacher, one half-time para /18 students

b. First Grade - one teacher, one half-time para /21 students

c. Second Grade - one teacher, one half-time para /17 students

d. Third Grade - one teacher, one half-time para

/20 students

e. Fourth Grade - one teacher, one half-time para
/16 students

f. Fifth Grade - one teacher, one half-time para/24
students

Staff- There are 9 certified staff members at Fort Hall Elementary. In 2022-2023, one (1) or 11% of staff members have been at Fort Hall Elementary for 17 years; one (1) or 11% for 11 years; four (4) or 44% for 9 years; one (1) or 11% for 5 years; one (1) or 11% for 4 years; one (1) or 11% for 3 years, and one (1) or 11% comes with eight years' teaching experience but is in the second year at Fort Hall. The principal has 5 years teaching experience and 6 years administrative experience and has been at Fort Hall Elementary for 3 years. A full-time counselor was added to the staff in 2017-2018. The principal and a committee interviews and selects a teacher to hire. There has been minimal change with district leadership and the school board.

Poverty- 100% of our students are receiving free breakfast and lunch.

2. Adverse Impaction to School Community (Issues):

a. The 2023-2024 school year includes one teacher who completed the ABCTE Program last year, and two teachers which completed the ABCTE Program two years ago, which is 33% of the total certified staff. The ABCTE program does not include a classroom management component or a student teaching component. The district provides a classroom management training for all new teachers and anyone the principal elects to send.

b. Attendance and tardies issues. Teachers report that student attendance is getting better. Attendance for 2020-2021 and 2021-2022 was counted without penalty due to the continuation of COVID-19. Chronic absenteeism letters are going out to families for 2023-2024. Additionally, the Fort Hall Police Department is conducting welfare checks after being notified by school personnel for every 4 absences, the FHE leaders are part of the Shoshone Bannock Education Task Force that enforces Truancy Court for parents. Students are rewarded with

Class Spirit Sticks and parties for attendance over 95%.

c. Behavior issues: The district's discipline policy is followed for behavior issues. Through teacher conversations and classroom observations, teachers are reporting improved behavior with students in the 2023-2024 school year. Hitting or kicking another individual will result in immediate suspension (ISS or OSS), first time only will be a warning depending on the severity of force used. If a student is sent to the principal, the students must talk to his/her parent/guardian over the speakerphone to:

- * Tell what got him/her sent to the office
- * What he/she did to rectify the situation
- * What he/she will do in the future so this behavior is not repeated.

3. Efforts to Address Issues:

a. A full-time Interventionist and behavior counselor are on staff and 28-hour paras are in every classroom K-5.

b. For the 2023-2024 school year, the needs assessment by parents requested increased Family Nights which will occur monthly/bi-monthly with activities by grade level. Additionally, students will work in smaller groups within the classroom, monthly news letters are sent home to inform families as well as an updated Website, and awards assemblies for students and parents.

c. Tribal participation in historical lessons (Idaho History, etc.) and Traveling STEM Thursdays (monthly) to reward positive behavior. Traveling STEM Thursdays have resumed as whole school.

Academic Achievement

1. ISAT ELA: (See Assessment Summary for disaggregated data and 2020-2023 scores).

ISAT Math: (See Assessment Summary for disaggregated data and 2020-2023 scores).

2. IRI: (ISIP) (See Assessment Summary for 2020-2023 scores).

3. Houghton Mifflin Harcourt is the Core Curriculum. Thirty minutes daily of school-wide Walk to Intervention utilizing Jill Jackman, Heggerty, and HMH Foundational Skills will begin on Monday, October 2, and will continue through the remainder of the 2023-2024 school

year.

4. Graduation Rates: Not Applicable

5. Student Learning Strengths from Data:

From September 2021 until May 2022 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, students scoring at or above level increased from 21% to 41%.

From September 2021 until September 2022 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, students scoring at or above level increased from 21% to 30%.

From September 2022 until May 2023 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, in the Level Movement Report of iStation, students scoring at or above level increased from 28% to 32%.

From September 2022 until September 2023 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, students scoring at or above level decreased from 28% to 25%.

District Goals: During the 2023-24 school year, students and staff will make meaningful connections; Working, Growing, Succeeding Together; Improve IRI scores.

6. Student Learning Weaknesses from Data:

Fort Hall has been identified for Comprehensive Support and Improvement (CSI UP) with additional Targeted Support and Improvement (TSI) for American Indians, Students with Disabilities and Economically Disadvantaged. (Data reflects 3rd - 5th grade)

Last year, Fort Hall Elementary enrolled 9 new students on September 26, 2022. All nine students came to us below the 16th percentile in math.

Student Growth Mindset is a concern and is being addressed in the SWIP plan to increase the stamina, grit, and self-esteem of our students.

District Smart Goal: During the 2022-23 school year, students grades K-5 showed an increase in scores from fall to spring on iStation Reading and iStation Math by meeting the 50 percentile as a

grade level average.

RESULTS for Fort Hall Elementary:

Kindergarten through fifth grade made growth in reading. Levels 3, 4, and 5 increased by 4% from Fall to Spring, Level 2 increased by 6%, and Level 1 decreased by 9%. In iStation Math, Kindergarten through fifth grade made stellar growth as they increased in Levels 3, 4, and 5 by 15%, Level 2 decreased by 3%, and Level 1 decreased by 11%.

Evidence shows that students lose proficiency from May to September each year. Summer school was offered to all students from July 31 to August 11. One student took advantage of summer school.

Student Learning Needs

1. Process Used to Identify Root Causes to Produce Higher Student Outcomes:
 - a. The focus is on improving ELA and Math scores using iPads for instruction and assessments.
 - b. Benchmark given in Core Reading Program Houghton Mifflin Harcourt, iStation Reading and Math, and Envision to place all students at instructional levels.
 - c. School-wide walk to intervention system was put in place to provide instruction to students at the instructional levels of grades 1-5. Remaining ELA and Math curriculum is taught at grade level.
 - d. RTI team identified students below the 17th percentile based on iStation, ISIP data, and also those above the 80th percentile to determine referral to either resource or GT.
 - e. The building interventionist completed an initial diagnostic test to place students at instructional level groups and continues to monitor the needs of students with teachers every ten lessons after a mastery check out. A Google Drive spreadsheet is maintained by all teachers for current scores on mastery check-outs.
 - f. Building interventionist has set up a daily schedule to work with and progress monitor identified students.
 - g. RTI team meets twice monthly. RTI team consists of principal, interventionist, special ed teacher, counselor, three classroom teachers, and teacher of students involved and will continue to monitor the progress of the students every four weeks.
 - h. A GT facilitator was named to provide instruction and activities for those students identified by the GT referral process. GT has

been implemented in the school. Students in GT meet every day for 30 minutes.

i. Student Council President is chosen from 5th grade students, and the council is made of up mainly 4th and 5th grade students with a representative from each grade. Student council meets monthly to determine the needs of the students in the school and provide appropriate support.

1. Curriculum Materials Being Used:

- a. Math - EnVisions
- b. ELA - Houghton Mifflin Harcourt (Reading Strand, Language Strand, Spelling Strand)
- c. ELA 4th and 5th Houghton Mifflin Harcourt
- d. Heggerty K-5 Phonics Intervention
- e. Jill Jackman Reading Intervention
- f. Mountain Math Spiral Review Intervention

2. Are Materials Research/Evidence-Based? Yes, please refer to District #55 Curriculum Triangle.

If a program is on the triangle it has followed the ESSA guidelines necessary for approval. A hard copy of the ESSA Evidence from What Works Clearinghouse is available in the Federal Programs Directors office. All curriculum materials are researched based and approved by the district before being purchased and taught in the classroom.

3. Is Core Curriculum Delivered With Fidelity?

Teachers have been observed during weekly walk-throughs and evaluation observations utilizing the core curriculum as instructed.

4. Fidelity is Monitored: Walk-throughs, Evaluation observations, Faculty meetings.

Core Curriculum

Core Instruction

1. To What Extent Do Teachers Adjust Instruction to Meet Students Needs Based on Assessment Data and Student Feedback? Reading and math interventions are being initiated in September for grades 1st-5th. This year reading intervention will be 30 minutes. Heggerty and Jill Jackson, Blow the Lid Off of Reading, will be used for intervention. We also expanded the math intervention to 1st-5th for 30 minutes 4 days a week. Imagine Math will be used for this intervention as district data shows the most growth with this program.

2. Formative Assessments Used to Determine Student Needs:

iStation reading and math data generate assessments that group students based on needed skills. EnVision is also used to assess needs as well as Acadience and EasyCBM for progress monitoring.

3. Students are Grouped for Instruction: Students are grouped for ELA and math instruction in Kindergarten through Fifth Grade.

4. All Students are Provided With Opportunities to Meet Proficient and Advanced Achievement in the Following Ways:

a. Houghton Mifflin Harcourt at instructional levels (K - 3rd Grades) Mastery assessments are given every ten lessons, and groups are adjusted accordingly. Fourth and fifth grades are using Houghton Mifflin assessments every 15 lessons to determine grouping. Envisions math has an assessment at the end of every unit.

b. Third, fourth and fifth grade utilize close reading passages which are assigned through iStation Reading. They are also practicing interim ISATS with the capacity builder assigned by the State Department of Education.

c. Third, fourth and fifth grades have a performance task group for the advanced/GT students.

d. Kindergarten-second grade has skill-based centers activities.

See upload: The School District has created a curriculum map for all grades in math. This clearly delineates what will need to be covered, taught and mastered within each grade level. Reading also has a curriculum map for the school district. Within-subject areas, Math and Reading, Science and Social Studies utilize Idaho Core Standards as our guide and we have a curriculum map for those content subjects as well.

Alignment of teaching and Learning

1. Teaching and Learning are Articulated Within Grade Levels to the Following Extent:

Staff continue to meet every other week to have common collaboration (Impact Teams). Impact Team members will conduct these meetings with the Interventionist and will submit minutes of the meeting to the principal.

2. Grade Level Teachers Collaborate About Teaching and Learning Expectations Across Grade Level to the Following Extent:

There is one teacher per grade level. The goal will be to increase their scores and levels.

3. Students in the Same Grade Receive Consistent Learning Experiences to the Following Extent:

There is one class for every grade level.

4. Teaching and Learning is Articulated Across Grade Levels and Subject Areas to the Following Extent:

A calendar has been established to provide a common collaboration (Impact Teams). We also have an interventionist working with students that have been identified as "critical intervention" in iStation Reading and in iStation math. The interventionist is also in charge of benchmark testing, IRI, ISAT, and progress monitoring of high risk students, as well as forming intervention groups based on the data collected.

5. Content Teachers From Different Grades Collaborate About Teaching and Learning Progressions Across Grade Levels to the Following Extent: Informal conversations are being held to determine movement within the Reading intervention groups after ten lessons and mastery tests were given.

6. Capacity Builder, ELA Coach, and Math coaches will be observing and coaching teachers to help them hone their skills and meet the needs of struggling students through differentiated learning and teaching strategies.

Universal Screening

1. All students are screened to identify who needs additional support by District Benchmarks given three times a year on iStation: September, January, and May

2. Kindergarten is screened by the same District Benchmarks utilized by other grades. Students are screened at the beginning of the year in the Fall, again in the Winter, and in the Spring.

3. The universal, evidence-based, reliable and valid screening tools that are used to identify students at risk for ELA & Math are the following:

ELA iStation:

Kindergarten- PSF, LSF, LNF, WRF

1st Grade- PSF, LSF, WRF, PRF

2nd Grade- WRF, PRF, Vocab, MCRC

3rd Grade- WRF, PRF, Vocab, MCRC

4th Grade- PRF, Vocab, MCRC

5th Grade- PRF, Vocab, MCRC

K-3 iStation Fall and Spring

Math iStation: all grades use Envisions Math
Benchmarks three times per year: September,
January, and May

4. The tools have established cut scores for determining who is at risk, which are the percentile tables and tier ranges. The acadience tests are administered to all students K-5 to determine whether they fall in the cut score for possible dyslexia.

5. Different/additional measures used to identify students who are English Learners and not achieving academically are WIDA screeners that are given in the Fall for new students. Access 2.0 is given in the Spring.

6. Students, who are socially at risk and not achieving: There is currently a district-wide discipline system in place. Additionally, students earning a trip to the principal's office are required to call their parents/guardians to explain the purpose of their visit, explain the consequences, and develop a plan to be successful in the classroom. Teachers report that student attendance is getting better. The school and Shoshone Bannock Tribe have developed an Education Task Force/Truancy Court to keep parents accountable. Classes of students are rewarded weekly with a Spirit Stick and monthly parties for all classes that average 95% attendance throughout the month.

7. Screening decisions are reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly in the following ways:

a. Procedures for testing were implemented last year to create a successful environment for students to test.

b. Fall data was used to create a data wall for each classroom in the school. Data walls will be maintained during the 23-24 school year.

c. HMH and iStation reading data will be reviewed monthly and adjustments will be made to student groups. The iStation Math data will be reviewed monthly and adjustments will be made to student groups.

8. Information is documented by a data wall for each class, Reading iStation score reports are created by iStation, iStation math assessment score reports are also created by iStation for creating student groups.

9. Information is shared with teachers, families, school Leadership Team in the following manner: Universal Screening Data is shared: Google documents are shared with teachers, Interventionist collaborated with individual teachers to determine RTI needs, principal attends IEC (Indian Education Committee) and shares data wall information.

Tiered Instruction and Academic Interventions

1. A formal system of academic interventions has been established and the following practices are currently taking place:

- a. ELA interventions are being taught by skill levels four days a week/ 30 minutes per day utilizing Jill Jackson. Groups are determined by Acadience and iStation.
- b. iStation Reading & Math is being utilized 120 minutes combined per week.
- c. Walk to Intervention is utilizing all teachers, paras, interventionist, and counselor in small groups in Reading 4 days a week for 30 minutes. Day 7, 14, 21, etc. interventions are assessed to determine movement between groups. This is specific to monitoring for Jill Jackson.
- d. Imagine Math is being utilized for interventions by skill level four days a week/ 30 minutes per day.

2. See times above for how often these interventions are taking place.

3. The extended tiered interventions used to focus on foundational skills that support students' progress in core instruction are the following: The focus of the intervention groups are based on foundational skills that are not at grade level based on data.

4. Interventions that are pull-out, push in, and walk to are being implemented. The size of groups are 8-10 students, small groups are 4-7

students. The math intervention groups are also 8-10 students.

5. See above for the size of the groups.

6. The evidence-based program and instructional practice used for intervention is: iStation; a phonemic awareness evidence based program has been purchased for instructional levels K-2. (Heggerty)

7. For ELA evidence-based programs see above.

8. Math evidence-based programs are currently iStation Math and Envisions.

9. The extent these programs demonstrate efficacy with target populations are: Houghton Mifflin Harcourt. The program has a coding in the beginning levels to scaffold the curriculum. iStation provides targeted intervention and needed practice and repetition with math skills.

10. The interventions support the needs of students from diverse cultural and linguistic backgrounds by: providing the repetition, visual cues, and practice needed.

11. Explicit instruction used by: The HMH program is scripted. Envision provides lesson planning, interventions, assessment, and on-line support.

12. Tiered interventions are provided by all teachers. Six para educators in the building are providing interventions under teacher guidance and in close proximity. The interventionist in the building is providing interventions for use by all teachers, paras, and other staff.

Learning Time

1. The school schedule for the 2023-2024 school year created by the Interventionist and principal is the following: Start and end of school time is 8:00 am to 3:15 pm with a 30-minute lunch. See the uploaded school schedule calendar.

2. The schedule needs to be fully implemented and monitored with adjustments as needed.

3. A master schedule includes intervention and extension. See the uploaded schedule.

4. There are learning opportunities for students who are having difficulty attaining proficiency in grade level standards.

5. There are learning opportunities to provide access to a well-rounded education: STEAM activities on Thursdays, and cultural activities weekly.

6. There are learning opportunities to provide access to an enriched and accelerated curriculum: GT and CommonLit groups

7. It is built into the daily/weekly schedule in the following manner:

a. Advanced Learners - 4 days a week / 30 minutes a day (currently serving 5 students)

b. CommonLit - 4 days a week / 30 minutes a day.

8. Determination of who will participate in additional learning opportunities is in the following manner:

a. Acadience test and iStation will determine all intervention groups.

b. CommonLit group is determined by the proficiency of written constructed response rubric.

c. iStation math monthly assessment determines placement in math intervention groups.

9. Students who participate in additional learning opportunities also have daily access to grade-level content standards. A scheduled time has been established for grade level ELA standards to be taught 4 days a week / 90 minutes a day in reading. Math curriculum provides an extension to all students in the classroom.

10. Staff will know that the additional learning opportunities are enough by progress monitoring monthly and watching for the growth of these students.

11. After School Program will be held on a parent-referral basis. Twenty students are invited to participate with a waiting list. The After-school program will be held Monday through Thursday from 3:15 until 6:15 pm, with 3/4 of the time spent in physical activity and 1/4 of the time on academics and will run from September 19 through the end of the school year.

12. Summer school was offered from July 31 through August 11.

1. Activities and strategies that are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others are the following:

a. Counseling- A full-time school counselor is available to all students.

b. Maturation presentation for fifth grade students through the County Extension Office.

c. Delta Dental offers virtual teeth cleaning classes for students K-3 and comes in to do sealants on participating students in grades 1, 2, and 5. Additionally, Children's Dentistry of Pocatello offers a teeth cleaning demonstration for students in grades Kindergarten and First.

d. Lion's Club comes the first of the year to provide vision screening for grades 2 & 4 and any others that the teachers feel may need it.

e. District provides hearing and screening in the fall to K-3.

f. D.A.R.E. program offered to our 5th grade students.

Non-Academic Student Needs

Well-rounded Education

1. Fort Hall Elementary addresses a well-rounded education for the students in the following ways:

a. Courses- Reading, Math, P.E., Music, Library, Keyboarding, Language Arts, Science, Stem Thursdays, Cultural Skills, Social Skills

b. 4th Grade - Idaho History

c. 5th Grade - Social Studies, D.A.R.E.

d. Close Reading & Constructed Response Instruction - 2nd - 5th

e. Activities - School-wide activities that reward attendance, academic growth, and appropriate behavior

f. Through the Shoshone-Bannock Indian Tribe the following programs are offered:

*After School Tutoring Recreation and sports

programming

*Head Start Classes for parents through the Counseling Center

*TYEP (Tribal Youth Educational Program) provides school supplies and clothing and tutoring.

*Indian Education provides cultural activities, tutoring, after-school program, and Pow Wow's.

Additional Opportunities For Learning

1. Teachers will be utilizing field trips that have been previewed and approved by the principal to introduce students to agricultural and wildlife experiences on the River bottoms, with buffalo herds, and through fish and game as well as American Indian Regalia, Pow Wow protocol, and continuing education programs.

School Transitions

1. Transition from preschool to elementary: Fort Hall Elementary is partnered with the Fort Hall Head Start Program in transition meetings at the end of the school year. Preschool students come to school for a day in the Spring. They are also invited to Fall registration and orientation.

2. Transition from elementary to middle school: Fort Hall 5th graders go to the 6th-grade building in Blackfoot for a tour with the principal. Fort Hall special education teacher and the students in special education and their parents go to the 6th-grade building for a transition meeting with the 6th-grade special education teacher. They are given another tour of the building. Milepost documentation will travel with the students from the 5th grade to 6th grade.

Professional Development

1. The following opportunities are in place for teachers to reflect on and improve their instruction:

a. Training is offered by the School District, especially regarding new curriculum and dyslexia screening.

b. The Interventionist and capacity builder teach workshops during monthly faculty meetings throughout the school year based on data collected and submitted by the teachers. The capacity building ELA coach and ISU Math coach offer training in best practices and strategies for spiral review.

2. Data is used from academic assessment to

adjust instruction in the following ways:
Strategies are presented to address low student skills in the areas identified through the iStation Reading and iStation Math assessments.

3. Curriculum alignment and teaching progression across grade levels and subject areas occur in the following ways: District curriculum maps are provided for each grade level in math and reading; Impact teams meet bi-weekly to discuss student achievement and curriculum needs; working towards attaining grade-level PLCs throughout the district for curriculum collaboration.

4. Two Impact teams have been established for K-2 and Grades 3-5. The schedule has been created to provide the opportunity for grade levels to collaborate together.

5. Collaboration time is built into the master schedule and the contract.

6. The district has a yearly PD schedule provided to all teachers in the district. Monthly PD's are scheduled for new teachers, but anyone is welcome to come to any of the monthly classes. The district also has specific training during the year based off the district needs assessment survey and what the district staff said they would like to have trainings on.

7. Both the district and the school provides the PD.

8. Paraprofessionals are invited to attend the teachers' PD but not required unless it is specific to a responsibility they hold.

9. Teachers have the option of attending the nine PDs given by the district unless they are new teachers, it is required. There are a few PDs that all staff is required to attend during the year.

10. PD decisions made in the following way: The spring Needs Assessment Survey requires teachers to list their teaching certification, what type of professional development that they would prefer, and what subjects they feel they need. This needs assessment is then compiled, and the PD plan is created. PD's are also suggested during faculty meeting when needs develop.

11. Discussions of what the Faculty is interested

in takes place formally and informally throughout the year. This helps teachers who are frequently needing to take training for credit to re-certify. Professional development that is offered for our school only, is always brought to the Leadership Team for ideas and final confirmation.

12. All district staff is involved in this decision process.

13. Relationship between the district and building PD is the following: Some PDs are training the trainer, required district PDs, and building PDs based on need.

14. PD is tied to student achievement by using the iStation Reading and Math Assessments and the daily Lesson Mastery Checklist to determine the focus for the PDs. Teachers will look at their current needs and make decisions based on what deficiencies they see in student achievement or their lack of knowledge on certain topics and base their needs on that information.

15. The school monitors attendance at PDs by using a SAM sheet. It is signed and dated by everyone attending the meeting and their current role at the school.

16. Sign-in sheets are completed for every PD that is given.

17. The PD to support English Learner Students is embedded instruction with the Interventionist.

Family and Community Engagement

1. District Plan and school plan in place - School Board Policy number 1000 - 1056 deals with Community Relations. Policy 677 and 677.10 provides guidelines for parent involvement. Our school has numerous practices in place regarding the families and community. Several examples are: Indian Education Committee, Family Education Evenings, an annual Pow Wow, an extensive safety plan, and Education Task Force that involves community resources such as the police.

2. Reviewed Dates - The school-level policy and practices are reviewed annually. We have an annual Title I Compact that defines the school, parent, teacher, and child responsibilities. Parent Teacher Conferences are held twice a year. Teachers connect with all families, whether they attended their scheduled conference or not.

3. Strategies used for involving families in students' education: We have several family nights that involve literacy. The School District provides monthly educational meetings for our American Indian families. We have an annual Pow Wow attended by the community; Book Fairs twice each school year. Strategies used to increase family community engagement include food, fundraisers, and engaging activities.

4. We utilize the School District website, our school website, school FaceBook page, Indian Education FaceBook page, monthly newsletters, and notes home.

1. Percentage of state-certified teachers: Fort Hall Elementary has 8 classroom teachers or 100% that meet state certification requirements, one of which or 11% completed the state ABCTE certification program two years ago.

2. Strategies to recruit and retain effective teachers:

* Principal and leadership team interviews and hires teachers.

*Leadership stipends have also served as a monetary and credit incentive for teachers.

*New teachers attend a monthly training workshop with Joy Mickelsen.

* District reimburses or pays for credits and recertification fee of all certified staff.

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

Recruitment and Retention of Effective Teachers

Coordination and Integration With Other Programs

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency level. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	<input type="checkbox"/>
1	KEY NEED #1 (ATTENDANCE) - The students and families need to understand the importance of attendance in finding success academically and socially. The past two	ATTENDANCE GOAL - During the 2023-24 school year, Fort Hall Elementary students, kindergarten	Re:

years, attendance averaged 78-80%. Student attendance needs to improve to 90%.

through fifth grade, will average 90% attendance.

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 Re: evaluated for effectiveness.
1-	Weekly contests among grades. Spirit stick goes to grades with highest attendance over 95% attendance. Monthly, the grade having the spirit stick the most is rewarded with a party ie. ice cream, root beer floats, pizza, etc.	Strong Evidence <input type="checkbox"/>	Visible Learning Plus 250 Influences on Student Achievement states that Concentration/persistence/engagement has a .56 on the effect scale and Achieving motivation and approach has a .44 on the effect scale which is potential to accelerate student achievement.	Secretary/principal prints weekly attendance average per grade. Kindergarten teacher displays results on bulletin board. Assembly every Tuesday morning to present spirit stick. Spreadsheet kept of grades receiving spirit stick weekly. Tabulated in spread sheet for monthly reward parties.

Need 2

<p>Need Description: KEY NEED #2 (ELA INSTRUCTION / INTERVENTIONS) - Fort Hall Elementary students need to improve ELA proficiency.</p>	<p>SMART Goal: iStation ELA SMART GOAL - During the 2023-2024 school year, Fort Hall Elementary students, Kindergarten through fifth grade, will increase from 25% proficiency to 30% on the 2023-2024 spring iStation assessment. ISAT ELA SMART GOAL - During the 2023-2024 school year, Fort Hall Elementary students, third through fifth grade, will increase from 13.3% Proficient or Above to 18.0% Proficient or Above.</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 Re: evaluated for effectiveness.	Remo
2-1	EVIDENCED BASED INTERVENTIONS:	Strong Evidence <input type="checkbox"/>	What Works Clearinghouse dictates the	ELA Walk to Intervention has been used in the past two years, but has not been utilized to	<input type="checkbox"/>

iStation Intervention
Lesson Plans,
Heggerty Phonemic
Awareness
Program, Jill
Jackson, Fluency
binders,
Foundational Skills
Explicit Instruction
Routines and
Videos

following
programs are
evidence-
based:
iStation,
Heggerty, Jill
Jackson,
Houghton
Mifflin
Harcourt

fidelity. This year,
Fluency/Comprehension Binders
will be monitored with a student
tracking form at the front of the
binder. Walk to Intervention will
take place from 8:30-9 am
Monday through Thursday.
When a staff member is absent,
the principal and/or
counselor Additionally, the
principal will conduct walk-
throughs every day that she is
not substituting or away at
training to determine whether the
staff is using Walk to
Intervention to fidelity. This way,
we will be able to determine if
the intervention we are using is
contributing to the academic
growth of our students or if we
need to look at additional
interventions.

Phonemic Awareness will be
monitored by monthly iStation
assessments.

Students will know their
trajectory scores and set monthly
goals with their teacher for ISIP.
Students will receive certificates
of achievement from the
principal.

The 2023-2024 schedule
includes Walk to Intervention
daily for 30 minutes, after-school
program for 3 hours daily, and
Friday School 3 hours weekly.

Accountability for tier 1
instruction with new schedule.
Consistent, monthly feedback on
tier one instruction from
principal. Faculty collaborates
regarding ELA instruction, and
interventions.

Impact teams meet twice a
month. Meeting will include an
agenda and data to drive
instruction. Impact Teams will
report data and growth to the
Leadership Team. The

Leadership Team will then decide on appropriate professional development to teach best practices.

Sped Teacher and Interventionist attend Impact Teams monthly.

Faculty meeting monthly to discuss student data and develop further interventions.

Continue Impact Teams with a focus on data driven decision making.

2-
2
ELA Core Curriculum - Grade level Houghton Mifflin Harcourt Reading program for 90 minutes 4 days a week.

Strong Evidence ▼

What Works Clearinghouse dictates the following programs are evidence-based:

iStation, Heggerty, Jill Jackson, Houghton Mifflin Harcourt

Our teachers have been using HMH Into Reading for the past three years. This year, we are utilizing our capacity builder Jodi Togia, and our ELA Coach Kathy Lurus to observe, model, and coach teachers using HMH. During this process, the coach and capacity builder will encourage peer observations with purpose before the principal comes in to monitor and evaluate.

2-
3
ELA ISAT Interims - Grades 3-5, block interims monthly from October until March for review of ISAT content and test taking procedures.

Strong Evidence ▼

What Works Clearinghouse dictates the ISAT is the summative evaluation used by the State of Idaho.

In the past three years, Interim Assessments have not been used consistently. Starting in October this year, grades 3rd - 5th will administer the Interim ISAT assessment every month and the data will be used to guide core instruction. The interims will be modeled by our capacity builder to each individual class, and students will then be given the opportunity to practice numerous times before the summative assessment in April/May.

Need
3

Need Description:

KEY NEED #3 (MATH CORE INSTRUCTION / INTERVENTIONS) - We have skill gaps that need to be addressed to catch us up with grade level curriculum.

SMART Goal:

iStation MATH SMART GOAL - During the 2023 -24 school year, Fort Hall Elementary students, kindergarten through fifth grade, will increase from 14% proficiency to 21% on the 2023-24 spring iStation assessment.

ISAT MATH SMART GOAL - During the 2023-24 school year, Fort Hall Elementary students, third through fifth grade, will increase from 11.7% proficiency and above to

Re:

17% proficiency or above on the Summative ISAT for Math.

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.	Remo
3-1	<p>EVIDENCED BASED INTERVENTIONS: Envisions, Istation, Imagine Math, Spring Math, Mountain Math Spiral Review</p> <p>Math Interventions - Imagine Math and Imagine Math Facts will be used by teachers for Math Walk to Intervention for 30 minutes a day for four days a week, Monday through Thursday and will be monitored per trimester;</p>	Strong Evidence ▼	<p>What Works Clearinghouse dictates the following programs are evidence-based:</p> <p>enVisions iStation Spring Math Mountain Math Imagine Math</p>	<p>Imagine Math Interventions are being used for the first time this year. Eighty percent of the schools within the Blackfoot School District using Imagine Math have been proficient in iStation Math. Growth will be monitored through monthly Istation assessments.</p> <p>Students will know their trajectory scores and set monthly goals with their teacher for ISIP.</p> <p>Schedule of 2023-24 for math to include 60 minutes of core instructions and 30 minutes math interventions.</p> <p>Starting in September, grades 3rd - 5th will administer the Interim ISAT assessment in September, October, and January and the data will be used to guide core instruction.</p>	<input type="checkbox"/>
3-2	<p>Spring Math Grades 1-5. Spring Math has a weekly assessment;</p>	Strong Evidence ▼	<p>What Works Clearinghouse dictates Spring Math is evidence-based.</p>	<p>Spring Math began last year with the interventionist assessing. Mid-year, the teachers began conducting Spring Math in their classes, and the scores decreased. This year, we are going back to having our interventionist conduct all Spring Math assessments. We will look at Istation data, Envisions Topic tests, and Interim Block data to watch for student growth.</p>	<input type="checkbox"/>
3-3	<p>Mountain Math Spiral Review for Grades K-5 has weekly spiral review practice.</p>	Strong Evidence ▼	<p>What Works Clearinghouse dictates Mountain</p>	<p>Mountain Math Spiral Review was started last year. While monitoring throughout the year, it was determined that</p>	<input type="checkbox"/>

Math is evidence-based.

numerous teachers gave up and began using Big Brains instead. This year, all teachers have been required to do the Mountain Math Spiral Review for 15 minutes per day, four days per week. They are required to inform the principal the times it will be taught so monitoring can be consistent throughout the year. Student growth will be monitored to determine if best practices are being used and if this intervention is meeting the needs of our students.

SMART Goal:

Need Description:
KEY NEED #4 (LEADERSHIP GOAL)

Leadership Goal - During the 2023-2024 school year, the Leadership Team at Fort Hall Elementary, will meet bi-weekly to report on the data and growth discussed in Impact Team Meetings. The Leadership Team will then decide on professional development and strategies to fill the holes in the academic areas of ELA and Math, as well as possible activities to increase morale in students and staff.

Re:

Evidence-Based Interventions: Discussion Topics

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

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness.

Remo

Need 4

4-1

The leadership team is comprised of a Sped teacher, a K-2 representative, two 3-5 representatives, a counselor, a capacity builder from the SDE, a parent, and the principal. The Leadership Team meets bi-monthly to discuss details of the Impact Teams and student scores, and to make recommendations for next steps and best practices.

Strong Evidence

Hattie's Research dictates that teacher efficacy is one of the top strategies for best practices.

The effectiveness of the team will be monitored by the Leadership Team through a sign-in sheet, an agenda, and minutes as well as student scores and teacher feedback.

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

High poverty students lack self-confidence to overcome challenging situations. They tend to back away from hard things. Many have also not ever left the Fort Hall Indian Reservation so are unaware of what awaits them after high 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.bfsdforthall.org>

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

The Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness through monthly classroom walkthroughs, teacher observations every trimester, monthly iStation progress monitoring for ELA and math, and staff feedback through Impact Teams, Leadership Teams, and faculty meeting minutes; parent and community input through monthly Indian Education Committee Meeting Minutes. Students will be rewarded for movement within tiers as well as tier to tier movement. Faculty will discuss data to determine if interventions and instruction are helping students increase iStation scores or if adjustments need to be made. Students will also be rewarded for 95% attendance or higher.

Annual Budget

Allocation for 2023-2024	\$36,613
Carry-over from previous year as of 9/30/2023	\$0
Total Allocation	\$36,613

Obj.Code	Description	2023-2024
		Amount:
		\$25,337
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Description:
		Kinder para \$12,451 (no benefits); Counselor \$12,886 24% of salary
		Amount:
		\$11,276
200	Employee Benefits	Description:
		Counselor 21% for benefits
		Amount:
		\$0
300	Purchased Services (non travel)	Description:
		Amount:
		\$0
		Description:
380	Travel Expense	Amount:
		\$0
		Description:
		Amount:
		\$0
		Description:
500	Capital Objects	Amount:
		\$0
		Description:
	Budget Total	\$36,613

Upload Files

Files

- o [FY23 iStation Read Level Movement.pdf](#)
- o [FY24 iStation Read Level Movement.pdf](#)
- o [FY22 iStation Read Level Movement.pdf](#)
- o [FY22 iStation Math Level Movement.pdf](#)
- o [FY23 iStation Math Level Movement.pdf](#)

- [FY24 iStation Math Level Movement.pdf](#)
- [FY24 Bell Schedule.pdf](#)
- [Calendar1.2023.24.pdf](#)
- [Fort Hall Schedule FY24 - Monday.pdf](#)
- [Fort Hall Schedule FY24 - Tuesday, Wednesday, Thursday.pdf](#)

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

Math

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	11.7 %	25.0 %	63.3 %
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	1.6 %	15.6 %	21.9 %	60.9 %
District	15.1 %	22.4 %	26.1 %	36.3 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

Advanced Proficient Basic Below Basic

School	0.0 %	5.3 %	19.3 %	75.4 %
District	15.6 %	20.5 %	25.3 %	38.5 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

Advanced Proficient Basic Below Basic

School	3.3 %	10.0 %	11.7 %	75.0 %
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	3.1 %	10.9 %	28.1 %	57.8 %
District	18.0 %	27.6 %	24.6 %	29.8 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

Advanced Proficient Basic Below Basic

School	0.0 %	10.5 %	19.3 %	70.2 %
District	16.4 %	30.0 %	24.9 %	28.7 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	4.2 %	54.2 %	41.7 %
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	6.3 %	6.3 %	25.0 %	62.5 %
District	4.7 %	24.4 %	37.5 %	33.4 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

Advanced Proficient Basic Below Basic

School	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	40.0 %
District	47.3 %
State	48.2 %

2021-2022

Percent of Students Making Adequate Progress

School	25.6 %
District	50.0 %
State	53.5 %

2020-2021

Percent of Students Making Adequate Progress

School	0.0 %
District	38.3 %
State	41.5 %

ELA

2022-2023

Percent of Students Making Adequate Progress

School	28.9 %
District	50.3 %
State	57.5 %

2021-2022

Percent of Students Making Adequate Progress

School	59.0 %
District	55.8 %
State	64.4 %

2020-2021

Percent of Students Making Adequate Progress

School	31.6 %
District	54.6 %
State	60.7 %

IRI Fall

2022-2023

Proficiency

School	24.3 %
District	48.3 %
State	56.7 %

2021-2022

Proficiency

School	17.1 %
District	39.1 %
State	51.0 %

2020-2021

Proficiency

School	15.7 %
District	35.9 %
State	49.6 %

IRI Spring

2022-2023

Proficiency

School	25.4 %
District	58.5 %
State	66.6 %

2021-2022

Proficiency

School	32.9 %
District	59.3 %
State	69.1 %

2020-2021

Proficiency

School	24.3 %
District	54.9 %
State	65.9 %

EL Proficiency

2022-2023

Percent of EL Students Reaching Proficiency

School	0.0 %
District	5.8 %
State	8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School	0.0 %
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District	7.7 %
State	10.0 %

2020-2021

Percent of EL Students Reaching Proficiency

School	0.0 %
District	6.7 %
State	10.1 %

EL Progress

2022-2023

Percent of EL Students Making Progress

School	0.0 %
District	43.1 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	66.7 %
District	43.1 %
State	50.5 %

2020-2021

Percent of EL Students Making Progress

School	33.3 %
District	37.6 %
State	48.1 %

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.