SUMMIT HILLS ELEMENTARY SCHOOL (1360)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community,
teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include:
tribes and tribal organizations, specialized instructional support personnel, technical assistance
providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Tom Gauchay	Principal	☐
Rodd Rapp	Curriculum Speciialist	☐
Barbara Simpson	SPED	☐
Trent Keppner	Counselor	☐
Rachelle Waite	CBRS Student support specialist	☐
Karlee Abbott	Parent	☐
Emmaly Keppner	Parent	☐
Alesha Johnson	Gen Ed Teacher upper grades	☐
Yvonne Moeller	Gen Ed Teacher lower grades	☐
Lauri Henry	Gen Ed Teacher middle grades	☐
Jeff Davis	ELL Coordinator	☐
Kim Case	Gen Ed primary teacher	☐
Brittany Shurtliff	Parent	☐
Nicole Spence	Parent	☐

Needs Assessment

School Leadership Team	Summit Hills functions as a Professional Learning Community (PLC). The leadership team of this body reviews data to find where needs exist and pursue professional development in these areas with the goal of increasing student achievement. This team is chaired by Tom Gauchay, principal, assisted by teachers completing an administrative endorsement.
School and Community	Summit Hills school population has 41.3% free and reduced lunch; 19.8% Hispanic; A committee comprised of the District Parent Involvement Coordinator, the principal, teachers, paraprofessionals, and parents independent of the District or the school meet regularly to discuss the school-wide program process. Parents on this committee will have opportunity to provide suggestions for the effective implementation of the school-wide program. Parents will also be asked to participate in the annual evaluation of the

	program. The information contained in the plan is disseminated to the parents bi-annually at the parent activity nights.
Academic Achievement	The table below represents the progress students at Summit Hills have made over the course of the past five years on the IRI. Fall score indicates percentage of students achieving proficiency. Spring score indicates percentage of students achieving proficiency or achieving appropriate growth. Kindergarten First Grade Second Grade Third Grade Fall Spring Fall Spring Fall Spring Fall Spring 2013-14 56% 98% 54% 93% 51% 86% 53% 98% 2014-15 53% 100% 53% 88% 48% 92% 57% 98% 2015-16 56% 97% 59% 90% 46% 93% 69% 98% 2016-17 51% 87% 64% 88% 47% 69% 54% 81% 2017-18 47% 81% 65% 77% 53% 64% 51% 62% 2018-19 54% 96% 54% 96% 58% 91% 67% 94% Comparing the student growth from the Fall 18-19 IRI to the Spring 18-19 IRI of those students who received a 1 in the Fall, 41% also received a 1 in the Spring. However, 36% of those receiving a 1 in the Fall received a 3 in the Spring. ISAT Summative assessment for 2018-19 By Subject, Grade: ELA/Literacy Grade Number of Students Tested Percent Proficient Grade 3 75 65% Grade 4 86 55% Grade 5 71 56% Grade 6 79 70% Overall School Performance on the ELA ISAT 2018-19 Summative test is 61.5% proficient. Mathematics Grade Number of Students Tested Percent Proficient Grade 3 75 57% Grade 4 86 43% Grade 5 71 49% Grade 6 79 46% Overall School Performance on the Math ISAT 2016-17 Summative test is 49% proficient. The classrooms at Summit Hills are led by a highly qualified teachers who assess their students using formative and summative assessments aligned with research based curriculum and the Idaho Core Standards. K-3 students have progress reported on standards based reports cards. Students in grades 4-6 receive letter grades based on

progress and mastery of skills.

STAR Assessments are used to regularly monitor student achievement throughout the year.

In the spring of 2016-17, boys at Summit Hills had an average STAR Reading scaled score of 519, girls had an average scaled score of 533. In the Fall of 2017 boys had an average scaled score of 457, girls had an average scaled score of 473. 445 reflects an average proficient score for STAR Reading in the fall, 473 reflects an average proficient score in the winter.

In the spring of 2016-17, boys at Summit Hills had an average STAR Math scaled score of 659, girls had an average scaled score of 655. In the Fall of 2017 boys had an average scaled score of 551, girls had an average scaled score of 531. 578 reflects an average proficient score for STAR Reading in the fall, 610 reflects an average proficient score in the winter.

Testing summaries for students in dis-aggregated categories include:

Students with disabilities at Summit Hills scored an average of 1.9 on the 2017-18 Winter IRI. On the 2016-17 Spring ISAT ELA/Literacy the average scaled score was 2,386 with 16% proficient and 61% Below Basic proficiency, and on the 2017-18 Winter STAR reading the average scaled score is 279 with the average percentile rank of 21.

The gap between the scores of students with disabilities and other general education students on the ELA ISAT in 2015-16 = 60.8%; 2016-17 = 39.2%; 2017-18 = 42.5%.

On the Math ISAT for the past three years the gap in scores was 2015-16 = 43.3%; 2016-17 = 44.3%; 2017-18 = 38.5%.

***On the 2018-19 ISAT the gap in scores for Students with disabilities in ELA was 45.4%

***On the 2018-19 ISAT the gap in scores for students with disabilities in math was 32.7%

On the 2016-17 ELA ISAT 71% of LEP students at Summit Hills scored below basic proficiency. On the 2016-17 Math

ISAT, 25% scored Basic, 61% scored below basic proficiency.

The gap between the scores of students with LEP and other general education students on the ELA ISAT in 2015-16 = 58.6%; 2016-17 = 48.1%; 2017-18 = 39.1%
On the Math ISAT for the past three years the gap in scores for students with LEP was 2015-16 = 49.0%; 2016-17 = 39.2%; 201718 = 52.6%.

On the 2016-17 ELA ISAT 40% of students identified as economically disadvantaged scored proficient or advanced with 59% Basic or Below basic. On the 2016-17 Math ISAT 28% of economically disadvantaged students were proficient, with 71% Basic or Below Basic proficiency.

On the 2018-19 ELA ISAT

***On the 2018-19 ISAT the GAP in scores for Students with LEP in ELA was 27.8%
***On the 2018-19 ISAT the GAP in scores for students with LEP in math was 32.4%%

This compares to overall proficiency ratings for Summit Hills of 61.5%, Bonneville District #93 in 2018-19 of 57.1%, and Idaho state overall at 55.6% on the ELA section of the ISAT. This compares to overall proficiency ratings for Summit Hills of 49%, Bonneville District #93 in 2018-19 of 44.5%, and Idaho state overall at 45.1% on the Math section of the ISAT.

Examining data on the 2016 Spring ISAT by the performance on each target in ELA for Summit Hills students indicates students performance is lower in the following standards when compared to general performance on the test as a whole.
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
(Informational Text) TEXT STRUCTURES OR TEXT

FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.

(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

(Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

Standards that Summit Hills students as grade level groups tested below proficiency level include:
(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning

based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.
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WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

Student Learning Needs	The building PLC Leadership Team has reviewed student data and classroom performance to determine that student writing skills impede demonstration of knowledge on the state standardized assessments. Teachers also have concerns about the students' familiarity with the testing format and tools available in the test platform. On the 2016-2017 ELA ISAT overall proficiency level at Summit Hills is 57%. This is above the state average of 52%, but not up to the expected level of 80% proficiency that would indicate a guaranteed and viable Tier 1 program. Specific target strands below proficient include Central ideas from literary text, analysis within or across texts, and Language use in literary text, informational text structures and text features. Additional training and focus on teaching

writing skills and processes is needed in our school.

The school leadership team has also identified as an area of weakness the overall system of identifying students in need of further intense intervention and support needed in identifying Tier 3 materials and support available within the school.

In addition, we have two subgroups of students that have been identified by the state department as in need of targeted assistance. These students are the subgroups of students with disabilities and students that are English Language Learners. Both of these groups have been targeted on the gap between the achievement level of the subgroup and the other general students. The gap noted as being greater than 35% for three consecutive years in both Math and ELA.

Core Curriculum	Summit Hills Elementary uses research based curriculum for all subject areas. All instructional material correlates with Idaho Core Standards as approved by the District Curriculum Director. We are the only school in the District using the updated Journeys ELA curriculum. To provide fidelity to the adopted curriculum, the teachers at Summit Hills have been trained by District Curriculum Specialist in the creation of Common Formative Assessments and will have further training through SDE this fall. These assessments are used on a regular basis to help teachers guide instruction. The faculty also participates in all District provided professional development including in-District trainings and in-service provided by SDE. The principal conducts regular walk-throughs, JPAS observations, and lesson plan monitors. The District also provides pacing calendars and District-wide benchmark interim assessments.
Core Instruction	Summit Hills Elementary uses research based curriculum for all subject areas. All instructional material correlates with Idaho Core Standards as approved by the District Curriculum Director. The core reading curriculum is Journey's published by Houghton Mifflin. The core math curriculum is Math In Focus also published by Houghton Mifflin. Additional curriculum materials used include literature book studies with teacher developed materials, PEG Writing for grades 4-6, Engage NY ELA and Eureka Math. To provide fidelity to the adopted curriculum, the teachers at Summit Hills have been trained by District Curriculum Specialists in the creation of Common Formative Assessments and will have continued follow up training to implement CFAs throughout the curriculum. These assessments are used on a regular basis to help teachers

	guide instruction. The faculty also participates in all District provided professional development including in-District training and in-service provided by SDE. The principal conducts regular walk-throughs, JPAS observations, and lesson plan monitors. The District also provides pacing calendars and District-wide benchmark interim assessments. Teachers meet in grade level teams 2 times each month to review common formative assessments and determine instructional needs. Students are grouped based on common needs into targeted instructional groups for reteaching and extended practice on the targeted skills.
Alignment of teaching and Learning	The alignment of teaching within a grade level is ensured by the use of regular PLC meetings during early release days where grade level teams collaborate. Notes of these meetings are kept and monitored by the principal. The weekly walk-through observations by the principal confirm the alignment of teaching across a grade level. In addition, alignment across multiple grade levels is ascertained through the use of CFAs, standardized diagnostic assessments, grade level readiness tests, and school-wide PLC meetings to discuss vertical alignment. Differentiated instruction is an integral part of the educational process at Summit Hills. All students are ranked according to the IRI and STAR assessments which provide student performance and growth levels along with recommended instructional priorities. These assessments are also used to determine targeted instructional groups, and differentiated groups within the classroom.
Universal Screening	Universal Screener Bonneville School District screens all students for literacy by using STAR Reading and IRI. We screen all students for math using STAR Math assessment. We administer these assessments 3 times a year and use the results to identify students that may be at risk, on level, or need enrichment. We use the cut scores provided by the vender to help us make these decisions. Through the PLC process in each school, students are constantly monitored to ensure that their academic needs are being met. All of the student benchmark scores are in Mileposts, as well as the tracking of students that are receiving extra support with interventions and progress monitoring. Teachers have access to all of their students in Mileposts and share the information with parents at Parent Teacher Conferences. All incoming Kindergarten students are screened with the "Get Ready to Read" screener. The screener is used to determine if they need additional support. If they receive a score of 5 or less they are invited to Summer School. The parents and teachers of each student receive a copy of that screener the day that they take it.

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<td>All students whose parents indicate on their registration packet that English is their second language will be screened with the WIDA Placement Test. Any who score below proficient will receive support using either Imagine Learning or iLit. Student scores are put into Mileposts where students, teachers, and parents can view the results and progress.
Students who are socially/behaviorally at risk will be screened with the BASC or the Conners3. Their scores are put into CASEe. Parents will give permission to test in a parent meeting and then be notified of the results. Teachers will track student behavior throughout the year to determine if more support is needed.</td>
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<td>**Tiered Instruction and Academic Interventions**</td>
<td>Title 1 paraprofessionals working with the instruction and curriculum specialist and the classroom teachers will assist in providing additional targeted instruction on specific skills when Tier 1 instruction is not meeting the needs of the at-risk and low achieving students. Every grade level has a designated RTI time; therefore, core instruction is protected for every student. Targeted Intervention groups do not exceed 7 students.
Standardized testing using the IRI and STAR are used to determine students who will be monitored more closely on a K-3 Literacy plan or a Title Intervention plan for 4-6 grade students. Students receiving a score of Intensive Need Tier 3 on the K-3 IRI will participate in 60 hours of intensive intervention. Students receiving a Strategic Need Tier 2 on the K-3 IRI will participate in 30 hours of intensive intervention. Intervention instruction will be provided by highly qualified teachers and/or highly qualified paraprofessionals. All lesson plans will be developed by certified teachers and all instruction will take place within close proximity to a highly qualified, certified teacher. Paraprofessionals will receive professional development from certified District and school personnel. Training will consist of a combination of District wide in-service for all staff members and specific training for paraprofessionals.

Intervention programs and materials used for strategic and intensive intervention instruction in Reading skills include the small group and intervention lessons and materials that accompany the Journey's curriculum, Lexia online learning activities and printed lessons, 6 Min. Solution and Read Naturally print and/or computer based materials for fluency, Phonics for Reading lessons, Soar to Success lessons and books, Success Maker online, and other research based materials as needed to meet specific needs.

Intervention programs and materials used for intensive intervention instruction in Math skills include computer based programs such as Math Facts in a Flash or others designed</td>
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	to increase fluency, Math Talk, Touch Math, Essential Math Skills, Success Maker online, Imagine Math (formerly Think Through Math) and other research based materials as needed to meet specific needs.
Learning Time	Summit Hills Elementary School starts at 7:50 am and ends at 2:25 pm. On Wednesdays, students are released at 12:59 pm so that teachers can meet as a PLC. AM Kindergarten attends school from 7:50 am to 10:47 am and PM Kindergarten attends school from 11:33 am to 2:25 pm. On early release Wednesdays, AM Kindergarten attends from 7:50 am to 10:07 am and PM Kindergarten attends from 10:47 am to 12:59 pm. Our master schedule includes a 30 minute RTI (response to intervention) block each day per grade level. Three RTI aides are available to assist classroom teachers with tier 2 and 3 intervention as well as extension opportunities. Students who struggle attaining proficiency in grade level standards work with the teacher during RTI time to increase their skills. We also use Lexia as an intervention for students who scored a 1 or a 2 on the fall IRI. Summer school is also used as remediation for students who are not performing at grade level standards by the end of the school year. Lexia can also be used as an extension activity for advanced K-5 students to work on an accelerated curriculum. Older students also have the opportunity to qualify for the GATE program and have access to an extension curriculum.
Non-Academic Student Needs	At Summit Hills, we have several non-academic supports for students in place. The first, is counseling for students who may be struggling with emotional, behavioral, or mental health concerns. The school counselor provides individual counseling to several students and is always available to handle situations that require immediate attention. The counselor also provides group counseling for students facing similar challenges. Some of the most popular groups are the friendship groups; working with students to learn and practice social skills that help encourage better friendships. The Summit Hills Elementary counselor frequently makes classroom visits to present lessons about the five components of the school's CLIMB motto: Compassion, Leadership, Integrity, Motivation, and Bravery. The counselor and principal present weekly "Leader of the Pack" awards to each grade level. Recognizing students who exemplify living the school motto and are nominated by teachers. The school Counselor also serves as the student council advisor and the Red Ribbon Week coordinator. Additionally, the school counselor serves as the lead advisor

for the HOPE Squad. Along with other advisors, including teachers and a PTO member, the squad meets together to be trained on supporting their peers when they are feeling low and knowing how to get them help if they show signs of being suicidal.

The Summit Hills after school activities provide a variety of opportunities for students to learn and practice hobbies and interests such as some sporting activities, chess, and a book club.

Officers from the Bonneville County Sheriff's Department provide the Drug Abuse Resistance Education (D.A.R.E.) program to all fifth grade students.

The school psychologist, school counselor, and supportive staff also provide advice and instruction to students who struggle with diagnosable behaviors.

Positive Behavior Intervention Supports (PBIS) is implemented at Summit Hills Elementary. This behavioral intervention system provides the management style of the school. Expected behaviors, including appropriate voice levels, are outlined for all areas of the building in a "PBIS tour" the first day of school. Reviews of the expected behaviors are conducted on an as-needed basis throughout the year. The expected behaviors are summarized in a behavior matrix to which all teachers have access. PBIS outlines expected behaviors in all areas of the building. Those found in violation are subject to school and district policies and procedures. Anti-bullying practices are strongly emphasized.

Summit Hills Elementary teachers provide safe classroom environments where the values of Compassion, Leadership, Integrity, Motivation, and Bravery are strongly encouraged. Another intervention that combines an academic and non - academic need is reading buddies. This gives opportunity to younger students to build relationships with older students, and have role models. It is also important for older students to realize the impact their example has on younger students, and it can motivate them to maintain good behavior, and teaches them how to form healthy relationships with younger students.

Another non-academic intervention that is used at Summit Hills is Community Based Rehabilitation Services (CBRS) for students that qualify. This consists of just a few students currently at our school. However, the services that CBRS offers to these students affect the rest of the school in preventing and intervening with those students, and allowing classes, teachers, and systems to move forward without further interruption.

We currently have several social skills groups that meet 1-3 days each week. The purpose of these groups is to teach students who struggle with disappointment, communicating effectively and appropriately with adults and peers, taking

turns, and identifying and managing emotions to improve these skills, and promote healthy relationships in their lives. Summit Hills also has a student support specialist, who assists the CBRS staff in managing their caseload. She works collaboratively with the special education teachers, students on IEP's, and other support staff in managing classroom behaviors, ensuring that medical students' needs are being met, communicating with parents, special services, and teachers. She also is the first responder for any crisis that may occur around the school.

Our school is unique from other elementary schools in our district in that we have several students with high medically related needs, and medical staff that monitor and meet these needs. These staff members help bring education to the general population of the school, to help integrate the medically fragile students into the classrooms, and ensuring the students' medical and social needs are being met.

Our school, like others has several students that have speech, occupational, and physical therapy needs, and we have several therapists that come each week to fulfill these needs for our students. We also have a distance learning speech therapist who carries out speech therapy sessions via video chat on the computer.

Well-rounded Education	Students in 5-6 grade have the opportunity to participate in an after school band and orchestra program. The district operates a Gifted and Talented program in which students in grade 4-6 attend a pull out session for 1 day each week.
Additional Opportunities For Learning	NA for elementary.
School Transitions	Our district has a district pre-school for those most in need. Kindergarten transition from preschool are supervised by the special education department. Transitioning students from Preschool to Kindergarten: Toward the end of the school year, typically in April, we begin preparing for the transition of students currently enrolled in our district's preschool program. We try to observe them in their current classroom setting when possible. We then hold a 'transition meeting' which includes our Special Education teacher- Ms. Simpson, the student's current Preschool teacher, Kindergarten teachers, nursing staff when applicable, parents and administrators. While discussing the student and their IEP we take into consideration their medical as well as academic needs as we decide on the proper placement and create a plan for the upcoming year. Transitioning into kindergarten includes Kindergarten Roundup, which includes the Ready to Read Screener, and Kindergarten Registration. Any student who scores low on the Ready to Read Screener is invited to participate in Title 1

	summer school. We also conduct a parent "Back to School" night where we get together and talk about school expectations, explore the school, and introduce students to their teacher. Sixth grade students are visited by the team from the Middle School in the spring. This gives them an overview of what the Middle School is about and gets them excited to make the transition. Our students also visit the Middle School each spring for a musical performed by the Middle School students, and they are given a tour of the school. Our special education team has transition meetings with all special education students, parents and the middle school special ed team.
Professional Development	Summit Hills functions as a Professional Learning Community (PLC). The leadership team of this body reviews data to find where needs exist and pursue professional development in these areas with the goal of increasing student achievement. Bonneville's Department of Curriculum and Instruction, along with our Federal Programs Department, is committed to the ongoing professional support and growth of teachers and paraprofessionals. Educators working in Bonneville District 93 are provided with professional development opportunities, including workshops, collaboration, and mentoring in an effort to enable all students to meet or exceed academic standards. The Title 1 and EL paraprofessionals attend three training sessions a year to enhance their knowledge of curriculum and instruction. The Special Education paraprofessionals have multiple training sessions that they attend during the school year. The BI Pros and PSRs attend monthly training sessions. The Professional Development money (via the state), Title I, and Title II funds are dedicated to professional development. These funds have provided training sessions in areas such as: Best Grading Practices, CFAs, Instructional Coaching, PLCs, RTI, Visible Learning, Classroom management strategies, Curriculum Development and Summer Institutes that focus on best practices. The district has allowed time for collaboration by scheduling a weekly 90 min. early release. All educators are required to attend a weekly Professional Learning Community which enhances their ability to meet or exceed each student's academic needs. These needs are met through the unwrapping of standards, vertical and horizontal collaboration, development of Common Formative Assessments, and data analysis. During our PLC time, the teachers and SPED paraprofessionals give input to the grade level and leadership teams on student growth and the

development of the school vision and plan. During the weekly PLC, school teams can use their data to identify areas in which teachers could benefit from additional Professional Development. Additionally, the District Office sends out a yearly survey to district employees to find out what Professional Development they feel that they need.

Title I paraprofessionals and each school's instructional coach, work along with the classroom teachers to implement the differentiated instruction needed for the students.

District level administrators also provide support to individual schools when deficiencies are detected. This is done through curriculum specialists and instructional coaches. Both building level and District level professional development serve the common purpose of increasing student achievement of the Idaho Core Standards. These professional development activities are extended to instructional paraprofessionals as well. Formal and informal evaluations are used to determine fidelity to professional development outcomes. School wide and grade level PLC meetings will provide opportunities for teachers to improve their instructional practice as an individual and as a team. At the District level, all attendees at any professional development are required to sign in. Teachers at the building level are required to turn in the agenda from their grade level PLC meeting including those in attendance.

Professional development designed to address the needs of ELL students is focused on Imagine Learning and the WIDA strategies.

District and building administration will provide direction for professional development at the beginning of the school year, during teacher work days, and throughout the year on weekly early release days. Summit Hills functions as a Professional Learning Community (PLC). The leadership team of this body reviews data to find where needs exist and pursue professional development in these areas with the goal of increasing student achievement.

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	year, during teacher work days, and throughout the year on weekly early release days.
Family and Community Engagement	Bonneville Joint School District 93 has a District Parent Engagement Policy, and each Title I school has a Parent Engagement Plan as well as a Parent/School Compact. These are reviewed each year. The district invites parents from each Title I school at the beginning of each year to review the District Policy. Each school invites parents to review their Plan and Compact at some point during each school year. The District Parent Engagement Policy is displayed on the school district website for patrons to view. The Parent Engagement Plan and Parent/School Compact are sent home once a year after they've been reviewed. Each year, Title I schools invite parents to attend at least two parent meetings (family nights, back to school nights, parent/teacher conferences, etc.). During these meetings parents, are given information on how they can be engaged in their child's learning. They may be trained on how to use PowerSchool, how to access learning tools on-line at home, how to read to their child, what resources are available for use at home, etc.
Recruitment and Retention of Effective Teachers	Currently, 100% of the teachers in Title One schools in our district are certified and highly-qualified. The training that the district provides includes: Tools for Teaching, Love and Logic, JPAS, and a required class that focuses on best practices. Each new teacher is assigned a mentor to guide them through the first 3 years. Our school district holds a job fair at least twice a year which focuses on finding highly qualified teachers and paraprofessionals. In the case of SPED, our district has set aside money to help pay for paraprofessionals to become SPED teachers. We coordinate this program with ISU.
Coordination and Integration With Other Programs	Coordination and Integration with other Programs The Bonneville School District Title One Program coordinates with the following: • Helping Children Workshop - One of our Title One schools is attending this conference which will help the school develop positive relationships with the students. • Homeless – A portion of our Title One money is set aside to assist with our homeless population. This money pays for a district Homeless Coordinator who purchases school supplies, clothing, bedding, transportation to school, and assures that all students can participate in any school function, i.e. school activities and trips. Our Homeless Coordinator provides homeless families information to access state and federal support for additional services outside of the school day. • Federal Lunch Program – Our Title One program coordinates with the Federal Lunch Program to provide

breakfast and lunch during our various Federal Programs Summer Schools.
• Parent Involvement – Our Title One program sets aside money for each Title One school to use in order to engage parents.
• Migrant and EL – Our Title One program coordinates regularly with our EL and Migrant Coordinators to ensure that students that qualify in these areas are receiving the necessary supports. For example: Title One pays for 2, all-day, EL paraprofessionals.

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

Need 1	**Need Description:** In order to increase the overall proficiency levels in ELA the level of rigor and differentiated instruction within Tier 1 Core instruction needs to increase.	**SMART Goal:** Overall proficiency in ELA will increase from 61.5% to 64% on the 2019-20 spring ISAT.	☐ Remove

Evidence-Based Interventions: Discussion Topics

#	**Intervention Strategy** *Please include a detailed description of who is going to do what, where, when and people involved.*	**What evidence level of criteria does this strategy meet?**	**How the intervention meets the definition of "Evidence Based"**	**Describe how the intervention will be monitored and evaluated for effectiveness.**	**Remove**
1-1	In each PLC meeting a new differentiation/intervention strategy will be presented by various faculty members.	Strong Evidence ▼	Specific research on differentiated instruction is limited. John Hattie's research places small group learning as the highest classroom composition impact with an effect size of .47. In addition, according to the ASCD publication	Records will be kept of presentation and shared among faculty members. Discussions of implementation will be held weekly in grade level PLC meetings.	☐

			Educational Leadership article in February 2010 | Volume 67 | Number 5 Meeting Students Where They Are Page s 79-81 "Although experts and practitioners acknowledge that the research on differentiated instruction as a specific practice is limited (Allan & Tomlinson, 2000; Anderson, 2007; Hall, 2002), solid research does validate a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978)."		
1-	A master block schedule	Strong Evidence ▼	John Hattie reports	Effectiveness	☐

	2	with protected core instruction and intervention/extension WIN time will be implemented schoolwide with coordinated scheduling of specials to provide for grade level planning time.		that Collective teacher efficacy has the highest effect size of the 150 influences on achievement with a 1.57. He defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment."	will be measured regularly through grade level CFAs.	
	1-3	Increase coordination between Tier 1 and Tier 2 instruction to provide deliberate and frequent practice opportunities.	Strong Evidence ▼	Program Outcomes: A study in Oregon and Massachusetts compared first graders taught in Enhanced Core Reading Instruction to those taught in a control group. Differences on Woodcock Johnson and SAT-10 scales favored the Enhanced Core Reading Instruction group, and these were significant for Woodcock-Johnson Word Attack and SAT-10 Word Reading, qualifying Enhanced Core Reading Instruction for the ESSA "Strong" category. Enhanced Core Reading Instruction is a multi-tiered reading intervention for kindergarten, first and second grade designed to meet the learning needs of students at-risk in reading. The	Effectiveness will be measured through I-Station and STAR benchmark and progress monitoring assessments.	☐

Enhanced Core Reading Instruction model increases the level of explicitness of core reading instruction by redesigning the core reading program to focus on critical reading content, to be clear and systematic, and to provide deliberate and frequent practice opportunities (Baker, Fien, &Baker, 2010; Carnine, Silbert, & Kame'enui, 1997; Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002). Further, through an additional daily, 30-minute, small group intervention, at-risk readers are pre-taught critical content that appears in the next day's core reading lesson, and are provided with more practice opportunities to learn critical reading skills and concepts. In small group lessons, at-risk readers are provided highly interactive and engaging learning opportunities.

Need 2	**Need Description:**	**SMART Goal:** ☐	
	Student writing skills impede their ability to demonstrate knowledge of content areas on the state standardized assessments. Targeting the skills of close reading and close writing, including writing in content areas needs to be increased. This is based on the evidence of below proficiency scores in these target strands in the data analysis of schoolwide ISAT scores.	As a staff we will raise the skill level of students by increasing the percentage of students	Remove

reaching grade level proficiency on PEG writing assessments to 80%.

Evidence-Based Interventions: Discussion Topics

#	**Intervention Strategy** *Please include a detailed description of who is going to do what, where, when and people involved.*	**What evidence level of criteria does this strategy meet?**	**How the intervention meets the definition of "Evidence Based"**	**Describe how the intervention will be monitored and evaluated for effectiveness.**	**Remove**
2-1	Using the rubric from the on PEG writing we will target writing instructional goals and align writing standards vertically K-6.	Strong Evidence ▼	According to the What Work Clearinghouse teaching students to use the writing process for a variety of purposes has strong evidence of improving writing skill.	School wide writing program will be implemented and grade level members of the PLC leadership team will report regularly on the progress.	☐
2-2	Teachers will use the PEG writing program to assist in providing prompt feedback to students.	Strong Evidence ▼	"PEG Writing is a web-based writing program designed to help students in grades 3-12 develop effective writing skills and maximize teacher instruction. This online writing tool gives educators and students unlimited access to custom writing prompts, electronic graphic organizers, automated scoring, instant feedback, portfolios, and interactive student tutorials. Using advanced, proven statistical techniques, PEG analyzes written prose, calculates more than 300 measures that reflect the intrinsic characteristics of writing (fluency, diction,	Regular review of the PEG writing documentation will be discussed in grade level PLC meetings.	☐

grammar, construction, etc.), and achieves results that are comparable to those of human scorers in terms of reliability and validity."

| | 2-3 | Representatives from the staff will observe in schools with high performances on writing standards and using the Professional Learning Community model, teachers will work together to increase the rigor of writing instruction. | Strong Evidence ▼ | The process of job-embedded professional development and reflective coaching is ongoing. Just as each child comes to the classroom with different skills, each teacher, likewise, comes to the classroom with different skills. For this reason alone, a single professional development approach cannot meet the needs of all teachers. When this fact is coupled with changing expectations, varying teachers' needs, and innovative use of time in a school or district, it becomes apparent that professional development services must be flexible and adaptable. A job embedded approach to professional development is a comprehensive yet nuanced way to accomplish this goal. | Appropriate PD will be provided to address specific needs. | ☐ |

Need 3

Need Description:
Students need to be more familiar with the testing format and tools available in the state test platform.

SMART Goal:
Each teacher (3-6) will use the interim block assessments (from ISAT) to expose our students to various testing formats and platforms prior to the summative ISAT test window.

☐
Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3-1	We will use the interim block assessments for the	Strong Evidence ▼	According to John Hattie's work	Regular review of the	☐

		ISAT to instruct students on the tools and features of the test platform as well as provide formative information for instruction to teachers.		providing formative evaluation has an effect size of 0.48. Ongoing formative assessment allows the teacher to guide the instruction to the end product. The Smarter Balanced ISAT Interim Assessments in Mathematics and English Language Arts (ELA)/Literacy complement the Smarter Balanced Summative Assessment System by: * Providing meaningful information to help determine student progress toward mastery of the Idaho Content Standards as measured by the ISAT Summative Assessment * Serving as an efficient source of items and performance tasks for assessing the Idaho Content Standards at strategic points during the school year * Yielding data on student skills and understanding in relevant areas of interest * Supporting teaching and learning by providing data that will inform instruction	ISAT interim data will be used to drive instruction.	
Need						

| 4 | **Need Description:** | | | **SMART Goal:** | ☐ |
| | | | | | Remove |

General achievement levels need to increase for the targeted subgroups of students with disabilities and English Learners to decrease the gap in proficiency scores between the subgroups and the general population.

Working as a school PLC we will decrease the gap in achievement scores for the subgroups:
Students with disabilities.
ELA from 45.4% to 35%
Math from 38.5% to 35% Met this goal in Spring 2019 at 32.7%
Limited English Proficiency
ELA from 39.1% to 35% Met this goal in Spring 2019 at 27.8%
Math from 52.6% to 45% Met this goal in Spring 2019 at 32.4%

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
4-1	Conference with current teachers informing them of the previous achievement level for students in their class in these subgroups.	Strong Evidence ▼	According to John Hattie's work Teaching: Focus On Implementation Method Implementation Using School-Wide Teaching Initiatives Interventions for students with learning needs has an effect size of 0.77;	Agendas from PLC meeting will include collaboration topics between the grade levels.	☐
4-2	Teachers will implement additional instructional strategies designed to target the learning needs of this subgroup in at least 1 lesson per week. Instructional strategies will be taken from the "Go To WIDA	Strong Evidence ▼	Hattie indicates Vocabulary programs have a 0.62 effect size rating. Teaching: Student Learning Strategies Learning Strategies Practice testing has an effect size of 0.54. Teaching: Student Learning Strategies Learning Strategies	The principal will review teacher lesson plans weekly.	☐

Strategies", Sheltered Instruction Observation Protocol (SIOP), and "Best Practices at Tier 1 for Elementary Schools". Specific strategies should be included for posting and explicitly teaching content and academic vocabulary. In addition, teachers should implement metacognitive strategies such as think alouds, problem solving, organizational tools , teacher modeling during instruction, clarifying, questioning, visualizing, planning and goal setting.			Strategy to integrate with prior knowledge has an effect of 0.93 Teaching: Teaching/Instruction Strategies Strategies Emphasizing Feedback has an effect of 0.70 Metacognitive strategies have an effect size of 0.60		
4-3	Regular, approx. monthly, progress monitoring in both reading and math will guide instructional decisions reflected in flexible grouping for intervention groups and instruction targeted to specific skills during intervention time.	Strong Evidence ▼	According to Hattie's research properly implemented Response to Intervention has an effect size of 1.29, and Learning goals vs. no goals has an effect of 0.68. The Jordan Teacher Evaluation Handbook indicator 53 states, " "Effective teachers monitor student achievement constantly. Monitoring allows them to make instructional decisions to adjust classroom activities based upon student need and performance. Such adjustment allows students to succeed at a consistently high rate."	I-Station and STAR progress monitoring reports will be used in PLC meetings to discuss grouping needs.	☐

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

In order to implement the interventions noted above, the following resources will need to be available to the school:
* Attendance at a professional conference for RTI
* chrome books available to the grade levels on a daily basis
* a strong cohesive RTI system of multiple tiers of intervention and support with flexible targeted instructional groups
* Title 1 paraprofessionals with training in instructional delivery of intervention programs
* Intervention programs that can be used in differentiated instructional groups which we already have include: Lexia, Waterford, Success Maker, Moby Max, Imagine Learning, Imagine Math, Phonics for Reading, PEG Writing, REWARDS, Read Naturally (server based), and Soar to Success in limited grade levels and/or in coordination with other schools for materials.
* Intervention materials needed and not currently readily available include offline resources that address targeted skill groups especially for upper grades to manage the 2 week sessions of targeted instructional time.
* Professional development needs to be provided for teachers in the use of CFAs and other diagnostic assessments such as the ISAT Interim Assessment and effective data retrieval to create flexible targeted instructional groups.
* Professional development for teachers in effective use of the resources and components of the Core Tier 1 instructional materials that would increase the rigor of Tier 1 instruction; such as the Journey's curriculum resources and Renaissance reports and resources.
* Determine core writing instructional curriculum, essential standards, and specific supports.
* Professional development to increase the rigor of Tier 1 instruction in vocabulary, text based evidence questions and answers, and effective writing strategies.
* A master block schedule with protected core instruction and intervention/extension time to be followed by the grade levels and monitored by the principal
* Writing rubrics established in each grade level and developed to correlate to Idaho State writing standards by comparing to given samples of grade level student work.
* Share with faculty the WIDA strategies and other ELA intervention/ differentiation strategies. Strategy demonstration mini-lessons conducted in each classroom.

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.

http://www.summithillstrailblazers.org/

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

Schoolwide Improvement Monitoring will include classroom observation, student progress monitoring, PLC minutes/input, staff feedback. Pre-, mid year, and post assessments of on demand writing data will be compiled and evaluated by the PLC to determine instructional targets. Targeted instructional groups will be fluid and reevaluated on a regular cycle determined by the PLC, using Common Formative Assessment data. The PLC teams will use the guiding questions: What do we want students to learn? How do we know if they learned it? What do we do if they don't? What do we do if they have? Teachers will be using common formative assessments and progress monitoring. The school Leadership team will monitor benchmark assessments to make adjustments in the materials reviewed during professional development sessions of PLC. Individual elements will be monitored and evaluated by the building principal during instructional walk throughs and teacher evaluations.
Success criteria will be 80% proficiency on essential targets and standards.

Upload Files

Files

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.