

Bruneau-Grand View

JOINT SCHOOL DISTRICT #365



Schoolwide Improvement Plan

2018-19

Mission

The Bruneau - Grand View School District provides a high quality education, preparing students for futures that enable them to be positive contributors to society.

Vision

Our learners are capable, confident, and embrace learning.

Core Values

We expect to be:

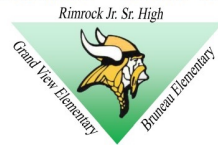
ETHICAL in our conduct – *We do what is right.*

RELIABLE in our actions – *We do what we say.*

RESPONSIBLE – *We are disciplined, dependable, conscientious, committed.*

JOINT SCHOOL DISTRICT No. 365

BRUNEAU – GRAND VIEW



June 2018

Dear BGV Stakeholders,

The Every Student Succeeds Act (ESSA) requires Title I Districts to participate in a Comprehensive Needs Assessment (Section 1114(b)(6)). Campuses operating a schoolwide Title I program (which BGV does) are required to conduct a comprehensive needs assessment of the entire school(s) that includes information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging State academic standards (IRI, ISAT, etc).

An eligible school, such as those at Grand View, Bruneau and Rimrock may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and as articulated in this schoolwide plan. According to ESSA, schools shall develop a Campus Improvement Plan that includes a description of the strategies the school will be implementing to address school needs, including:

- A description of how the strategies provide opportunities for all children to meet the challenging State academic standards
- The use of methods and instructional strategies which strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- Addressing the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

The following document is provided in compliance with Section 1114 of ESSA, and is made public at www.sd365.us . Questions regarding this plan shall be directed to the District's Superintendent, Ryan Cantrell.

Ryan Cantrell
Superintendent
Bruneau - Grand View School District

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
Ryan Cantrell	Superintendent/Principal	<input type="checkbox"/>
Patty Dalrymple	Federal Programs Director	<input type="checkbox"/>
Sarah Hall	Parent	<input type="checkbox"/>
Lexie Malika	Teacher, GVE	<input type="checkbox"/>
RaeLynn Schkade	Parent, School Board Member	<input type="checkbox"/>
Steve Boren	Parent, School Board Member	<input type="checkbox"/>

<p>School Leadership Team Discussion Topics</p>	<p>Our governance team is chaired by Mr. Ryan Cantrell, Principal of Bruneau Elementary and Superintendent for the Bruneau - Grand View School District. The team uses the decision-making process which includes (1) Command, (2) Consult and (3) Consensus. Commands are rarely used because they are decisions made with no involvement from other team members. Consultation decision making is used most frequently and is utilized an invitation is made to others to provide input in the decision making process. On rare occasion, consensus is used when the group needs to talk until everyone agrees upon one conclusion/ resolution. The team meets as needed-but does not have set regularly-scheduled time. Team members communicate with district leadership by talking face-to-face with them. Often, parents and members of this team merely converse with superintendent Cantrell in the hallway or set a time to meet with him face-to-face to discuss topics related to the schoolwide improvement plan. Agendas are set for this team by superintendent Cantrell, based on consult of information provided to him by the team. Formative and summative data is regularly provided to Trustees in regularly-schedule board meetings: this formative and summative data is then repeated to this decision-making team and used to help determine activities an implementation associated with the schoolwide improvement plan. It is the superintendent's responsibility for communicating with staff, families and other stakeholders.</p>
<p>School and Community Discussion Topics</p>	<p>The Grand View community employs many farmers and ranchers. Many community members are long-time families that have been in the area for multiple generations. Grand View Elementary serves between 65% and 75% free and reduced lunch in any given year. There is a small amount of new families that come to the area for a few year before leaving, so it does have a small transient feel at times.</p> <p>The enrollment of the Bruneau - Grand View School District has been reduced by roughly 50% since the mid-1990's when ranching and agricultural business was at its peak in the area. Enrollment has declined from approximately 650 students in the mid-1990's to roughly 305 students (current) in the past 25 years. During this time, the District has seen many administrators "come and go", with the average tenure lasting around 3-4 years for an administrator. Additionally, the District has experienced significant turnover in the Superintendent in the last ten years with seven parties serving in the Superintendent role (in one capacity or another) over a 10-year span. This leadership turnover also resulted in staffing turnover at the teacher-level; the district has experienced roughly 80% total turnover of certified teachers in the last eight years. Frequent turnover has had a significant adverse impact on student achievement, and relationships between the school and community and on staff morale. In recent years (the last four), this turnover has been reduced significantly as administrative leadership turnover has reduced. The district employed the same superintendent for 4.5 years and the same elementary principal for the last 4.0 years. The elementary principal is now serving as the superintendent (in his fifth year with the district), continuing this recent pattern of consistent district leadership and direction. As a result, staff turnover at the elementary has been drastically reduced in the last three years, replacing only three certified teachers during the previous two school years. The acting Superintendent (formerly the Elementary Principal) is now turning his attention to reducing turnover at the district's middle school/high school (Rimrock) as a means to help increase student achievement, staff morale and community support.</p>

Academic Achievement Discussion Topics

Please see the District's, 2017/18 Continuous Improvement plan for the school's academic achievement data (i.e., ISAT, IRI, etc.). The data suggest that Bruneau - Grand View learners leave kindergarten proficient (91% IRI 2018), but struggle to remain proficient (IRI) moving through 1st (58% proficient 2018) and 2nd (61% proficient 2018) grade. BGV implemented a number of changes to their elementary reading program and practices in 2017/18, which led to significantly increased reading (IRI) scores: Grand View Elementary (GVE) Kindergarten students were 91% proficient in (IRI) LSF; 1st grade was 69% proficient, up 17% from 2016/17; 2nd Grade was 60% proficient, up 16% from 2016/17; third grade was 62% proficient, at 8% from 2016/17. The data suggest that the changes made to the elementary reading program have created (significantly) increased student achievement success at the elementary level. The team will continue to discuss how to build upon these strengths and positive patterns while of exploring negative trends to understand and correct.

Student Learning Needs Discussion Topics

A trend can be seen in the IRI data which suggests that our early learners are dysfluent readers. While kindergarten proficiency remains high (91% in 2018, focusing only on letter sound fluency), word reading fluency is only (approximately) 58% (2018) proficient at the end of first grade. The team has identified this as a significant student learning need, which can affect BGV students throughout their academic (K-12) career. The team continues to analyze the data as far back as possible to determine root causes, whether related to teacher retention, curricula materials, or specific student group characteristics etc.

Core Curriculum Discussion Topics

2nd through 5th-grade students at Grand View Elementary participate in the core reading curriculum: National Geographic Reach for Reading. The state of Idaho considers the National Geographic Reach for Reading to be a 'recommended comprehensive K-5 ELA/Literacy program', finding 86% CCSS alignment and 96% Material Analysis alignment in the 3rd grade supported curriculum:
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/ela/idaho-core-comprehensive/Recommended-Comprehensive-Grade-K-5-Programs.pdf>

Kindergarten and 1st-grade students at Grand View Elementary participate in the core reading curriculum: Scott Foresman's Reading Street. The state of Idaho considers the Scott Foresman's Reading Street to be a 'highly recommended comprehensive K-5 ELA/literacy program', finding 99% CCSS alignment and 100% Material Analysis alignment in the Kindergarten supported curriculum:
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/ela/idaho-core-comprehensive/Highly-Recommended-Comprehensive-Grade-K-5-Programs.pdf>

Students K-5 at Grand View Elementary participate in the core math curriculum: EngageNY. The state of Idaho considers EngageNY (similar to Eureka Math) to be a core math curriculum, with recommendations ranging from 'basic' to comprehensive (depending on the grade level of the curriculum):
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/math/core-math-k-5.pdf>

Fidelity to the supported curriculum program is supported, promoted and maintained by the building-level administrator who also serves as the instructional coach for the certified teachers. The building-level administrator is supported by the Federal Program: Dir., who assists the building-level administrator in overseeing fidelity to the core reading and math supported curriculum.

Core Instruction Discussion Topics

Teachers are trained to use formative and summative data to adjust their instruction. Triannually, each elementary student is benchmarked with AIMSweb assessments to determine their initial levels of ELA and Math proficiency - based on these initial assessments, teachers design their Tier II and Tier III reading & math intervention groups, and adjust their annual ELA & Math curriculum maps to meet the needs of their learners. Students participating in Tier II & Tier III reading & math intervention groups engage in weekly/bi-weekly AIMSweb assessments to determine the effect(s) of the interventions so that teachers can adjust their instruction accordingly to meet the needs of learners in the classroom.

BGV teachers use ISAT data 3rd-5th to further determine individual student needs base on last spring's summative assessment data. In 2018/19, BGV teachers will use interim ISAT assessment data as a formative assessment tool to further diagnose individual

learning needs and adjust classroom instruction and curriculum maps accordingly throughout the school year.

Alignment of teaching and Learning Discussion Topics

Elementary teachers from both elementary schools meet together monthly during PLCs so that same grade level teachers can collaborate on content and pacing (including revising curriculum maps). Additionally, teachers collaborate frequently with other grade levels (above and below - vertically) to ensure the effective sequence of learning from Kindergarten through 5th grade; this collaboration occurs during monthly PD's, during PLC's and to a lesser degree during staff meetings.

During the 2017/18 SY, elementary teachers met monthly during professional development times to identify essential standards and ensure vertical alignment of the district's written ELA, math, social studies & science curriculum. The proposed written curriculum was formally adopted by the District in May 2018 when Trustees voted to approve the written curriculum. The approved written curriculum was then used to evaluate our supported curricula and recommend changes (to the board of trustees) as appropriate. Lastly, the approved written curriculum (with identified essential standards) was used to develop and refine our standards-based report cards, grades kindergarten through fifth grade.

Universal Screening Discussion Topics

BGV elementary schools use AIMSweb to screen and progress monitor students in both ELA and math; all students are screened triannually in ELA & math - those who require intervention participate in weekly or bi-weekly progress monitoring (depending on the assessment and intervention).

Kindergarten students are screened using AIMSweb (ELA) LNF, LSF and (math) QD. 1st and 2nd-grade students are screened using AIMSweb (ELA) R-CBM probes and (math) M-COMP & M-CAP assessments. 3rd-grade students participate in (ELA) R-CBM & Maze probes and (math) M-COMP & M-CAP assessments. 4th and 5th-grade students participate in triennial (ELA) Maze probes and (math) M-CAP assessments. AIMSweb assessments are norm-referenced, with cut scores for intervention recommendations and correlations to student achievement. Clear decision rules for determining participation in interventions are discussed, clarified and defined within the context of the PLC - the building-level administrator leads this conversation. Follow-up procedures (intervention, progress monitoring, intervention participation, data-based decision making, etc.) are outlined in BGV's Intervention Manual and implemented during BGV elementary PLC's. Title I teachers, Federal Programs Director and EL staff are included in these data team meetings & PLC's as appropriate.

Performance on triannual screeners, as well as progress monitoring, are reported to parents at Parent-Teacher conferences and at the end of the year. They are also available on-demand if requested by parents, teachers, or administration.

Tiered Instruction and Academic Interventions Discussion Topics

BGV elementary schools have master-scheduled, daily, tier II reading & math interventions. Classroom teachers and paraprofessionals (under the direct guidance and supervision of the classroom teacher) deliver these evidence-based and scientifically research-based reading & math interventions. Title I Teachers & BGV's Title I Director help teachers in selecting appropriate interventions during PLC's, based on the needs of the students and the data from universal screeners and diagnostic assessments (such as the Core Phonics Survey). Specific intervention curricula and practices are available upon request, in BGV's Response to Intervention Manual. Master-scheduled reading interventions occur at the same time for all grade levels so that students can "walk to" appropriate interventions, based on the needs of the students and the data from universal screeners and diagnostic assessments.

BGV elementary schools provide Tier III pull-out reading interventions for high-needs learners, based on their response to tier II interventions. Tier III interventions occur daily for 15-20 minutes working in very small groups (or individually) using materials and best practices specific to their individual needs. BGV's Title I Director coordinates the instructional materials for Tier III interventions with what they are receiving in Tier II to enhance learning for these high-needs learners. Progress is monitored weekly by the Title I Director.

Learning Time Discussion Topics

BGV has a four day school week. Classroom instruction begins at 8:00 am - students are dismissed at 3:50 pm. BGV has an administrator-provided master schedule, with 90 minutes of core reading instruction, 60 minutes of core math instruction, 30 minutes of tier II reading intervention and 30 minutes of tier II math intervention built into the daily schedule. Tier III reading interventions are not built into the master-schedule but instead are scheduled individually based on the availability of the student requiring the services. Based on this model, all students are able to participate in the core reading & math programs as well as the tier II reading & math interventions/enrichment. Students who d

not require tier II reading/math interventions participate in enrichment activities designed by their classroom teacher; often including online learning such as Zearn, Khan Academy, Plato, ToDo Math, etc. Summer school is no longer part of the intervention process at BGV, starting in the summer of 2017/18. BGV's Board of Trustees & school administration conducted a cost/benefit analysis of summer school, and determined that the cost/benefit was NOT money well spent in BGV - rather, BGV staffed and implemented a tier III reading intervention within the school day in order to benefit all students who require the additional support.

Non-Academic Student Needs Discussion Topics

BGV engages the building-level administrator to meet the primary mental health/behavioral counseling needs of BGV elementary students. BGV employs a counselor, but the counselor's role is primarily an academic counselor at Rimrock (BGV 6-12 school). On rare occasion, BGV administration will ask the counselor to engage students as a means to meet mental health/behavioral counseling needs of BGV elementary students - more often, the counselor will refer families to community-based services available to meet the family's needs.

Specialized support services include special-education (including 504 services) and a gifted/talented program. Mr. Cantrell, the district's Superintendent, serves a dual role as the district's Special Education Director (Mr. Cantrell has a work history & M.Ed. in Special Education). BGV is actively working on a peer mentor program, designed by students in the district's gifted/talented program.

Well-rounded Education Discussion Topics

The BGV School District Provides a well-rounded education. Despite cuts to programming in the early 2000's, BGV has maintained a physical education program and a music program at Grand View Elementary-offering each, twice per week. Additionally, students are actively and intentionally engaged in the academic use of technology, including iOS and PC platforms (including keyboarding). Grand View Elementary relies on the consistent and dedicated volunteer support to maintain school's art program, which students engage in weekly or bi-weekly. Lastly, the social/emotional learning of Grand View Elementary students is of paramount importance to Grand View Elementary staff and administration; students participate in multi-grade community groups each morning for 30 minutes, studying conflict resolution, growth mindset, specific character traits, and how to use the golden rule to reduce bullying (Tom Thelen's VictimProof).

Additional Opportunities For Learning Discussion Topics

This area has limited relevance to Grand View Elementary. BGV elementary schools offer gifted and talented services to students who qualify. A certified teacher provides these services daily. The teacher is awarded a stipend to coordinate the GT program at the school level, under the direction and supervision of the district's Special Services Director.

School Transitions Discussion Topics

Students transitioning out of Grand View Elementary, from fifth grade to sixth grade, participate in a comprehensive, multi-day transition plan in which sixth grade teachers come to Grand View Elementary to introduce themselves before current 5th-grade students travel to the middle school to meet with a 6th-grade peer mentor and shadow them through the course of a typical school day. Additionally, fifth grade students travel to the middle school to participate in "special events" to acclimate them to the new facilities. Lastly, the middle school hosts a 6th-grade transition night in the fall, to ensure that incoming students (with their parents) have their schedule, have seen their classroom(s) and have walked the course of their schedule through the hallways including practicing getting into their lockers.

Professional Development Discussion Topics

BGV offers SIGNIFICANT levels of professional development to its educators. BGV school district provides targeted and explicit professional development 8 hours each month, on the fifth day of the week (one Friday a month) to not disrupt the instructional schedule for students. Teachers engage in PLC's every month, in addition to this professional development. Lastly, teachers participate in staff meetings bi-weekly, to ensure they have the tools necessary to implement the knowledge learned in PD's & PLC.

Professional development is developed based on the District's Strategic Plan, focused on continuously improving our Culture and Climate, Student Engagement, and Student Achievement. These monthly PDs are typically provided by district staff, training the specific content area of focus. On occasion, experts in particular topics are contracted as a means to meet the training goals identified by school administration. Classified staff receive the same PD opportunities as certified staff, focusing on their core/essential duties (as well as on improving our Culture and Climate, Student Engagement, and Student Achievement).

Professional development related to the school's culture and climate centers around trainings from the Arbinger Institute, from VitalSmarts (Crucial Conversations) and from The Table Group (Patrick Lencioni). These 3 philosophies are integral pieces to BGV's positive culture and climate, used in our hiring practices and outline the basic expectations of how staff treat one another and our stakeholders. Professional development focused on student engagement is provided through course studies such as Conscious Classroom Management, using GLAD Strategies, studying and understanding the Teaching Reading Sourcebook and training in Project-Based Learning. Professional development centering around student achievement includes training in NWEA MAP Assessment data analysis, the use of AllMe benchmark & progress monitoring to adjust teaching (and developing interventions), breaking down ISAT data to use as formative assessment tool the following year (for lesson planning) and training in the use of interim ISAT assessments as a means of formative data collection (to adjust teaching strategies during the course of the school year).

Annually, all staff receive guidance on meeting the unique needs of migrant students, English learners, and those students under McKinney-Vento. Additionally, further training is given as needed during biweekly staff meetings to meet the needs of these students. Specific to English learners, training is given on WIDA Can Do Descriptors and English Language Development Standards.

Family and Community Engagement Discussion Topics

BGV does have a Parent Involvement Policy that is in need of revising. Grand View Elementary engages families through Title I reading and math nights, through PBL presentation nights, through parent and student-led parent-teacher conferences and in the process of PBL's (entry events in the community, guest speakers during the projects field trips during the learning experiences and in the community-based products created by the students).

Information about our Title I services and what it looks like in each of our schools is given to parents at the beginning of each school year.

Recruitment and Retention of Effective Teachers Discussion Topics

100% of the teachers at Grand View Elementary meet state certification requirements. The Bruneau-Grand View School District uses board-approved hiring practices to recruit and hire highly effective teachers and staff members (<https://drive.google.com/drive/folders/0B44GTyJlh5Q6V3ZoLU5za1V6Yms?usp=sharing>). The BGV Executive Leadership Team (ELT) designed the now board-approved hiring practices, based on the well-defined BGV Applicant Handbook (<https://drive.google.com/file/d/1Cz8Mm-0v0Axm7e4D7uBMvF4BOs8LH9bm/view?usp=sharing>). Adherence to these documents of best practice significantly increases the retention of highly effective teachers by pairing mission-match employees with BGV. In pairing employees who already understand and believe in BGV's mission, we have significantly increased the retention of our best staff.

Coordination and Integration With Other Programs Discussion Topics

Very few of these federal, state and local services are applicable to Grand View Elementary. Being a small rural school district (320 students in district, about 100 at Grand View Elementary), BGV administrators wear many "hats" and we ALL serve multiple roles. As a result, a few of us (five employees or so) serve ALL of the roles typically associated with central administration. Therefore, it is easy to coordinate the planning and implementation of the support and improvement activities targeted to improve student services.

Plan Components

1. Prioritized Needs:

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.

Need Description	SMART Goal	Remove
Improve ELA ISAT scores in 5th grade.	By Spring 2019, 5th-Grade students at Grand View Elementary will increase their ELA achievement on the ISAT as indicated by proficient/advanced scores by at least 5% from 10% proficient to at least 15% proficient when compared to 2018 data.	<input type="checkbox"/>
Improve math ISAT scores in 4th grade.	By Spring 2019, 4th-Grade students at Grand View Elementary will increase their math achievement on the ISAT as indicated by proficient/advanced scores by at least 5% from 15% proficient to at least 20% proficient when compared to 2018 data.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion

Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<p>Beginning in the fall of 2018, Grand View Elementary students will participate in the formative ISAT interim assessments (both math & ELA), designed to help teachers better understand the strengths and needs of their students during the course of the school year, allowing them to adjust teaching to match student needs.</p>	<p>Promising Evidence</p>	<p>Nancy Thomas-Price (Idaho SDE) has indicated a correlation between districts who use the interim assessments as formative assessments (to adjust teaching), with improved ISAT student achievement scores on the summative ISAT's in spring.</p>	<input type="checkbox"/>
<p>Reading Comprehension, Tier II interventions for students 3rd through 5th.</p>	<p>Strong Evidence</p>	<p>Making Connections (EPS) is a direct, systematic, and interactive comprehension program that teaches students specific reading and comprehension strategies to build their reading comprehension. Making Connections focuses on (1) Identifying Detail, (2) Sequencing Main Idea, (3) Compare and Contrast, (4) Drawing Conclusions/ Predicting Outcomes, (5) Fact and Opinion, (6) Cause and Effect and (7) Figurative Language Bias and Prejudice. In doing so, it explicitly teaching our older elementary students the reading comprehension skills they need from a Tier II reading intervention.</p> <p>M.C. supports students by modeling, guiding, and then coaching students to independence. Fiction and nonfiction texts are tied to content-area topics to prepare our GVE students to analyze and interpret diverse materials across content-areas... including text read in the ISAT. FCRR found M.C. to be a valid and reliable source for Tier II reading comprehension intervention: http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/products/making-connections/MC_FCRRreport.pdf?ext=.pdf</p>	<input type="checkbox"/>
<p>Repeated Reading intervention - Tier II & III, 1st through 5th.</p>	<p>Strong Evidence</p>	<p>GVE uses a repeated reading program, developed from the best-practices described in the Teaching Reading Sourcebook and Florida Center for Reading Research. Our repeated reading program is focused on building reading fluency while incorporating vocabulary to increase rapid word retrieval and improve reading comprehension. Traditionally, GVE has used this particular repeated reading as a Tier II and/or III reading intervention aimed to increase oral reading fluency to 100+ wpm. This intervention is often used with students who have developed initial word reading skills (phonemic decoding) but demonstrate inadequate reading fluency for their grade level, or when their reading fluency negatively affects their reading comprehension. GVE has 4+ years of evidence, as indicated by AIMSweb R-CBM progress monitoring data, that the repeated reading program is successful (as defined by increasing their reading fluency) with 80%+ of students to engage in the program.</p>	<input type="checkbox"/>
<p>Project-Based Learning.</p>	<p>Promising Evidence</p>	<p>In conversation with teachers and stakeholders, it became evident that Grand View Elementary students possess many of the basic academic skill sets necessary for academic success, but lack the grit, perseverance and problem-solving required for success on more substantial and rigorous academic achievement assessment such as the summative ISAT. Project-Based Learning guides work on a project over an extended period – roughly eight weeks – that</p>	<input type="checkbox"/>

		engages them in solving a real-world problem and answering a sophisticated and multi-pronged question. In doing so, students must engage with a problem for long periods of time, working to find a deeper/more difficult solution.	
Tier II math interventions	Moderate Evidence	GVE uses a variety of instructional practices and approaches during tier II math interventions. Interventions range from readily-available programs and applications such as Zearn (tied to EngageNY), Reflex Math (research-based program to develop fact fluency), ToDo Math (iPad app) to teacher-created and student-specific interventions, based on an item analysis from their SIMSweb M-CAP data. Tier II math interventions are supported by classroom teachers with the aid of a Title I paraprofessional - provided daily (30 minutes) as part of GVE's master schedule.	<input type="checkbox"/>

3. Identify the resources needed to implement the above Intervention Strategies.

GVE administration will need initial training and support from our state department of education on how to effectively administer ISAT interim assessments with our students.

GVE has been participating in project-based learning, to varying degrees, for two full school year's. We have visited a well-known and respected Expeditionary Learning school in our area (Anser Charter School) multiple times over the last four years to better understand best the PBL model and effectively implement PBL in the classroom. Additionally, GVE is working to partner with BIE (Buck Institute for Education) during the 2018/19 school year (pending cost estimate) to better-train all BGV staff in PBL best practices.

Reading and math interventions are well-established at Grand View Elementary, and regularly practiced as part of the schoolwide master schedule. Teachers are well-trained in the art of data collection (progress monitoring via AIMSweb and other norm-referenced assessments).

Grand View Elementary already has the staff hired & train to provide high-quality Tier II math interventions and Tier II & III reading interventions to our struggling learners.

4. 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.

This plan will be made available on our website, at www.sd365.us

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

BGV's ELT (Executive Leadership Team) will monitor and evaluate the plan for effectiveness, as part of the regularly-scheduled ELT meetings.

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under

- each such program; and
- B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: rcantrell@sd365.us at 6/27/2018 10:35:14 AM

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
Brooklyn Kunsky	Parent	<input type="checkbox"/>
Ryan Cantrell	Superintendent/Principal	<input type="checkbox"/>
Patty Dalrymple	Federal Programs	<input type="checkbox"/>
Susan Wampler	Lead Teacher, BES	<input type="checkbox"/>
RaeLynn Schkade	School Board Member	<input type="checkbox"/>

<p>School Leadership Team Discussion Topics</p>	<p>Our governance team is chaired by Mr. Ryan Cantrell, Principal of Bruneau Elementary and Superintendent for the Bruneau - Grand View School District. The team uses the decision-making process which includes (1) Command, (2) Consult and (3) Consensus. Commands are rarely used because they are decisions made with no involvement from other team members. Consultation decision making is used most frequently and is utilized an invitation is made to others to provide input in the decision making process. On rare occasion, consensus is used when the group needs to talk until everyone agrees upon one conclusion/ resolution. The team meets as needed-but does not have set regularly-scheduled time. Team members communicate with district leadership by talking face-to-face with them. Often, parents and members of this team merely converse with superintendent Cantrell in the hallway or set a time to meet with him face-to-face to discuss topics related to the schoolwide improvement plan. Agendas are set for this team by superintendent Cantrell, based on consult of information provided to him by the team. Formative and summative data is regularly provided to Trustees in regularly-schedule board meetings: this formative and summative data is then repeated to this decision-making team and used to help determine activities an implementation associated with the schoolwide improvement plan. It is the superintendent's responsibility for communicating with staff, families and other stakeholders.</p>
<p>School and Community Discussion Topics</p>	<p>The Bruneau community employs many farmers and ranchers. Many community members are long-time families that have been in the area for multiple generations. Bruneau Elementary serves between 60% and 70% free and reduced lunch in any given year.</p> <p>The enrollment of the Bruneau - Grand View School District has been reduced by roughly 50% since the mid-1990's when ranching and agricultural business was at its peak in the area. Enrollment has declined from approximately 650 students in the mid-1990's to roughly 305 students (current) in the past 25 years. During this time, the District has seen many administrators "come and go", with the average tenure lasting around 3-4 years for an administrator. Additionally, the District has experienced significant turnover in the Superintendent in the last ten years with seven parties serving in the Superintendent role (in one capacity or another) over a 10-year span. This leadership turnover also resulted in staffing turnover at the teacher-level; the district has experienced roughly 80% total turnover of certified teachers in the last eight years. Frequent turnover has had a significant adverse impact on student achievement, and relationships between the school and community and on staff morale. In recent years (the last four), this turnover has been reduced significantly as administrative leadership turnover has reduced. The district employed the same superintendent for 4.5 years and the same elementary principal for the last 4.0 years. The elementary principal is now serving as the superintendent (in his fifth year with the district), continuing this recent pattern of consistent district leadership and direction. As a result, staff turnover at the elementary has been drastically reduced in the last three years, replacing only two certified teachers during the previous two school years. The acting Superintendent (formerly the Elementary Principal) is now turning his attention to reducing turnover at the district's middle school/high school (Rimrock) as a means to help increase student achievement, staff morale and community support.</p>
<p>Academic Achievement Discussion Topics</p>	<p>Please see the District's, 2017/18 Continuous Improvement plan for the school's academic achievement data (i.e., ISAT, IRI, etc.). The data suggest that Bruneau - Gran</p>

View learners leave kindergarten proficient (91% IRI 2018), but struggle to remain proficient (IRI) moving through 1st (58% proficient 2018) and 2nd (61% proficient 2018) grade. BGV implemented a number of changes to their elementary reading program and practices in 2017/18, which led to significantly increased reading (IRI) scores: Grand View Elementary (GVE) Kindergarten students were 91% proficient in (IRI) LSF; 1st grade was 69% proficient, up 17% from 2016/17; 2nd Grade was 60% proficient, up 16% from 2016/17; third grade was 62% proficient, at 8% from 2016/17. The data suggest that the changes made to the elementary reading program have created (significantly) increased student achievement success at the elementary level. The team will continue to discuss how to build upon these strengths and positive patterns while of exploring negative trends to understand and correct.

Student Learning Needs Discussion Topics

A trend can be seen in the IRI data which suggests that our early learners are dysfluent readers. While kindergarten proficiency remains high (91% in 2018, focusing only on letter sound fluency), word reading fluency is only (approximately) 58% (2018) proficient at the end of first grade. The team has identified this as a significant student learning need, which can affect BGV students throughout their academic (K-12) career. The team continues to analyze the data as far back as possible to determine root causes, whether related to teacher retention, curricula materials, or specific student group characteristics etc.

Core Curriculum Discussion Topics

2nd through 5th-grade students at Bruneau Elementary participate in the core reading curriculum: National Geographic Reach for Reading. The state of Idaho considers the National Geographic Reach for Reading to be a 'recommended comprehensive K-5 ELA/Literacy program', finding 86% CCSS alignment and 96% Material Analysis alignment in the 3rd grade supported curriculum:
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/ela/idaho-core-comprehensive/Recommended-Comprehensive-Grade-K-5-Programs.pdf>

Kindergarten and 1st-grade students at Bruneau Elementary participate in the core reading curriculum: Scott Foresman's Reading Street. The state of Idaho considers the Scott Foresman's Reading Street to be a 'highly recommended comprehensive K-5 ELA/literacy program', finding 99% CCSS alignment and 100% Material Analysis alignment in the Kindergarten supported curriculum:
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/ela/idaho-core-comprehensive/Highly-Recommended-Comprehensive-Grade-K-5-Programs.pdf>

Students K-5 at Bruneau Elementary participate in the core math curriculum: EngageNY. The state of Idaho considers EngageNY (similar to Eureka Math) to be a core math curriculum, with recommendations ranging from 'basic' to comprehensive (depending on the grade level of the curriculum):
<http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/math/core-math-k-5.pdf>

Fidelity to the supported curriculum program is supported, promoted and maintained by the building-level administrator who also serves as the instructional coach for the certified teachers. The building-level administrator is supported by the Federal Program: Dir., who assists the building-level administrator in overseeing fidelity to the core reading and math supported curriculum.

Core Instruction Discussion Topics

Teachers are trained to use formative and summative data to adjust their instruction. Triannually, each elementary student is benchmarked with AIMSweb assessments to determine their initial levels of ELA and Math proficiency - based on these initial assessments, teachers design their Tier II and Tier III reading & math intervention groups, and adjust their annual ELA & Math curriculum maps to meet the needs of their learners. Students participating in Tier II & Tier III reading & math intervention groups engage in weekly/bi-weekly AIMSweb assessments to determine the effect(s) of the interventions so that teachers can adjust their instruction accordingly to meet the needs of learners in the classroom.

BGV teachers use ISAT data 3rd-5th to further determine individual student needs base on last spring's summative assessment data. In 2018/19, BGV teachers will use interim ISAT assessment data as a formative assessment tool to further diagnose individual learning needs and adjust classroom instruction and curriculum maps accordingly throughout the school year.

Alignment of teaching and Learning Discussion Topics

Elementary teachers from both elementary schools meet together monthly during PLCs so that same grade level teachers can collaborate on content and pacing (including revising curriculum maps). Additionally, teachers collaborate frequently with other grade levels (above and below - vertically) to ensure the effective sequence of learning from Kindergarten through 5th grade; this collaboration occurs during monthly PD's, during PLC's and to a lesser degree during staff meetings.

During the 2017/18 SY, elementary teachers met monthly during professional development times to identify essential standards and ensure vertical alignment of the district's written ELA, math, social studies & science curriculum. The proposed written curriculum was formally adopted by the District in May 2018 when Trustees voted to approve the written curriculum. The approved written curriculum was then used to evaluate our supported curricula and recommend changes (to the board of trustees) as appropriate. Lastly, the approved written curriculum (with identified essential standards) was used to develop and refine our standards-based report cards, grades kindergarten through fifth grade.

Universal Screening Discussion Topics

BGV elementary schools use AIMSweb to screen and progress monitor students in both ELA and math; all students are screened triannually in ELA & math - those who require intervention participate in weekly or bi-weekly progress monitoring (depending on the assessment and intervention).

Kindergarten students are screened using AIMSweb (ELA) LNF, LSF and (math) QD. 1st and 2nd-grade students are screened using AIMSweb (ELA) R-CBM probes and (math) M-COMP & M-CAP assessments. 3rd-grade students participate in (ELA) R-CBM & Maze probes and (math) M-COMP & M-CAP assessments. 4th and 5th-grade students participate in triennial (ELA) Maze probes and (math) M-CAP assessments. AIMSweb assessments are norm-referenced, with cut scores for intervention recommendations and correlations to student achievement. Clear decision rules for determining participation in interventions are discussed, clarified and defined within the context of the PLC - the building-level administrator leads this conversation. Follow-up procedures (intervention, progress monitoring, intervention participation, data-based decision making, etc.) are outlined in BGV's Intervention Manual and implemented during BGV elementary PLC's. Title I teachers, Federal Programs Director and EL staff are included in these data team meetings & PLC's as appropriate.

Performance on triannual screeners, as well as progress monitoring, are reported to parents at Parent-Teacher conferences and at the end of the year. They are also available on-demand if requested by parents, teachers, or administration.

Tiered Instruction and Academic Interventions Discussion Topics

BGV elementary schools have master-scheduled, daily, tier II reading & math interventions. Classroom teachers and paraprofessionals (under the direct guidance and supervision of the classroom teacher) deliver these evidence-based and scientifically research-based reading & math interventions. Title I Teachers & BGV's Title I Director help teachers in selecting appropriate interventions during PLC's, based on the needs of the students and the data from universal screeners and diagnostic assessments (such as the Core Phonics Survey). Specific intervention curricula and practices are available upon request, in BGV's Response to Intervention Manual. Master-scheduled reading interventions occur at the same time for all grade levels so that students can "walk to" appropriate interventions, based on the needs of the students and the data from universal screeners and diagnostic assessments.

BGV elementary schools provide Tier III pull-out reading interventions for high-needs learners, based on their response to tier II interventions. Tier III interventions occur daily for 15-20 minutes working in very small groups (or individually) using materials and best practices specific to their individual needs. BGV's Title I Director coordinates the instructional materials for Tier III interventions with what they are receiving in Tier II to enhance learning for these high-needs learners. Progress is monitored weekly by the Title I Director.

Learning Time Discussion Topics

BGV has a four day school week. Classroom instruction begins at 8:00 am - students are dismissed at 3:50 pm. BGV has an administrator-provided master schedule, with 90 minutes of core reading instruction, 60 minutes of core math instruction, 30 minutes of tier II reading intervention and 30 minutes of tier II math intervention built into the daily schedule. Tier III reading interventions are not built into the master-schedule but instead are scheduled individually based on the availability of the student requiring the services. Based on this model, all students are able to participate in the core reading & math programs as well as the tier II reading & math interventions/enrichment. Students who do not require tier II reading/math interventions participate in enrichment activities designed by their classroom teacher; often including online learning such as Zearn, Khan

Academy, Plato, ToDo Math, etc. Summer school is no longer part of the intervention process at BGV, starting in the summer of 2017/18. BGV's Board of Trustees & school administration conducted a cost/benefit analysis of summer school, and determined that the cost/benefit was NOT money well spent in BGV - rather, BGV staffed and implemented a tier III reading intervention within the school day in order to benefit all students who require the additional support.

Non-Academic Student Needs Discussion Topics

BGV engages the building-level administrator to meet the primary mental health/behavioral counseling needs of BGV elementary students. BGV employs a counselor, but the counselor's role is primarily an academic counselor at Rimrock (BGV 6-12 school). On rare occasion, BGV administration will ask the counselor to engage students as a means to meet mental health/behavioral counseling needs of BGV elementary students - more often, the counselor will refer families to community-based services available to meet the family's needs.

Specialized support services include special-education (including 504 services) and a gifted/talented program. Mr. Cantrell, the district's Superintendent, serves a dual role as the district's Special Education Director (Mr. Cantrell has a work history & M.Ed. in Special Education). BGV is actively working on a peer mentor program, designed by students in the district's gifted/talented program.

Well-rounded Education Discussion Topics

The BGV School District Provides a well-rounded education. Despite cuts to programming in the early 2000's, BGV has maintained a physical education program and music program at Bruneau Elementary-offering each, twice per week. Additionally, students are actively and intentionally engaged in the academic use of technology, including iOS and PC platforms (including keyboarding). Bruneau Elementary relies on the consistent and dedicated volunteer support to maintain school's art program, which students engage in weekly. Lastly, the social/emotional learning of Bruneau Elementary students is of paramount importance to Bruneau Elementary staff and administration; students participate in multi-grade community groups each morning for 30 minutes, studying conflict resolution, growth mindset, specific character traits, and how to use the golden rule to reduce bullying (Tom Thelen's VictimProof).

Additional Opportunities For Learning Discussion Topics

This area has limited relevance to Bruneau Elementary. BGV elementary schools offer gifted and talented services to students who qualify. A certified teacher provides these services daily. The teacher is awarded a stipend to coordinate the GT program at the school level, under the direction and supervision of the district's Special Services Director.

School Transitions Discussion Topics

Students transitioning out of Bruneau Elementary, from fifth grade to sixth grade, participate in a comprehensive, multi-day transition plan in which sixth grade teachers come to Bruneau Elementary to introduce themselves before current 5th-grade students travel to the middle school to meet with a 6th-grade peer mentor and shadow them through the course of a typical school day. Additionally, fifth grade students travel to the middle school to participate in "special events" to acclimate them to the new facilities. Lastly, the middle school hosts a 6th-grade transition night in the fall, to ensure that incoming students (with their parents) have their schedule, have seen their classroom(s) and have walked the course of their schedule through the hallways including practicing getting into their lockers.

Professional Development Discussion Topics

BGV offers SIGNIFICANT levels of professional development to its educators. BGV school district provides targeted and explicit professional development 8 hours each month, on the fifth day of the week (one Friday a month) to not disrupt the instructional schedule for students. Teachers engage in PLC's every month, in addition to this professional development. Lastly, teachers participate in staff meetings bi-weekly, to ensure they have the tools necessary to implement the knowledge learned in PD's & PLC.

Professional development is developed based on the District's Strategic Plan, focused on continuously improving our Culture and Climate, Student Engagement, and Student Achievement. These monthly PDs are typically provided by district staff, training the specific content area of focus. On occasion, experts in particular topics are contracted as a means to meet the training goals identified by school administration. Classified staff receive the same PD opportunities as certified staff, focusing on their core/essential duties (as well as on improving our Culture and Climate, Student Engagement, and Student Achievement).

Professional development related to the school's culture and climate centers around trainings from the Arbinger Institute, from VitalSmarts (Crucial Conversations) and from

The Table Group (Patrick Lencioni). These 3 philosophies are integral pieces to BGV's positive culture and climate, used in our hiring practices and outline the basic expectations of how staff treat one another and our stakeholders. Professional development focused on student engagement is provided through course studies such as Conscious Classroom Management, using GLAD Strategies, studying and understanding the Teaching Reading Sourcebook and training in Project-Based Learning. Professional development centering around student achievement includes training in NWEA MAP Assessment data analysis, the use of AllMe benchmark & progress monitoring to adjust teaching (and developing interventions), breaking down ISAT data to use as formative assessment tool the following year (for lesson planning) and training in the use of interim ISAT assessments as a means of formative data collection (to adjust teaching strategies during the course of the school year).

Annually, all staff receive guidance on meeting the unique needs of migrant students, English learners, and those students under McKinney-Vento. Additionally, further training is given as needed during biweekly staff meetings to meet the needs of these students. Specific to English learners, training is given on WIDA Can Do Descriptors and English Language Development Standards.

Family and Community Engagement Discussion Topics

BGV does have a Parent Involvement Policy that is in need of revising. Bruneau Elementary engages families through Title I reading and math nights, through PBL presentation nights, through parent and student-led parent-teacher conferences and in the process of PBL's (entry events in the community, guest speakers during the projects field trips during the learning experiences and in the community-based products created by the students).

Information about our Title I services and what it looks like in each of our schools is give to parents at the beginning of each school year.

Recruitment and Retention of Effective Teachers Discussion Topics

100% of the teachers at Bruneau Elementary meet state certification requirements. The Bruneau-Grand View School District uses board-approved hiring practices to recruit, interview and hire highly effective teachers and staff members (<https://drive.google.com/drive/folders/0B44GTyJlh5Q6V3ZoLU5za1V6Yms?usp=sharing>). The BGV Executive Leadership Team (ELT) designed the now board-approved hiring practices, based on the well-defined BGV Applicant Handbook (<https://drive.google.com/file/d/1Cz8Mm-0v0Axm7e4D7uBMvF4BOs8LH9bm/view?usp=sharing>). Adherence to these documents of best practice significantly increases the retention of highly effective teachers by pairing mission-match employees with BGV. In pairing employees who already understand and believe in BGV's mission, we have significantly increased the retention of our best staff.

Coordination and Integration With Other Programs Discussion Topics

Very few of these federal, state and local services are applicable to Bruneau Elementary. Being a small rural school district (320 students in district, about 50 at Bruneau Elementary), BGV administrators wear many "hats" and we ALL serve multiple roles. As a result, a few of us (five employees or so) serve ALL of the roles typically associated with central administration. Therefore, it is easy to coordinate the planning and implementation of the support and improvement activities targeted to improve student services.

Plan Components

1. Prioritized Needs:

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.

Need Description	SMART Goal	Remove
ISAT math proficiency	By Spring 2019, 5th-Grade students at Bruneau Elementary will increase their math achievement on the ISAT as indicated by proficient/advanced scores by at least 15% from 0% proficient to at least 15% proficient when compared to 2018 data.	<input type="checkbox"/>
1st - grade reading fluency	By Spring 2019, 1st-Grade students at Bruneau Elementary will increase their reading fluency achievement on the IRI as indicated by proficient scores, by at least 15% from 40% proficient to at least 55% proficient when compared to 1st grade 2018 IRI data.	<input type="checkbox"/>
3rd - grade reading fluency	By Spring 2019, 3rd-Grade students at Bruneau Elementary will increase their reading fluency achievement on the IRI as indicated by proficient scores, by at least 10%, from 50% proficient to at least 65% proficient when compared to 3rd grade 2018 IRI data.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion

Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
<p>Beginning in the fall of 2018, Bruneau Elementary students will participate in the formative ISAT interim assessments (both math & ELA), designed to help teachers better understand the strengths and needs of their students during the course of the school year, allowing them to adjust teaching to match student needs.</p>	<p>Promising Evidence ↕</p>	<p>Nancy Thomas-Price (Idaho SDE) has indicated a correlation between districts who use the interim assessments as formative assessments (to adjust teaching), with improved ISAT student achievement scores on the summative ISAT's in spring.</p>	<input type="checkbox"/>
<p>Reading Comprehension, Tier II interventions for students 3rd through 5th.</p>	<p>Strong Evidence ↕</p>	<p>Making Connections (EPS) is a direct, systematic, and interactive comprehension program that teaches students specific reading and comprehension strategies to build their reading comprehension. Making Connections focuses on (1) Identifying Detail, (2) Sequencing Main Idea, (3) Compare and Contrast, (4) Drawing Conclusions/ Predicting Outcomes, (5) Fact and Opinion, (6) Cause and Effect and (7) Figurative Language Bias and Prejudice. In doing so, it explicitly teaching our older elementary students the reading comprehension skills they need from a Tier II reading intervention. Our goal is to increase reading comprehension in order to help increase ISAT math problem solving scores (assuming the connection between reading comprehension and understanding the complex, multi-tiered math problem-solving questions found on the SBAC/ISAT practice problems).</p>	<input type="checkbox"/>
<p>Repeated Reading intervention - Tier II & III, 1st through 5th.</p>	<p>Strong Evidence ↕</p>	<p>Bruneau uses a repeated reading program, developed from the best-practices described in the Teaching Reading Sourcebook and Florida Center for Reading Research. Our repeated reading program is focused on building reading fluency while incorporating vocabulary to increase rapid word retrieval and improve reading comprehension. Traditionally, Bruneau has used this particular repeated reading as a Tier II and/or III reading intervention aimed to increase oral reading fluency to 100+ wpm. This intervention is often used with students who have developed initial word reading skills (phonemic decoding) but demonstrate inadequate reading fluency for their grade level, or when their reading fluency negatively affects their reading comprehension. Bruneau has 4+ years of evidence, as indicated by AIMSweb R-CBM progress monitoring data, that the repeated reading program is successful (as defined by increasing their reading fluency) with 80%+ of students to engage in the program. Students who do not respond well (as indicated by norm-references progress monitoring data) increase their participation via Tier III reading interventions which are more intensive and often 1:1 with a qualified staff member.</p>	<input type="checkbox"/>
<p>Project-Based Learning.</p>	<p>Promising Evidence ↕</p>	<p>In conversation with teachers and stakeholders, it became evident that Bruneau uses a variety of instructional practices and approaches during tier II math interventions. Interventions range from readily-available programs and applications such as Zearn (tied to EngageNY), Reflex Math (research-based program to develop fact fluency), ToDo Math (iPad app) to teacher-created and student-specific interventions, based on an item analysis from their AIMSweb M-CAP data. Tier II math interventions are supported by classroom</p>	<input type="checkbox"/>

		teachers with the aid of a Title I paraprofessional - provided daily (30 minutes) as part of Bruneau's master schedule. Elementary students possess many of the basic academic skill sets necessary for academic success, but lack the grit, perseverance and problem-solving required for success on more substantial and rigorous academic achievement assessment such as the summative ISAT. Project-Based Learning guides work on a project over an extended period – roughly eight weeks – that engages them in solving a real-world problem and answering a sophisticated and multi-pronged question. In doing so, students must engage with a problem for long periods of time, working to find a deeper/more difficult solution.	
Tier II math interventions	Moderate Evidence	Bruneau uses a variety of instructional practices and approaches during tier II math interventions. Interventions range from readily-available programs and applications such as Zearn (tied to EngageNY), Reflex Math (research-based program to develop fact fluency), ToDo Math (iPad app) to teacher-created and student-specific interventions, based on an item analysis from their AIMSweb M-CAP data. Tier II math interventions are supported by classroom teachers with the aid of a Title I paraprofessional - provided daily (30 minutes) as part of Bruneau's master schedule.	<input type="checkbox"/>

3. Identify the resources needed to implement the above Intervention Strategies.

Bruneau administration will need initial training and support from our state department of education on how to effectively administer ISAT interim assessments with our students.

Bruneau has been participating in project-based learning, to varying degrees, for two full school year's. We have visited a well-known and respected Expeditionary Learning school in our area (Anser Charter School) multiple times over the last four years to better understand best the PBL model and effectively implement PBL in the classroom. Additionally, Bruneau is working to partner with BIE (Buck Institute for Education) during the 2018/19 school year (pending cost estimate) to better-train all BGV staff in PBL best practices.

Reading and math interventions are well-established at Bruneau Elementary, and regularly practiced as part of the schoolwide master schedule. Teachers are well-trained in the art of data collection (progress monitoring via AIMSweb and other norm-referenced assessments).

Bruneau Elementary already has the funding in place (2018/19 budget) to staff hire & train to provide high-quality Tier II math interventions and Tier II & III reading interventions to our struggling learners - we need to hire 1 more PT Tier III reading specialist of the summer of 2018 in order to be fully-staffed to meet the needs of our students in 2018/19.

4. 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.

This plan will be posted publicly at ww.sd365.us

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

BGV's ELT (Executive Leadership Team) will monitor and evaluate the plan for effectiveness, as part of the regularly-scheduled ELT meetings.

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction

- of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
 5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
 6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
 7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

- A. The applicant certifies that it and its principals:
- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).

3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: rcantrell@sd365.us at 6/27/2018 10:44:27 AM

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
Ryan Cantrell	Superintendent	<input type="checkbox"/>
Patty Dalrymple	Federal Programs Director	<input type="checkbox"/>
Sarah Hall	Parent	<input type="checkbox"/>
RaeLynn Schkade	School Board Member	<input type="checkbox"/>
Steve Boren	Parent, School Board Member	<input type="checkbox"/>

<p>School Leadership Team Discussion Topics</p>	<p>Our Rimrock governance team is chaired by Mr. Ryan Cantrell, Superintendent for the Bruneau - Grand View School District. The team uses the decision-making process which includes (1) Command, (2) Consult and (3) Consensus. Commands are rarely used because they are decisions made with no involvement from other team members. Consultation decision making is used most frequently and is utilized an invitation is mad to others to provide input in the decision making process. On rare occasion, consensus is used when the group needs to talk until everyone agrees upon one conclusion/ resolution. The team meets as needed-but does not have a set regularly-scheduled time. Team members communicate with district leadership by talking face-to-face with them. Often, parents and members of this team merely converse with superintendent Cantrell in the hallway or set a time to meet with him face-to-face to discuss topics related to the schoolwide improvement plan. Agendas are set for this team by superintendent Cantrell based on consult of information provided to him by the team. Formative and summative data is regularly provided to Trustees in regularly-schedule board meetings: this formative and summative data is then repeated to this decision-making team and used t help determine activities an implementation associated with the schoolwide improvemer plan. It is the superintendent's responsibility for communicating with staff, families and other stakeholders.</p>
<p>School and Community Discussion Topics</p>	<p>Rimrock serves families from the communities of Oreana, Grand View and Bruneau, Idaho. Many community members are long-time families that have been in the area for multiple generations. Rimrock serves between 65% and 70% free and reduced lunch in any given year - making BGV a District-wide Title I District.</p> <p>In years previous (since 2010), Rimrock has experienced significant historical turnover; in the last five years, it could be said that Rimrock has experienced 50% near turnover for EACH of the five years. As a result, a few veteran teachers remain (only 3 classroom teachers have been at Rimrock for more than 5 years). To address this concern, the BGV ELT implemented a school climate & culture survey to better understand an account for the low staff morale and high staff turnover rates; at the same time, the BGV ELT also implemented staff exit surveys for the same purpose. These efforts, coupled with the recently-adopted and board-approved hiring practices (described elsewhere) have significantly improved the climate and culture of the Rimrock work place-thus significantly improving staff morale and staff retention in the last two seasons. The BGV School Board also saw the need to change the Rimrock leadership and district leadership, and have since hired a new Rimrock principal and different BGV Superintendent to lead District-wide changes.</p>
<p>Academic Achievement Discussion Topics</p>	<p>Please see the District's, 2017/18 Continuous Improvement plan for the school's academic achievement data (i.e., ISAT, IRI, etc.). At Rimrock 9th-grade ISAT ELA data has increased from (2015) 10%, to (2016) 29%, to (2017) 38%, too (2018) 50% proficient. Additionally, 10th-grade ISAT ELA scores have increased from (2015) 21%, to (2017) 27%, to (2018) 52% proficient. This data would suggest that a strength is emerging in the adopted practices and curricula (both written and supported) used by Rimrock's (6th through 12th) ELA department. To a lesser degree, a similar pattern is evident in Rimrock's ISAT Math scores: 9th-grade ISAT math scores have increased from (2015) 5%, to (2017) 21%, to (2018) 23% proficient. Additionally, 10th-grade ISAT math scores have improved from (2015) 0%, to (2016) 5%, to (2017) 13%, to (2018)</p>

20% proficient.

School administration and school board trustees have been asking the question, "How do we convince our middle school students to take standardized assessments seriously?". Survey data from students indicate that students often "click their way through" assessments, not taking them seriously. As a result, Trustees are not convinced that ISAT data is reflective of student learning; This assumption is further fuel by the SIGNIFICANT jump in student scores between eighth grade ELA and ninth grade ELA (14% proficient in eighth grade and 50% proficient in ninth grade - an abnormal increase in student achievement for just one year... especially considering that Rimrock has experienced 6 different 9th grade ELA teachers in only 5 years time). Though 9-12 Rimrock students have scored historically low on both the ELA and Math ISATs, each are now on a positive trajectory.

Student Learning Needs Discussion Topics

A trend can be seen in the IRI data which suggests that our early learners are dysfluent readers. While kindergarten proficiency remains high (91% in 2018, focusing only on letter sound fluency), word reading fluency is only (approximately) 58% (2018) proficient at the end of first grade. The team has identified this as a significant student learning need, which can affect BGV students throughout their academic (K-12) career. The team continues to analyze the data as far back as possible to determine root causes, whether related to teacher retention, curricular materials, or specific student group characteristics, etc.

Specific to Rimrock, a trend is present in which middle school students score poorly (14% proficient) on the state standardized assessment (ISAT) but improve their score significantly (54% proficient - near state average) as they enter high school. This trend has been equally puzzling for teachers, school administration and school board trustees. Students themselves indicate (via survey data) that they do not take the assessments seriously and simply "click their way through" assessments in middle school. The question has been posed, "How do we encourage middle school students to take the summative assessments seriously?". A potential solution the District has considered is to have all students participate in shorter, but more frequent interim assessments designed to acclimate students to the increased rigor and expectations of the summative ISAT assessment while providing formative data to teachers to help ensure that students are learning in ways that better prepare them for the summative assessment expectations.

Core Curriculum Discussion Topics

6th through 12th grade students at Rimrock participate in the core Math curriculum: Big Ideas Learning. The state of Idaho considers Big Ideas Learning to exhibit "clear communication and visible connections across clusters/concepts throughout text." The reviewer also notes the "progression is great across all grade levels."

Analysis for grades 6-8: <http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/math/core-math-6-8.pdf>

Analysis for grades 9-12: <http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/math/core-math-9-12.pdf>

6-12 ELA

6th through 12th grade students at Rimrock participate in units that have been developed by the Pocatello/Chubbuck School District #25. These units are designed using the Idaho Content Standards for ELA and focus on literature – stories, drama, and poetry, as well as informational text - literary nonfiction.

Link to Curriculum Documents:

https://drive.google.com/drive/folders/0B_SX75nJel4ITmxIMVpqa0dFdVk

Core Instruction Discussion Topics

Teachers are trained to use formative and summative assessment to adjust their instruction. Rimrock teachers use ISAT data to determine individual student needs based on last spring's summative assessment data. In 2018-19, Rimrock teachers will employ pre-tests and post-tests for each unit taught. This data will inform teachers of the progress of the whole group as well as individual students. Rimrock teachers will also use interim ISAT assessment data as a formative assessment tool to further diagnose individual learning needs and adjust classroom instruction and curriculum maps accordingly throughout the school year.

Alignment of teaching and Learning Discussion Topics

Rimrock meet together monthly during PLCs so that teachers can collaborate on content and pacing (including revising curriculum maps if needed). Additionally, teachers collaborate frequently (above and below - vertically) to ensure the effective sequence of

learning from middle school through high school; this collaboration occurs during monthly PD's, during PLC's and to a lesser degree during staff meetings.

During the 2017/18 SY, Rimrock teachers met monthly during professional development times to identify essential standards and ensure vertical alignment of the district's writer ELA, math, social studies & science curriculum. The proposed written curriculum was formally adopted by the District in May 2018 when Trustees voted to approve the writer curriculum. The approved written curriculum was then used to evaluate our supported curricula and recommend changes (to the board of trustees) as appropriate.

Rimrock teachers meet with their counterparts (most sections of one ELA teacher 6-8 and one ELA teacher 9-12 for example) monthly, to align curriculum and ensure continuity of programming 6-12.

Universal Screening Discussion Topics

Rimrock uses summative ISAT data to identify potentially at-risk students in the fall of each school year, then provides interventions to them based on their claim scores (i.e. Reading, Writing, Listening, Research/Inquiry). Rimrock teachers couple this data with fall NWEA MAP scores to identify who needs additional supports in these claim areas assessed by the ISAT. In SY 2018/19, Rimrock students will also be participating in the interim ISAT assessments in order for teachers to gain formative data to provide specific claim supports to students to need intervention in those individual claim areas (i.e. Concepts and Procedures, Problem Solving and Modeling & Data Analysis Communicating Reasoning). Students were screen twice last SY, but students will be participating in more frequent interim assessments in SY2018/19. Decision rules for determining intervention participation are determined at the local elve, during PLC meetings. Intervention letters are sent home, informing the parents of student participation in the mini (2-3 week) interventions, focused on specific strands/claims.

Tiered Instruction and Academic Interventions Discussion Topics

Rimrock has Mater-scheduled Tier II interventions for one class period of ELA and one class period of Math for both the middle school level and the high school level. Students were selected to receive interventions based on MAP data and looking at specific skill areas. Services were designed to use flexible groupings where students attend "intervention" for two weeks on a specific skill and then return to their elective class.

During the last quarter of the 17-18 school year, the Title I Director provided daily interventions for two class periods for middle school level. All middle school students were screened using AIMSweb R-CBM and Maze. Targeted students were then pre-tested for Reading Rewards program. Those students whose data indicated a benefit from this program were selected to attend a class period daily to receive this intervention. Students and their parents were part of the decision for them to participate

Learning Time Discussion Topics

BGV has a four day school week. Instruction at Rimrock begins at 8:00am and students are released at 3:40pm. There are 7 class periods with three minute transition time between each class. There is a 20 minute breakfast break and a 20 minute lunch break.

Middle school students receive ELA and Math instruction for 90 minutes each. High school students receive 55 minutes of ELA and Math instruction.

Non-Academic Student Needs Discussion Topics

Rimrock employees full-time counselor on site, with the ratio of one full-time counselor for roughly 160 students. Though the employed Counselor's role is primarily as a guidance counselor, she is also available & capable to counsel students in basic mental health needs. Mental health needs beyond her capacity are referred out to local agencies. Rimrock's counselor organizes and supports the school's Sources of Strength program; Sources of Strength is a nationally-recognized, best practice, youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help-seeking behaviors and promoting healthy and caring connections between peers and caring adults in the school setting.

Well-rounded Education Discussion Topics

The BGV School District Provides a well-rounded education. Despite cuts to programming in the early 2000's, BGV has maintained a physical education, woodworking, business education, FFA/Ag, welding and music program at Rimrock. Additionally, students are actively and intentionally engaged in the academic use of technology, including iOS and PC platforms (including keyboarding). Rimrock's well-rounded education also includes the Sources of Strengths program which is a nationally recognized, best practice, youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately

preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help-seeking behaviors and promoting healthy and caring connections between peers and caring adults in the school setting. Rimrock's well-rounded education also includes iDFY (<http://www.idahodrugfreeyouth.org/>) which works with developing young leaders, building peer to peer relationships, and providing accessible programs for students at Rimrock. The iDFY (pronounced "I Defy") program is founded on the idea that all youth deserve a space to feel connected, supported, and empowered to lead happy and healthy lives. iDFY suggests that when teens belong to a positive program at Rimrock, they are part of a network which embraces a substance-free lifestyle and therefore prevents drug and alcohol abuse in our community students.

Additional Opportunities For Learning Discussion Topics

Rimrock students have several opportunities to earn Dual Credit through Idaho Digital Learning (IDLA), including, but not limited to: Anatomy and Physiology, College Algebra English 101 and 102, Speech, Lifetime Fitness, Sociology, Psychology, High School to College Transitions, Medical Terminology, Fundamentals of Health Professions, Career and Life Planning, Computer Science, Spanish 3A, Biology A, Chemistry A, Environmental Science A, Government and Politics, Macroeconomics, and US History A

Rimrock students have access to Career and Technical Education programs on campus including opportunities in Agriculture (plants, animals, welding, small and large engines) Construction (mill-working, residential construction), and Business (business communication, computer applications, and interactive media). There are opportunities to earn certifications through Microsoft and Adobe through our business program. Our students also have the opportunity to participate in CTE classes through IDLA, including classes in Fundamentals of Health Professions, Exploring Computer Science, Medical Terminology, and others.

Rimrock students have the opportunity to earn college credit through CLEP – College-Level Exam Program through Boise State University. Several of our students in the past have earned college Spanish credit through CLEP.

School Transitions Discussion Topics

Rimrock serves students in grades 6-12th so there is no specific transition activity between middle school and high school. When students begin 9th grade the school guidance counselor meets with each student to plan a path towards graduation.

Professional Development Discussion Topics

BGV offers SIGNIFICANT levels of professional development to its educators. BGV school district provides targeted and explicit professional development 8 hours each month, on the fifth day of the week (one Friday a month) to not disrupt the instructional schedule for students. Teachers engage in PLC's every month, in addition to this professional development. Lastly, teachers participate in staff meetings bi-weekly, to ensure they have the tools necessary to implement the knowledge learned in PD's & PLC.

Professional development is developed based on the District's Strategic Plan, focused on continuously improving our Culture and Climate, Student Engagement, and Student Achievement. These monthly PDs are typically provided by district staff, training the specific content area of focus. On occasion, experts in particular topics are contracted as a means to meet the training goals identified by school administration. Classified staff receive the same PD opportunities as certified staff, focusing on their core/essential duties (as well as on improving our Culture and Climate, Student Engagement, and Student Achievement).

Professional development related to the school's culture and climate centers around trainings from the Arbinger Institute, from VitalSmarts (Crucial Conversations) and from The Table Group (Patrick Lencioni). These 3 philosophies are integral pieces to BGV's positive culture and climate, used in our hiring practices and outline the basic expectations of how staff treat one another and our stakeholders. Professional development focused on student engagement is provided through course studies such as Conscious Classroom Management, using GLAD Strategies, using different technology platforms (H.A.C.K.) and training in Project-Based Learning. Professional development centering around student achievement includes training in NWEA MAP Assessment data analysis, the use of AI-Meb benchmark & progress monitoring to adjust teaching (and developing interventions), breaking down ISAT data to use as formative assessment tool the following year (for lesson planning) and training in the use of interim ISAT assessments as a means of formative data collection (to adjust teaching strategies during the course of the school year).

Annually, all staff receive guidance on meeting the unique needs of migrant students,

	English learners, and those students under McKinney-Vento. Additionally, further training is given as needed during biweekly staff meetings to meet the needs of these students. Specific to English learners, training is given on WIDA Can Do Descriptors and English Language Development Standards.
Family and Community Engagement Discussion Topics	BGV does have a Parent Involvement Policy that is in need of revising. Rimrock engages families during back to school events, during parent-teacher conferences and by inviting parents in for committee participation. Strategies to increase family and community engagement include community events and forums during which guest speakers are invited, to speak on topics of community interest (such as school bullying) during these events, families eat dinner together - after which, BGV staff provide babysitting so that parents can engage in the topics of discussion with other stakeholders and experts in the field. The plan is disseminated during fall back-to-school activities.
Recruitment and Retention of Effective Teachers Discussion Topics	71.5% of the teachers at Rimrock Jr./Sr. High meet state certification requirements. Those teachers who do not meet certification requirements are currently enrolled in ABCTE or have an approved Alternate Path to meet state certification requirements. The Bruneau-Grand View School District uses board-approved hiring practices to recruit and hire highly effective teachers and staff members (https://drive.google.com/drive/folders/0B44GTyJlh5Q6V3ZoLU5za1V6Yms?usp=sharing). The BGV Executive Leadership Team (ELT) designed the now board-approved hiring practices, based on the well-defined BGV Applicant Handbook (https://drive.google.com/file/d/1Cz8Mm-0v0Axm7e4D7uBMvF4BOs8LH9bm/view?usp=sharing). Adherence to these documents of best practice significantly increases the retention of highly effective teachers by pairing mission-match employees with BGV. In pairing employees who already understand and believe in BGV's mission, we have significantly increased the retention of our best staff.
Coordination and Integration With Other Programs Discussion Topics	Very few of these federal, state and local services apply to Rimrock Jr. /Sr. High. Being a small rural school district (320 students in district, about 160 at Rimrock), BGV administrators wear many "hats" and we ALL serve multiple roles. As a result, a few of us (five employees or so) serve ALL of the functions typically associated with central administration. Therefore, it is easy to coordinate the planning and implementation of the support and improvement activities targeted to improve student services. Rimrock focuses heavily on the career and technical education CTE programs, to ensure our college and career readiness courses/prep align with the CTE programming goals.

Plan Components

1. Prioritized Needs:

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.

Need Description	SMART Goal	Remove
Increased time in class for students, as measured by reduced ISS/OSS incidents.	By Spring of 2019, total days (not instances) ISS/OSS reported for all students at Rimrock, in grades 6-12, will be reduced by 15% from 2017/18 data via PowerSchool.	<input type="checkbox"/>
Reduce office referrals (and time out of classroom).	During the 2018/19 school year, all office referrals (irregardless of the outcome) at Rimrock will be documented in order to develop a baseline for annual office referrals.	<input type="checkbox"/>
Improved ELA ISAT proficiency for middle school students exiting middle school and moving into high school.	By Spring 2019, 8th-Grade students at Rimrock will increase their ELA achievement on the ISAT as indicated by proficient/advanced scores by at least 5% from 14% proficient to at least 19% proficient when compared to 2018 data.	<input type="checkbox"/>
Improved math ISAT proficiency for middle school students exiting middle school and moving into high school.	By Spring 2019, 8th-Grade students at Rimrock will increase their math achievement on the ISAT as indicated by proficient/advanced scores by at least 5% from 10% proficient to at least 15% proficient when compared to 2018 data.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Increased use of Check and Connect system for students who have multiple office referrals/suspensions.	Strong Evidence	Research from the University of Minnesota indicate strong evidence in the correlation between the high-fidelity use of a Check & Connect system, and reduced office referrals resulting from poor classroom behavior: http://www.checkandconnect.umn.edu/research/default.html	<input type="checkbox"/>
Schoolwide staff development using Schoolwide Discipline Plan Without the Loopholes (Love & Logic). (Domain 2)	Moderate Evidence	The study of and implementation of a schoolwide PBIS systems, as the result of implementing Schoolwide Discipline Plan Without the Loopholes (Love & Logic), reduced office referrals in the Grand View and Bruneau Elementary school by 80% over 4 years. Though this study & implementation was part of a larger implementation, Grand View and Bruneau Elementary School Principal Ryan Cantrell points to this professional development as a key reason for the significant reduction in office referrals of the last 4 years.	<input type="checkbox"/>
Schoolwide staff development using Conscience Classroom Management (Domains 2 & 3) (Grace Dearborn & Rick Smith) to improve classroom management skills.	Moderate Evidence	Grand View and Bruneau Elementary schools have been implementing the student engagement and classroom management strategies from Conscious Classroom Management since 2014. Elementary School Principal Ryan Cantrell points to this continued professional development as a key reason for the significant reduction in office referrals during the last 4 years at BES & GVE.	<input type="checkbox"/>
Beginning in the fall of 2018, Rimrock students will participate in the formative ISAT interim assessments (both math & ELA), designed to help teachers better understand the strengths and needs of their students during the course of the school year, allowing them to adjust teaching to match student needs.	Promising Evidence	Nancy Thomas-Price (Idaho SDE) has indicated a correlation between districts who use the interim assessments as formative assessments (to adjust teaching), with improved ISAT student achievement scores on the summative ISAT's in spring.	<input type="checkbox"/>
New core supported math curriculum, 6-12. BGV's curriculum committee worked to develop a board-approved written curriculum with identified essential standards in social studies, science, math and ELA for grades K-12 during 2017/18. The committee then reviewed Rimrock's supported math curriculum in light of the approved written curriculum and determined that the supported curriculum was/is inadequate to meet the needs/requirements of the approved written curriculum. The curriculum committee reviewed several supported curricula, and found that the supported curriculum "Big Ideas", which is highly recommended by the SDE curriculum team review, is better suited to meet the needs of Rimrock students - as a result, the Board approved the purchase and implementation of the "Big Ideas" supported math	Strong Evidence	"Big Ideas", is highly recommended by the SDE curriculum review: http://www.sde.idaho.gov/academic/curricular/files/adoption-guide/math/core-math-6-8.pdf	<input type="checkbox"/>

curriculum, starting in the fall of 2018.

3. Identify the resources needed to implement the above Intervention Strategies.

Rimrock administration will need initial training and support from our state department of education on how to effectively administer ISAT interim assessments with our students.

Rimrock will contract with Conscience Classroom Management to provide initial and ongoing support in their curriculum.

4. 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.

www.sd365.us

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

BGV's ELT (Executive Leadership Team) will monitor and evaluate the plan for effectiveness, as part of the regularly-scheduled ELT meetings.

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.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: rcantrell@sd365.us at 6/27/2018 10:45:02 AM