

MIDDLETON ACADEMY (1168)

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

Note: All tabs must be activated before they will print

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Steve Diffey	Principal	sdiffey@msd134.org	<input type="checkbox"/>
Chris Steele	Assistant Principal	csteele@msd134.org	<input type="checkbox"/>
Paige Goodson	Curriculum Director	pgoodson@msd134.org	<input type="checkbox"/>
Abbie St. George	Teacher	astgeorge@msd134.org	<input type="checkbox"/>
Josh Neider	Parent	josh_neider@intuit.com	<input type="checkbox"/>

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	Remove										
1	<p>According to ISAT Interim Fall 2023 SICA test results the majority of Middleton Academy students are below proficient in Math.</p> <p>10th grade - 0% of our students are proficient in math</p> <p>11th grade - 4% of our students are proficient in math</p> <p>This indicates a clear need to improve all students' academic skills in the area of math and provide needed Tier 2 interventions to address skill deficits.</p>	<p>By Spring 2024, 80% of the students in each grade Jr & Sr will earn credit in all of their math courses.</p>	<input type="checkbox"/>										
<p>Evidence-Based Interventions: Discussion Topics</p> <table border="1"> <thead> <tr> <th>Intervention Strategy</th> <th>What evidence level of criteria does this strategy meet?</th> <th>How the intervention meets the definition of "Evidence Based"</th> <th>Describe how the intervention will be monitored and evaluated for effectiveness.</th> <th>Remove</th> </tr> </thead> <tbody> <tr> <td># <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove	# <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>				
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1-
1

Utilizing Response to Intervention: Daily interventions, strategic interventions, and customized learning interventions.

Math classes will all be scaffolded with Tier 2 and 3 interventions connected to course's second hour of instruction. Each core class will have an intervention portion of the class where paraprofessionals will push-in to work with small groups of struggling students to reach our mastery competencies.

Strong Evidence ▾

The program uses research-based RTI systems to identify our struggling students and then create specific interventions to meet their needs.

The RTI Action Network defines Tier 2 instruction as: "Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. The interventions are usually in foundational areas of ELA and math. A longer period of time may

By examining our student SICA (interim ISAT data) data in the winter and spring in comparison to our fall data.

In our MTSS team meetings, we will identify and monitor students who have knowledge gaps and are in need of Tier 2 and 3 small-group interventions. Our paraprofessionals will work with our teachers to help differentiate instruction and create specific small-group interventions.



be required for this tier, but it should generally not exceed a grading period."

Need Description:

Using ISAT Interim proficiency data, students are targeted for specific ELA skill intervention classes using paraprofessionals to push into the classroom to work with small groups of struggling students in order to help them pass classes and improve their ELA skills.

SMART Goal:

By Spring 2024, 80% of Jr and Sr students will earn credit in all of their Language Arts courses.

Remove

Evidence-Based Interventions: Discussion Topics

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

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

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

Remove

Need 2

Using ISAT Interim proficiency data, students are targeted for specific ELA skill intervention classes using paraprofessionals to push into the classroom to work with small groups of struggling students in order to help them improve their ELA skills.

2-1

Strong Evidence

Research indicates interventions are likely to be successful if correctly targeted and provide explicit instruction in the skill.

In our MTSS team meetings, we will identify and monitor students who have knowledge gaps and are in need of a Tier 2 and 3 small group intervention. Our paraprofessionals will work with our teachers to help differentiate instruction and create specific small-group interventions.

Need 3

Need Description:

Middleton Academy had a graduation rate of 71% during the 2023 school year, pending some appeals. As an alternative high school all enrolled students meet the criteria for "at risk" of not graduating from high school.

Middleton Academy currently has 41 students enrolled in the 12th grade in our 4th-year high school cohort. Out of the 41 students, 41 have the potential to graduate on time. We will likely have more seniors transfer over during the semester, so these numbers may change.

SMART Goal:

By May of 2024, Middleton Academy will graduate our 41 students who are currently on track to graduate. By May we will increase our graduation rate from 71% to 75%.

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3-1	Alternative School attendance: Advisory teacher to mentor daily, SEL classes taught in each advisory class weekly.	Strong Evidence ▼	Studies in trauma-informed classroom management and instruction demonstrate that students benefit from consistent expectations and instruction that is highly structured.	MTSS Team Committee, Counselor, Advisory teacher, Assistant Principal, and Principal closely monitor student progress with check-ins every 2 weeks.	<input type="checkbox"/>
3-2	Core subjects will be scaffolded with Tier 2 interventions connected to the course's instruction. Each core class will have an intervention portion of the class where paraprofessionals will push in to work with small groups of struggling students to reach our comprehension levels. The core classes are all approximately 85 minutes, which allows ample time for our students to complete their coursework and scaffold the core courses with built-in Tier 2 intervention groups.	Strong Evidence ▼	Studies in trauma-informed classroom management and instruction demonstrate that students benefit from consistent expectations and instruction that is highly structured.	MTSS Team Committee, Counselor, Advisory teacher, Assistant Principal, and Principal closely monitor student progress with check-ins every 2 weeks.	<input type="checkbox"/>

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

Having the funds to hire additional paraprofessionals to help with the Tier 2 intervention groups that are connected to all of our core instruction blocks. The Academy's students often lack foundational reading and math knowledge and are unable to advance without specific targeted interventions. While we have hired an additional paraprofessional, we are in need of more assistance to properly help our struggling students.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.ms134.org/>

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

The leadership team will check progress.

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.