

EMMETT MIDDLE SCHOOL (0224)

Submitted by: cwoods@isd221.net at 11/30/2023 2:05:48 PM

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Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Debbie Dawson	Principal	ddawson@isd221.net	<input type="checkbox"/>
Shannon Anderson	para professional	sanderson@isd221.net	<input type="checkbox"/>
Brent Becker	Instructional Coach	bbecker@isd221.net	<input type="checkbox"/>
Dana Williams	Teacher	dWilliams@isd221.net	<input type="checkbox"/>
Mellisa Pitman	Teacher	mpitman@isd221.net	<input type="checkbox"/>
John Lavergne	counselor	JLavergne@isd221.net	<input type="checkbox"/>
Shannon Anderson	21st century directorf/classified	sanderson@isd221.net	<input type="checkbox"/>
Sondra Koontnz	Parent	skoontnz@isd221.net	<input type="checkbox"/>
Rachel Schaefer	SPED Teacher	Rschafer@isd221.net	<input type="checkbox"/>
Kim Hyde	Teacher	khyde@isd221.net	<input type="checkbox"/>
Melissa Sharp-Cornell	Teacher	MSharpCornell@isd221.net	<input type="checkbox"/>

Needs Assessment

School Leadership Team

A leader from each content area and the instructional coach were assigned to the Leadership Team. Though the team meets at least once a month, there has not been a consistent set meeting date yet this year. The principals and the admin team discuss issues with teachers as needed, and school administration plays a large part in defining the areas of need. Data collected during our needs assessment staff meeting showed that there were about 14 IDK regarding who and what our leadership team is, suggesting there is not a structure that is clearly defined for all staff. Right now, staff

rely heavily on getting all of their answers from the principal. The leadership team is not established to a level where distributive leadership is happening yet and a calendar to meet is not fully in place. New admin and multiple new staff members are new to Emmett this year and so the process for team leadership has not been established.

There have been massive changes to the EMS school community in the 2022-2023 school year with an entirely new administrative team and many new staff members (about 57%). The school building was built in 1954 and has many of the original components to include the HVAC system. The classrooms have many components that need to be replaced in order to make the learning environment conducive to learning. Several book studies were completed over the last three years, including The Happiness Advantage, as a way to begin to build a positive school climate. EMS utilizes an instructional coach, and instructional rounds are conducted on a regular basis in order to try and support teachers in their work. A four-day work week is currently under consideration, teacher requests are taken into consideration, teacher retention bonuses are offered, a guided coalition meets with the superintendent monthly to discuss building concerns, and a PBIS initiative has been implemented district-wide to try and support staff concerns with difficult student behaviors. EMS does not currently have a parent group or PTO but has plans to start one before the end of the year.

EMS has been identified for Comprehensive Support and Improvement in ELA, Math and students learning English. Our students are stronger in ELA than Math but need interventions in both areas.

Some time has been spent analyzing IStation and SICA data looking for critical areas of needs, however currently there is not a system-wide process for identifying the root cause of low academic achievement. In the past we would use a guess and check model or collaborate around what we thought or felt might be best. In the past several years, there has been a high number of students with past or ongoing trauma and other students with recurrent behaviors that affect the ability of a teacher to teach the core lessons. Several room clears have taken place for both behaviors and for students with psychogenic seizures due to anxiety that cause a disruption to the learning environment.

School and Community

Academic Achievement

Student Learning Needs

Currently at Emmett Middle School we use SAVVAS Math curriculum and McGraw Hill Science curriculum, however, many teachers are new and need training on implementing the program effectively in order to employ these with fidelity. In all other subjects, there is a lot of variance in what is used for curriculum. Many teachers create or build their own lessons based on standards. Curriculum books are available in most subjects, but a system or practice of using them is not in place. Currently, the materials used in the class are left up to each teacher. Emmett Middle School is piloting ELA and SS curriculum to be adopted for the 23-24 school year. Science has a brand new curriculum (McGraw Hill) and teachers are using those materials in their classrooms.

Core Curriculum

Currently at Emmett Middle School we use SAVVAS Math curriculum and McGraw Hill Science curriculum, however, many teachers are new and need training on implementing the program effectively in order to employ these with fidelity. In all other subjects, there is a lot of variance in what is used for curriculum. Many teachers create or build their own lessons based on standards. Curriculum books are available in most subjects, but a system or practice of using them is not in place. Currently, the materials used in the class are left up to each teacher. Emmett Middle School is piloting ELA and SS curriculum to be adopted for the 23-24 school year. Science has a brand new curriculum (McGraw Hill) and teachers are using those materials in their classrooms.

Core Instruction

Emmett Independent School District has a goal of building a rich Professional Learning Community throughout the district. To this end, the District has provided cross-disciplinary teams with time and support to work together to help students succeed in challenging academic and career/technical studies. Teachers meet weekly in Professional Learning Communities for the purpose of analyzing student data and making team-wide instructional decisions. Data may include: screening data, progress monitoring data, curriculum-based assessments, classroom assessments, and course grades. Teachers also meet regularly (weekly) as subject teams for planning curriculum that will be taught and to make agreements on assessments.

Alignment of teaching and Learning

We have many assessment tools of which staff are aware, but a clear definition of what might qualify or identify a child for extra

Universal Screening

support that is consistent or clear to all staff has not been established.

ELA and Math Teachers use IStation and their designated cut scores to create a system to help identify students that need to be in advisory support courses. These courses are fluid, but we have more students that need support than to whom we can offer classes. These students complete prescribed lessons in IStation based on their results from the assessment. The students complete a progress monitoring test in IStation at the beginning of each month. This data is analyzed by the teachers to determine growth seen and intervention needs.

Currently Emmett Middle does not have a tiered system of support that is fully developed. We have universal advisory time and are working to build a structured program. Many staff members are currently unaware of what interventions are available, how they should be used, and what resources should be used. Some think advisory time is for students to get classwork done while others believe it is an opportunity to help kids individually with needs. There is not a clear identification process for intervention; well-defined data and research-based materials for interventions are not clearly defined at this time. The criteria for students who will receive progress monitoring and intervention and how it will be used within the school may not be clear to all staff, as these decisions are made within teams that are not tasked with reporting out to the entire school.

Although Emmett School District is looking to move to a 4-day week during the 24-25 school year, Emmett Middle currently meets 5 days a week, 6 periods and advisory. A few teachers were paid for their prep time, which allows them to teach interventions to students. Currently we offer three intervention classes (periods): 2 for math and one for ELA. These students were selected by looking at Istation data and were kids that were below basic non sped students. There are also some extended learning opportunities for our students, including interventions during advisory, an afterschool program, and tutorial classes for students on IEPs. We also offer IDLA courses for high achieving students, robotics, an academic team, and summer school opportunities. Our District has a Gifted and Talented handbook which outlines the GT screening process and steps for PD in differentiation. Understanding and successfully implementing differentiated

Tiered Instruction and Academic Interventions

Learning Time

instruction is a goal. During advisory, we identify students who are at-risk for academic failure through teacher recommendations, test scores, and GPA. This is not clearly defined yet as some students are removed from their intervention classes for behaviors. All students have access to general ed classrooms that provide grade level content.

Non-Academic Student Needs

Currently we offer access to outside counseling, small group counseling, support from a McKinney Vento liaison, a food pantry, after school programs, sports, clubs, summer camps, Core Project character education lessons, PBIS, and Adaptive PE mentors.

Well-rounded Education

We address a well-rounded education in a variety of ways. We have advanced courses, music classes, drama, physical education (many different types of classes), technology, career and technical education, health, tutorial classes for students who need them, advanced opportunities, core classes, and daily extended learning experiences.

Additional Opportunities For Learning

The Emmett School District has a number of programs and processes in place to address additional opportunities for student learning. At the middle school level students are introduced to the Idaho Career Information System to help students begin thinking about possible career opportunities. Beginning in the 7th grade our students are able to begin taking high school credits through online coursework. As they progress into high school there are several concurrent enrollment courses available for students to take during the school day. At the high school level students also have opportunities to pursue career and technical certifications through programs offered through our technical academy.

School Transitions

Emmett Middle School offers:
Emmett High School brings the incoming 8th graders over for a high school tour during the spring of their 8th grade school year. They are also required to take a PR2TA pathways class, which introduces them to all the career technology classes that are offered during high school.
EMS offers a 5th grade visit to all incoming students at the end of the previous school year. We also provide “Bark Week” the week before staff return to work; Bark Week is a 6th grade “bootcamp” for students who sign up which teaches them some of the skills needed for a smooth transition to middle school. Once the new

<p>school year begins the following are conducted: Grade level assemblies, “Becoming an organized student” presentation by J. Lavergne, a bullying presentation “Are You A Bully” by J. Lavergne and advanced opportunities classes. EMS also hosts an open house before school starts in the fall.</p>

<p>Currently at Emmett Middle we have structures for: PEAK (Professional Educators Acquiring Knowledge) Week, weekly PDs during PLC, book studies, and built in calendar PD days. The admin team identified topics needing focus, based on district non-negotiables and the results of formative assessments the building admin team conducted during PD . PLC teams are established and time (1.5 hours a week) is set aside to complete the PLC process; we use half of that time for PD to support teachers and their needs. Unfortunately, some staff have not made the connection that this work is professional development, so many conclude that we don’t have PD. Currently school leadership, rather than outside sources, has provided most of the PD as they are equipped with the necessary knowledge to build teacher capacity. EL Achieve PD has been provided to several staff members who support the English language learners. Teachers need to be trained on how to follow the PLC process. Most of the staff are uninformed about the PLC process or how to align curriculum and teaching and learning progressions. Many newly hired staff are also new to the profession and the building.</p>

<p>District policies meet the law and are approved, as needed, by the board, but the current staff at Emmett Middle are unaware of what that policy includes. Emmett Middle School intends to include families in their students’ education through parent meetings and calls home, but there is no consistent plan in place. The school holds two Title I events and the school holds two parent teacher conferences each year.</p>
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<p>100% of the teachers presently working in the Emmett ISD meet state certification requirements. All teachers new to the district receive a mentor for the first 3 years, as well as a building level mentor, and onboarding training before school in both curriculum and procedures.</p>
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<p>As a 21st Century School grant awardee we will work with the 21st Century School program to promote post secondary education and training.</p>

Professional Development

Family and Community Engagement

Recruitment and Retention of Effective Teachers

Coordination and Integration With Other Programs

Plan Components

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

Prioritized Needs

Need 1	<p>Need Description: Emmett Middle needs a high functioning leadership team that utilizes current data to employ shared decision making and to successfully lead PLCs within the building.</p>	<p>SMART Goal: Emmett Middle School’s Leadership Team will increase its score on the “High Impact Practice Implementation Rubric: Leadership Teams” by McNulty from 14 to 22 by the end of the 2023-2024 school year with no elements falling within the not evident category.</p>	<input type="checkbox"/> Remove		
<p>Evidence-Based Interventions: Discussion Topics</p>					
#	<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>	<input type="checkbox"/> Remove
1-1	<p>Emmett Middle will create structures and protocols including an annual meeting calendar of bi-monthly 1 hour collaboration for the LT by the first of August every year.</p>	<p>Strong Evidence ▼</p>	<p>John Hattie Effect Size: Collective Teacher Efficacy: 1.52. According to Corwin Connect to build efficacy school must: #1. Create Structures and Processes for Teachers to Engage in Meaningful Collaboration #2. Promote Teacher Leadership and Extend Teachers’ Decision-Making Power #3. Build Awareness That Collective Efficacy Exists and that it is the Number One Factor that Influences Student Achievement</p>	<p>The team will monitor progress on the McNulty Rubric 2 times per year. Monthly reports of the percentage of LT meetings held versus canceled will be reported with the goal to assure 95% of meetings remain on schedule. Calendars, agendas, notes, and descriptions of the structures and protocols created will be archived via Google Sheets for reference which will be stored in a Google Drive that is shared with the Superintendent and/or designee.</p>	<input type="checkbox"/>
1-2	<p>1.2 Leadership team members will represent/lead the identified school PLCs using identified</p>	<p>Strong Evidence ▼</p>	<p>John Hattie Effect sizes: Evaluation & Reflection = 0.75, Setting Standards for self judgment = 0.62</p>	<p>Based on the Emmett Middle School Leadership structure the leaders will report the % of meetings held and number of participants present. PLCs will</p>	<input type="checkbox"/>

protocols to conduct business and analyze data (ISAT, SICA, WIDA, EL Achieve assessments).

turn in weekly agendas summarizing All evidence and data will be stored in a Google Drive that is shared with the Superintendent and/or designee.

The leadership team will use data to drive decisions for the school. Data will be pulled and will be shared at leadership meetings and will be used to develop intervention groups. (ISAT, SICA, WIDA, EL Achieve assessments).

Strong Evidence ▾

According to Robert Marzano (2006), formative assessment is one of the most powerful weapons in a teacher’s arsenal. An effective standards-based, formative assessment program can help dramatically enhance student achievement throughout the K-12 system.” from “Leading a High Reliability School.”

Benchmark, summative assessments and progress monitoring scores will be manipulated and analyzed using Google Sheets. The documents will be kept in a shared Google drive. All teachers and the superintendent will have access to this folder.

1-3

Need 2

Need Description:

Emmett Middle was identified for continuous school improvement and recognizes the need to improve overall proficiency rates in addition to overall ISAT growth in both ELA and Math. Emmett Middle fell below the state average with 33.1% of students proficient in ELA and 21% in Math. 37.5% of students met their ELA growth goals while 22.71% of students met their math goals.

SMART Goal:

Emmett Middle will increase overall ELA Proficiency or Advanced rates at minimum from 33.1% to 45% by Spring 2024 for all students.
Emmett Middle will increase overall math Proficiency or Advanced rates at minimum from 21% to 35% by Spring 2024 for all students.
Emmett Middle will at minimum show an average scale score growth in ISAT ELA and Math at or above the 50th percentile as compared to Idaho in grades 6th-8th. Emmett’s scale score growth rate will be calculated from end of year 2023 to end of year 2024 for all students.

Remove

Evidence-Based Interventions: Discussion Topics

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

2-1
 Emmett Middle will continue to develop and further refine a plan to ensure that the CORE curriculum in all content areas are both guaranteed and viable for all students including the implementation of research-based Direct Instruction lessons as referenced in Marzano's "The Art and Science of Teaching." These plans will be available for review by staff, students and parents.

Strong Evidence ▼

"The single most important initiative a school or district can engage in to raise student achievement is a guaranteed and Viable curriculum." (Marzano) Comprehensive Programs effect size of .47 (Hattie)

Using Marzano's 6-Leading Indicators, the team will review and reflect on progress quarterly to ensure viable curriculum goals are met for all content areas.

Any changes the team deems necessary will be submitted to the district office for review quarterly.

2-2
 Emmett Middle School teachers in all content areas will infuse research based reading and/ or writing strategies (Direct Instruction, Constructing Meaning) connected to their content area into their daily lesson plan. Professional Development will be provided to ensure all staff is properly equipped with resources and strategies.

Strong Evidence ▼

"Purposeful reading, writing, and discussion are integral to quality curriculum- they constitute the primary means of becoming educated. - Rose, M (1989).Lives on the boundary. New York, Viking Penguin. Marzano (2007) strongly recommends that the basic elements be considered "routine components" of every lesson in every subject area

Reading and Writing strategies will be selected by PLC teams and self-reflected upon during PLC meetings. These strategies will be taught and practiced during whole school trainings. Further supports to ensure strategy implementation will include feedback from instructional coach, administration, and instructional rounds team members. A feedback form will be created and utilized which will include non-negotiables using common strategies and common language which all

2-3

2.4 EMS will make the building and classrooms conducive to learning.

Strong Evidence ▼

Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level

staff will implement to assure consistency with reading and writing across all content areas.

Classroom resources and tools will be monitored and evaluated for their effective use and successful implementation. Through monthly informal and formal walkthroughs, the Admin team will monitor the effectiveness of the classroom tools and impact on instruction. View board training will be provided to the staff for the effective use of technology. PLC teams will provide additional feedback and support for ongoing utilization of the view boards.

2-4

Using the curriculum maps as the primary resource, all content area and grade level PLCs will create common formative assessments to guide instruction and use common summative assessments to analyze effective teaching practices. They will be discussed during PLCs each week.

Strong Evidence ▼

The first school-level factor is a "guaranteed and viable curriculum." This is ranked as the first factor, having the most impact on student achievement. according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano. According to John Hattie's research Teacher Clarity has an effect size of .75.

LT members and administrators will attend and participate in the alignment meetings. Guiding documents will be used to assure proper alignment and work will be evaluated alongside the work of District curriculum guidance and policies to assure all CORE standards are represented within the curriculum maps. Once alignment is completed, administration, the instructional coach, and the LT will monitor fidelity to the Idaho standards/curriculum. Data, such as interim assessments, curriculum assessments and I-station will be collected and analyzed to show student knowledge and assure

<p>2-5 The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.</p>	<p>Strong Evidence ▼</p>	<p>According to Robert Marzano (2006), formative assessment is one of the most powerful weapons in a teacher’s arsenal. An effective standards-based, formative assessment program can help dramatically enhance student achievement throughout the K-12 system.” from “Leading a High Reliability School.”</p>	<p>alignment connects to assessment.</p> <p>Teachers will be responsible for creating common assessments and analyzing data during PLCs each week. At the end of each meeting the team lead will submit the week’s agenda in a shared drive for the admin to review.</p>
<p>2-6 Create a robust whole school intervention system with a concentration in mathematics.</p>	<p>Strong Evidence ▼</p>	<p>As Richard DuFour, Rebecca DuFour, Rober Eaker and Gayle Karhanek (2004) state, “Any system of interventions for students will only be as effective as the process that is in place both to monitor student learning and to respond when students experience difficulty.” from “Leading a High Reliability School.”</p>	<p>Progress monitoring will be completed bi-weekly on all students in the intervention classes. During the WIN period, students will keep a data notebook which will include test scores, graphs to monitor their progress and goal setting sheets.</p>
<p>2-7 2.7 Emmett Middle School administration, instructional coach and Leadership team will implement a common language surrounding instruction to be practiced in all classrooms through Constructing Meaning and The Art</p>	<p>Strong Evidence ▼</p>	<p>John Hattie’s research determined that the “Quality of teaching” has an effect size of .77. Marzano used a study by Kati Haycock that determined an 83% point gain with an effective teacher over only a 29% point gain with an ineffective teacher.</p>	<p>Instructional rounds will be employed monthly in groups of four to five teachers and both the principal and vice principal. Every teacher will participate in at least one instructional round for the 2022- 2023 school year. A google doc will be created by participating teachers, emailed to the entire staff by the instructional coach, and stored on a shared drive for review.</p>

and Science of Teaching professional development. The team will develop a plan to include Instructional rounds as a method to discuss and review the implementation of effective instructional strategies to promote school culture and professional growth.

Instructional strategies will be monitored monthly on its effectiveness as evidenced by the percentage of teachers effectively and implementing Marzano's strategies taught during professional development.

Need 3

Need Description:

Emmett Middle School was Identified for continuous school improvement within the subpopulation of EL students, showing only 13.6% of students made adequate growth. The team understands the need to improve overall WIDA and ISAT scores. The data suggests EL students need opportunities for language development and academic achievement.

SMART Goal:

By the end of the 2023 school year Emmett Middle School's ELL students will show growth by increasing all of their overall composite scores by at least one level as measured on the Access for ELLs test. All EL students at Emmett Middle will at minimum show an average scale score growth in ISAT ELA and Math at or above the 50th percentile as compared to Idaho. Emmett's scale score growth rate will be calculated from end of year ISAT 2023 to end of year ISAT 2024.

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	Emmett Middle School will provide ELL students with targeted instruction based on their English proficiency levels using the Systematic EL Achieve instruction.	Strong Evidence <input type="text"/>	Systematic EL Achieve instruction is research based and follows a scope and sequence of language skills, with a focus on the high-leverage,	The admin team and/or counselors will check ELL students' schedules at the beginning of each semester to ensure students are correctly placed. Students will be placed in	<input type="checkbox"/>

portable vocabulary, and sentence structures of the proficiency level.

proficiency leveled (as demonstrated in the WIDA results) instructional groups and receive dedicated language instruction at the proficiency levels. Monthly progress monitoring and formative assessments provided by EL Achieve will track progress and growth of students' language proficiency levels.

3- Emmett Middle School will
2 provide a professional development plan that offers staff training on Constructing Meaning by EL Achieve. They will construct approaches to learning that emphasize both academic English and critical literacy skills that offer explicit language instruction in order to support equal opportunities for all students to access grade-level content learning in English.

Strong Evidence ▼

E.L. Achieve is a research based company that partners with education agencies to create equitable systems that equip English learners for academic achievement.

Teams will participate in ongoing professional development with EL Achieve Frameworks (the new curriculum adopted and paid for by the district). These professional development opportunities will include strategies to support dedicated and integrated language instruction.

Language instructional strategies will be monitored on its effectiveness as evidenced by the percentage of teachers effectively and implementing EL Achieve strategies taught during professional development.

The team will monitor and document observed

implementation strategies learned from EL Achieve to construct meaning. Documentation will be stored on a shared Google drive for Professional development and training purposes.

Need
4

Need Description:

Classroom management has been identified as an area of growth considering the inexperienced staff at Emmett Middle School. The team has recognized the need for positive behavioral supports and professional development in order to cultivate common classroom management strategies

SMART Goal:

Increase teacher proficiency in the classroom improving teachers' ability to manage student behavior and improve classroom culture as measured by administration and instructional coach observation data and a reduction in administration referrals by 30%.

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
4-1	Based on research, Emmett Middle School will develop, train and implement a tiered PBIS behavior model.	Strong Evidence ▼	Evidence has shown that schools that adopt a multi-tiered system of support assists in establishing an environment where students could succeed socially, emotionally, and academically.	By the end of the 2023-2024 school year, Emmett Middle School will place the final plan in a shared Google Drive to be reviewed by the superintendent and/or designee. Emmett Middle School Staff will implement the PBIS plan and monitor its	<input type="checkbox"/>

effectiveness by tracking the percentage of minor and major behaviors monthly as well as the number of students within each PBIS tier. The PBIS will review and evaluate the data monthly.

4-
2 The team will establish procedures for expected behaviors practiced schoolwide which teachers will teach to students and reinforce with consistency. The expectations will be posted throughout the building in high traffic areas.

Strong Evidence ▼

Tier one of the PBIS system is where 80 to 90 percent of the student body within a school operates; this includes rewards for positive behavior reinforcements, clear school wide expectations, direct teaching of the expected behaviors to increase student achievement.

Evidence or percentage of posted expectations will be monitored to assure 100 percent fidelity in every classroom. A system to monitor consistent direct instruction for all expected behaviors to all students will be employed and reviewed. Building expectations will be posted and will be consistent in all areas of the school. An evaluation tool will be used to



survey a focus group of students quarterly to determine a percentage of students who know and follow the expectations.

Behavior modification does not come when consequences are issued. Behavior is communication and until the root cause is addressed, the behavior will continue. Identifying and addressing the root cause will allow students to access the learning and memory portions of their brains more effectively and regularly. In order for students to access the portions of the brain that are responsible for learning and memory access, they need to feel safe and have their basic needs met. This means that they are able to self regulate and ask for what they need in a socially appropriate manner when they need it. Front. Psychol., 24 August 2017 Sec. Emotion Science Volume 8 - 2017 | <https://doi.org/10.3389/fpsyg.2017.01454>

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. (National Comprehension Center for Teacher Quality. Oliver, Regina M. Dec. 2007).

Emmett Middle School Staff will implement the PBIS plan and monitor its effectiveness by tracking the percentage of students who are following the expectations and are not participating in minor or major behaviors. Students will be recognized for their positive behaviors as evidenced by the student and parent celebrations. The PBIS will review and evaluate the data monthly.

The team will establish a system of recognition that is easily employed by all and monitored to assure all staff are using the system of recognition with the goal that all students have the opportunity at least monthly to be recognized for positive behavior.

4-3

Strong Evidence ▼

4-
4 Emmett Middle school will provide professional development on behavioral/classroom management.

Strong Evidence ▼

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. (National Comprehension Center for Teacher Quality. Oliver, Regina M. Dec. 2007)

Use minor and major referrals from Mile Post to identify teachers who need extra support in the classroom and monitor the progress over the school year. Evaluate the implementation of classroom management strategies will be monitored on its effectiveness as evidenced by the percentage of teachers effectively implementing PBIS strategies taught during professional development. The PBIS team will monitor and evaluate the above data monthly to determine future professional development plans.

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

Due to the fact we are a smaller district in a lower social economical rural area, we do not have access to the same opportunities as other districts might. Educators are not always willing to drive from the valley to teach/work in our district especially since we can not compete with the salaries, the cost of gas prices and a four day week.

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://ems.emmettschools.org/our-school/newsletter>

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

EMS has developed a strong leadership team that has worked to develop a solid plan and will meet twice a month to monitor the progress towards our goals and make adjustments as needed. The leadership team has divided into groups that are assisting in the monitoring of each strategy within their group's assigned need. They report back to the leadership team once a month. We will also store all evidence in a shared Google Drive that the Superintendent and Assistant Superintendent will have access to as well.

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: cwoods@isd221.net at 11/30/2023 2:05:48 PM