CLARK COUNTY JR/SR HIGH SCHOOL (0085)
Submitted by: holdene@ccsd161.org at 10/14/2025 10:51:59 AM

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SWIP Purpose

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- [x] CSI UP plan – for state approval
- [ ] CSI Grad plan – for state approval
- [ ] TSI/ATSI plan – approved by the LEA
- [ ] Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- [x] Annual school level Title I-A plan
- [x] District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Sara Westfall	Principal	winterss@ccsd161.org	☐
Eileen Holden	Superintendent, Fed Prog/Sped Director	holdene@ccsd161.org	☐
Holly Maraist	7-12 ELA teacher	maraisth@ccsd161.org	☐
Michelle Stewart	Teacher, PBIS facilitator	stewartm@ccsd161.org	☐
Lori Clark	Jr high teacher	clarkl@ccsd161.org	☐
Dee Anne Taylor	7-12 Science Teacher, Counselor K-12, Assessment coordinator, Gear up coordinator	taylord@ccsd161.org	☐
Erica Perez	Community Member	erikaperez718@gmail.com	☐
Kirk Summers	Electives Teacher	summersk@ccsd161.org	☐
Cheyenne Jensen	7-12 Science, CTE, FFA advisor	dallingc@ccsd161.org	☐
Student	Rotating SBO	ASB@ccsd161.org	☐
Will Lower	teacher	lowerl@ccsd161.org	☐

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

Needs Assessment Guidance

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
School Leadership Team	At Clark County Jr/Sr High School, the School Leadership Team plays a central role in driving school improvement efforts. Led by the school principal, the team works collaboratively to make data-informed decisions that support student success. Agendas are developed at the end of each meeting with input from members, and additional items can be added between meetings as needed. The administrative team meets monthly, and all staff also comes together once a month for extended school improvement work. These meetings are treated as a top priority and are rarely, if ever, canceled. In the event of a snow day or staff illness, participation is still expected, either in person or remotely. Decisions are made by consensus and are based on a wide range of evidence, including formative and summative assessments, attendance and enrollment data, behavior and safety reports, intervention tracking, and feedback from staff, students, and families. The team often references educational research, particularly the work of John Hattie, to guide its planning and ensure strategies are evidence-based. Communication is led by the school principal, but all staff takes part in sharing updates and decisions through meetings, and emails. With representatives from each department, as well as students, parents, and the community, the team ensures a broad range of voices are heard. Input is encouraged through an open agenda process, and the superintendent maintains direct communication with the school board and other district leadership. The Leadership Team's ultimate goal is to create meaningful, lasting improvement in student learning, school culture, and stakeholder engagement. Funding is needed to provide stipends for staff who dedicate additional time and effort to school improvement initiatives and for meeting held outside to the district calendar and/or outside of contract time.
Academic Achievement	Clark County Jr/Sr High School is making steady progress in implementing a comprehensive system of assessment and data analysis to effectively monitor student learning and guide instructional decisions. A coordinated school and district assessment calendar has been developed and shared with all stakeholders to ensure transparency and alignment. Spring 2024–2025 state assessment results highlight ongoing challenges in mathematics across multiple grade levels. The average ISAT Math proficiency for grades 6–8 and 11 stands at 15.8%. English Language Arts shows stronger performance, with an average proficiency of 36.8%. 2026 Math Goals: By spring 2026, Clark County Jr./Sr. High will increase our Math proficiency from spring to spring on the ISAT assessment by 20%. (increasing from 15.8% proficient to 35.8% proficient) By spring of 2026, 85% of the students will increase their overall growth

scale score compared to their Spring 2024 Summative Math ISAT Assessment score. (increasing from 77.8% growth to 85% growth)

2026 ELA Proposed Goals:
By spring 2026, Clark County Jr./Sr. High will increase our ELA proficiency from spring to spring on the ISAT assessment by 11%. (increasing from 36.8% proficient to 47.8% proficient)

By spring of 2026, 85% of the students will increase their overall growth scale score compared to their Spring 2024 Summative ELA ISAT Assessment score. (increasing from 81.2% growth to 85% growth)

To support student achievement, a variety of assessments are administered throughout the school year, including the ISAT Summative, ISAT SICA, and Interim assessments, STAR Reading and Math diagnostics, Imagine Math for targeted math interventions, WIDA ACCESS for English Learners, EasyCBM for Special Education progress monitoring, and ongoing classroom formative assessments. These data sources are regularly analyzed to monitor progress, adjust instruction, and identify students requiring Tier 2 and Tier 3 interventions. Monitoring occurs on a consistent schedule, with STAR assessments three times annually, formative assessments weekly or bi-weekly, and intervention progress monitored monthly or bi-weekly depending on student needs.

Data analysis occurs at multiple levels, including individual classrooms, content teams, and the School Improvement Leadership Team, through PLC/CSI-Up meeting, as well as during data talks. Instructional teams use this data to identify trends, assess curriculum alignment, and develop targeted interventions that align with school improvement goals. Results and progress reports are shared regularly with the School Board and parents through meetings, written reports, conferences, and ongoing communication.

While gains in ELA are encouraging, continued low math proficiency remains a priority area. Root causes identified through data analysis and staff input include misalignment between instruction, curriculum, and Idaho Content Standards—particularly in math; the absence of a consistent, school-wide intervention system; gaps in vertical curriculum alignment; low student engagement and motivation; and incomplete implementation of Tier 2 and Tier 3 supports within the MTSS framework. In response, during the 2024–2025 school year, staff began designing and implementing school-wide ELA and Math interventions during advisory periods. These efforts will continue into the 2025–2026 school year with ongoing refinement of interventions and the addition of new ELA and Math intervention courses in place of electives.

To address these challenges, Clark County Jr/Sr High School is prioritizing the adoption of a new, standards-aligned math curriculum, strengthening Tier 2 and Tier 3 intervention systems, and providing professional development focused on instructional alignment and student engagement. These initiatives are key to closing achievement gaps, raising proficiency levels, and ensuring all students receive high-quality, data-driven instruction.

	Additional funding is needed (as available) to provide teacher stipends for the development of intervention course content and to purchase necessary intervention materials.
Tier 1 Instruction (Core)	In Grades 6–12, all students engage in daily core instruction in English Language Arts (ELA) and Mathematics. The school is committed to providing high-quality instruction that is aligned with Idaho State Standards, grounded in evidence-based practices, and responsive to student needs. ELA instruction is delivered for 55 minutes daily using portions of the Houghton Mifflin Collections series. As this curriculum does not meet ESSA evidence-based criteria, teachers supplement with novels, literary classics, and writing performance tasks to enhance rigor and engagement. In junior high, Accelerated Reader (AR) supports reading comprehension and motivation. Mathematics instruction also occurs daily for 55 minutes, using the College Preparatory Mathematics (CPM) pilot program. This curriculum emphasizes conceptual understanding and collaborative problem-solving. Additional course offerings include Dual Credit College Algebra (McGraw Hill), Pre-Calculus, and Business Math. Teachers deliver the adopted curriculum with fidelity, using publisher-aligned strategies and materials. Instruction is consistently aligned with Idaho content standards and research-informed practices that support academic growth. Curriculum fidelity is monitored through regular formal and informal classroom walkthroughs and observations conducted by school administrators. These focus on instructional quality, curriculum alignment, and effective differentiation. Data from these observations guide targeted professional development and instructional refinement. Formative assessments are embedded into daily instruction and include tools such as pre- and post-assessments, midpoint checks, exit tickets, quizzes, and student projects. Assessment data is used to monitor progress, adjust pacing, differentiate instruction, and establish individualized academic goals. Goal-setting is informed by local and state assessment data (ISAT Interims, SICA, STAR, ISAT). Instruction is regularly adapted to meet diverse learner needs. Teachers employ strategies such as modified assignments, targeted pre-teaching and re-teaching, and opportunities for reassessment to support mastery learning. Flexible grouping is utilized within classrooms to support targeted instruction. Students work in various formats—small group, whole group, or individualized—based on assessment data and instructional objectives. Groupings are designed to ensure each student receives appropriately leveled support. Differentiated instruction is a schoolwide expectation, with a focus on adapting content, process, and product based on student readiness, interest, and learning profile. A collaborative, building-wide approach supports consistent use of effective instructional practices, particularly in ELA and Math, where targeted interventions are in place. Student engagement is increasingly interactive and collaborative. Strategies such as peer editing, structured group roles, and math discourse promote deeper understanding and critical thinking. In CPM math, for

	example, students are encouraged to articulate and defend their reasoning, which strengthens conceptual mastery. Instructional monitoring is an ongoing process. Administrators conduct walkthroughs and observations to assess fidelity and effectiveness, with a focus on differentiation and instructional impact. Feedback is provided through post-observation conferences, fostering reflective practice and continuous improvement. Targeted professional development is offered based on identified needs. Some staff also engages with IBC ELA coaches and Idaho Math Center coaches to strengthen instructional design and delivery, contributing to improved classroom practices. Tier 1 instruction is standards-aligned, data-informed, and equitably delivered, ensuring all students have access to rigorous, high-quality learning opportunities. A schoolwide commitment to collaboration and instructional planning continues to support student growth and academic success. Funding (as available) is needed for teacher collaboration and data days, professional development, substitutes for school visit , curriculum planning and development, and related travel.
Tier 2/3 Instruction (Interventions)	Academic interventions are provided to students as an area of need at CC Jr/Sr High School. Tier 1 instruction is embedded within the school day and consists of 55 minutes of core class instruction, during which instruction is differentiated to support students who require additional help. In addition, all students participate in a 33-minute Advisory period. During Advisory, teachers provide strategic, targeted interventions, individually and/or in small groups, for students who need reteaching or additional instruction to close learning gaps. These interventions occur on specific days and are organized by core subject areas. The ELA Advisory intervention curriculum includes writing prompts and rubrics from Tools for Teachers. For Math Advisory intervention, Imagine Math is the curriculum used. Students who do not require intervention engage in enrichment activities in both ELA and Math, working at a more advanced level using the same programs mentioned above. Furthermore, Tier 2 and Tier 3 students attend an additional 55-minute Math and/or ELA class daily in place of an elective course. In the Math intervention classes, students build math fluency through game-like activities and standards-aligned lessons at their level. These lessons are aligned with the ISAT Math standards and mathematical practices, using resources from Tools for Teachers. The math intervention curriculum was co-designed by the IRMC Math Coaches in collaboration with the classroom teachers. During ELA intervention class, students receive instruction targeted to their specific skill gaps and performance levels. The ELA curriculum is carefully designed based on student data, with customized lessons built using Tools for Teachers and ISAT block assessments. After-school tutoring is available every Wednesday for students who need additional academic support. A paraprofessional provides pull-out support for EL students under the guidance of classroom teachers. Some students also receive additional core

	instructional support from the SPED teacher. A half-time interventionist is identified as a current need to further support the academic progress of our Tier 2 students. The ISAT SICA is used as a screener in both Math and ELA. Progress monitoring for on-level or advanced students occurs quarterly using STAR Reading and STAR Math. Students who are not performing at grade level participate in monthly progress monitoring using the same tools. Teachers form flexible Tier 2 and Tier 3 intervention groups and classes by triangulating formative and summative assessment data. Progress monitoring is also conducted using classroom assessments and ISAT block assessments. The SPED teacher and the school counselor provide teachers with student "snapshots" to communicate the needs of students with IEPs or other identified supports. Interventions are coordinated through monthly staff meetings. Students who require more intensive support receive services through the resource room or via the paraprofessional who works with EL students. However, there is a clear need for a more robust EL curriculum. Curriculum-based measures in Math, Reading, and Writing are used to monitor student progress at least twice a year. Students who qualify based on the WIDA test are placed in a language intervention class, where they receive additional instruction and evidence-based interventions in language acquisition through Imagine Learning, provided by IDE. In Special Education, basic skill enhancement is supported through regular implementation of Reading, Writing, and Math curriculum. The materials used vary depending on the specific skill needs of students, ensuring a comprehensive support system aligned with their IEP. SPED staff monitors student skill progress weekly by evaluating performance on lessons and measuring skill acquisition using EasyCBM. There is a need for additional progress-monitoring tools and coaching on data use and intervention implementation. Academically at-risk students are invited to attend an after-school program focused on building foundational skills to support their academic progress and address learning gaps. These students meet one-on-one weekly with school administrators to discuss their academic standing and identify what support they need to succeed. EL and SPED staff regularly collaborate with core teachers to identify students' areas of need. T eachers have expressed concerns that several students are functioning below grade level and exhibit specific skill deficits. As a staff, we are becoming increasingly data-driven to better inform decisions about teaching and learning. Training on tiered instruction and the development and implementation of a schoolwide Multi-Tiered System of Supports (MTSS) is currently underway. Funding (as available) is needed to stipends teachers developing intervention curriculum and to employ a part-time interventionist and progress monitoring tools and intervention materials and supplies.
Professional Development	At CC Jr/Sr High School, professional development (PD) is more than just a requirement—it's part of our commitment to continuous improvement in teaching and learning. We believe that when educators grow, students

	benefit, and everything we do with PD is built around that belief. Each year, the district provides three formal days dedicated to professional development. These days serve as valuable touchpoints in our schoolwide effort to improve instructional practices and student outcomes. Through our four-day school week, we've built in collaboration time on select Fridays throughout the year. These Fridays are intentionally designed to allow teachers to work together in meaningful ways—whether through PLCs, book studies, or focused training sessions. In addition, teachers occasionally participate in collaboration during the regular school day, specifically to dig deeper into curriculum and assessment planning. This structure ensures that professional learning is an ongoing part of the school culture. PD content is intentionally designed and integrated into our ongoing PLC and CSI work. Ideas and strategies introduced during training are revisited and reinforced throughout the year. By staying focused on growth, data, collaboration, and high quality instruction, we're building a culture where teachers feel supported and students benefit. Topics are selected with purpose, taking into account our district-wide goals, the priorities outlined in our SWIP, teacher input, and the changing needs of our students. For the 2025–2026 school year, our PD efforts are centered on several key areas: implementing new curriculum, strengthening intervention programs, deepening PLC work, and using data more effectively to guide instruction. We're also continuing to build out our Multi-Tiered System of Supports (MTSS), explore evidence-based strategies like the Go-To Strategies, and prioritize student engagement, classroom management, and the development of a guaranteed and viable curriculum. In addition, instructional coaching through the IBC Project and the Idaho Regional Math Center provides teachers with specialized guidance, especially in content areas like math. When funding allows, we also encourage teachers to attend high-quality conferences that align with our goals—conferences such as Safe and Civil Schools, and the CPM National Conference. These opportunities allow staff to learn from experts in the field and bring new practices back to share with colleagues. The planning and decision-making around PD is a shared effort. District leaders, the building principal, instructional coaches, and teaching staff all contribute to shaping our PD offerings. This collaborative model helps us stay aligned with big-picture goals while staying flexible and responsive to what teachers are seeing and experiencing in their classrooms. Participation in PD is expected of all certified staff and formal records like agendas and sign-in sheets are kept. The principal stays connected with staff and is well aware of who's participating and how PD is being applied in practice. Funding (as available) is needed to support PD cost of registration for CPM National Conference, travel, and/or potentially bring providers into the school as well as for substitutes as teachers participate in school visits and collaborative planning activities. In addition funds are needed to hire a part-time interventionist.
Recruitment/Retention of Effective Teachers	At CC Jr/Sr High School, we are committed to recruiting and retaining high-quality educators who align with our mission and values. Our hiring practices are guided by the District's "Hiring Process and Criteria Policy

	#5100," ensuring a strong alignment between what we expect from our staff and the qualifications we seek during recruitment. This structured process helps us attract qualified candidates who are well-suited to serve our students and community. All candidates are interviewed through a team process. We provide a supportive and collaborative environment for new staff through a combination of mentoring, professional development opportunities, and onboarding practices. We ensure all new staff members are integrated into a culture that values teamwork, continuous improvement, and shared responsibility. Currently, 100% of our teachers are certified in their specific teaching area, meeting all state certification requirements. Although we do not have any teachers currently on an alternate certification pathway, in the past, educators in such positions have worked closely with both a mentor and the school principal to ensure success and support. Mentoring plays a critical role in new teacher support. Our formal mentoring program includes monthly check-ins between mentors and new teachers, with additional meetings as needed. The program fosters open communication and professional growth and is designed to be flexible and responsive to the needs of each new educator. The mentoring support provides orientation to district policies, curriculum expectations, and key professional development initiatives. Feedback is gathered annually from new staff and during exit conversations, allowing us to refine and improve the mentoring model as necessary. To build the capacity of our staff, the district provides dedicated professional development funding and an annual $400 allocation for classroom materials and supplies. These resources help educators enhance their instructional practices and maintain well-equipped learning environments. We have several targeted strategies in place to retain effective teachers. These include a competitive, state-funded salary schedule, retention bonuses based on years of service, and additional staffing supported through a supplemental levy. One of our most impactful retention efforts is our four-day school week, which supports work-life balance and contributes to a positive school culture. We also prioritize creating a supportive, collaborative environment where teachers feel valued and respected. As a result of these efforts, our teacher turnover rate is very low. Over the past three years, we have only lost one teacher. The majority of our staff lives in or near the community and often remain with the school until retirement.
Climate / Culture	When entering our school, students, families, and community members are welcomed into an environment that reflects pride, positivity, and connection. Guests are greeted at the front desk with warmth and immediate assistance, setting a tone of friendliness and support. The entryway and hallways showcase the values and accomplishments of our school community: Bobcat PRIDE expectations (Positive Attitude, Responsible & Respectful, Integrity, Determination, Everyone's Safe),

	"Students of the Month" displays, sports awards and trophies, and motivational signage such as "Think like you're #1, Act like you're #1, Work like you're #1 and you'll be #1." Health and safety information is posted in both English and Spanish, reflecting inclusivity and accessibility. Throughout the building, inspirational quotes, college and career readiness materials, anti-vaping campaign posters, and notices of upcoming activities highlight the opportunities available to students. Comfortable gathering spaces and the presence of engaged staff in the hallways further communicate a message of belonging, support, and pride in being part of the Bobcat community. In addition to what is seen and felt inside the building, our positive school climate extends into the community. Parent postcards, sent regularly each month, highlight student successes and provide families with positive communication from the school. Our school website, Facebook page, and monthly newsletter serve as tools to invite, inform, and include the wider community in school events and celebrations. A school and community marquee located at the entrance to town also reinforces this connection by sharing announcements and highlighting Bobcat pride for all to see. Our staff is highly collaborative, working together to ensure success for all students. Biweekly staff meetings and monthly CSI-Up sessions foster open communication and alignment of expectations across classrooms. Teachers share resources, strategies, and interventions, relying on each other's strengths to improve instruction and support student growth. Weekly advisory activities further reinforce consistency and collective responsibility by engaging students in targeted academic, social, and enrichment opportunities while also allowing room for creativity and student voice. Staff extend their commitment beyond the classroom by supporting school events and extracurricular activities, whether by chaperoning dances, running concessions, or encouraging student participation in clubs, athletics, and performances. Trust is a defining feature of our school's climate. Students approach staff with confidence that they will be heard and supported, and staff members extend the same openness to one another. This mutual trust allows for honest conversations, where all voices are valued and multiple perspectives are considered before decisions are made. Once a decision is reached, staff demonstrate full commitment to its implementation, maintaining consistency and integrity across the school. Accountability among colleagues is strong and rooted in both professionalism and camaraderie. One of our school's strengths is the way staff uses humor to keep each other on track, fostering accountability in a way that strengthens relationships and builds community.
Graduation Rate	Clark County Jr/Sr High School employs an extensive system to monitor student progress toward graduation. In the 2023-2024 and 24-25 school year, we had a 100% graduation rate. Policy2700, 2700P addresses graduation. The school counselor conducts an annual review of each student's transcript prior to course registration to ensure they are on track to meet graduation requirements. These records are maintained in individual student files, providing a reliable reference point for future planning.

	Additionally, following the fall semester, the counselor meets with students who have failed a course to evaluate and, if necessary, revise their spring schedules to keep them aligned with credit requirements. Students who fall behind in earning credits are offered multiple options for credit recovery, tailored to individual needs: • Incomplete Grades: For students who receive an incomplete, the counselor and classroom teacher collaborate to ensure the necessary coursework is completed and submitted. The counselor and principal monitor these cases to ensure all incompletes are converted to letter grades, maintaining transcript accuracy. • Failing Grades: When a student receives a failing grade, the counselor initiates a meeting with the student and their parent/guardian to determine the most appropriate credit recovery option. These may include: 1. Retaking the course the following academic year. 2. Enrolling in an Idaho Digital Learning Alliance (IDLA) course during the subsequent semester or over the summer. 3. Completing an accelerated IDLA credit recovery course designed for faster remediation. The school counselor meets with each student at least once annually during registration to discuss academic progress and graduation plans. Additional meetings are held during key testing periods, such as SAT, ACT, and PSAT, to ensure students are aware of and prepared for the assessments aligned with their post-graduation goals. In cases where discrepancies are identified in graduation rate data, the Superintendent/Principal, in collaboration with the registrar and counselor, conducts a thorough review. If errors are confirmed, the team works to collect and upload the necessary documentation to correct the records and ensure the data accurately reflects student outcomes.
Absenteeism	At Clark County Jr/Sr High School, we believe that attendance is key to student success and is a top priority. We work hard to create a positive atmosphere around attendance by communicating openly and kindly with families and providing support tailored to each student's situation. We focus on respectful communication and personalized support to create a culture where students and families feel encouraged, empowered to be present and engaged. District policies 3020, 3020P, and 3050 guide attendance expectations and procedures along with being covered in the student handbook. When a student misses school, our secretaries reach out to parents right away, especially if a student has missed the same class or time slot for three times. These calls are always friendly and understanding, aiming to find out what's going on rather than placing blame. Often, these conversations reveal bigger challenges like homelessness, court dates, or health issues. We log this information carefully in our student system and bring any serious concerns to the principals for follow-up. Our message about attendance is always about opportunity, not punishment. For students who have missed several days, we encourage them to attend after-school tutoring or Friday School — framed as a helpful chance to catch up. School leaders also talk directly with families when they know a student might miss two or three weeks, like for trips to

	Mexico. They explain how much school time will be missed and discuss options, sharing past examples of homework that went unfinished and how that affected learning. To catch students who are struggling with attendance, we review absences and tardies weekly during our “at-risk” meetings. Students flagged in this process meet with a teacher, principal, or superintendent to talk about what’s causing the absences and figure out how we can help. The main reasons for chronic absenteeism at Clark County Jr/Sr High School are cultural or work-related. Many families take extended trips in January because of traditions or job schedules that don’t match the school calendar. Others take vacations based on their work schedules, which also leads to missed days. To help with this, we keep open conversations with parents about how important school time is. Sometimes, if a parent is working and can’t get a student up and ready, staff have even gotten permission to wake students and bring them to school. Our counselor and School Resource Officer also support students and parents by providing mentoring when needed.
Other	CC Jr/Sr HS is a small, remote, rural public school located in Dubois, Idaho in southeast Idaho near the Caribou-Targhee National Forest. It is part of the Clark County School District and has an enrollment of approximately 46 students in grades 6–12. The student body is made up of approximately 31% White and 69% Hispanic, and 1.7% African American students. Additionally, 28% of the students are English Language Learners; 13% are students with disabilities and 79% come from low income homes. and 100% of receive free or reduced lunch. CC Jr/Sr HS is a School-Wide-Title 1 school. Our three key initiatives are: 1) Strengthen our MTSS intervention model by implementing high quality and effective interventions; 2) Implementing a new CORE math curriculum (pilot)- CPM; 3) Completing the Cognia School Accreditation According to the 2020 US Census, Dubois had a population of 790, down from the 2010 US Census. The economy of the town is primarily driven by agriculture, mining, and the school district. Services in Dubois include IKE's gas station and deli, High Plains Propane, US Sheep Station, Larson Farms, Egan Land and Cattle Company, Blue Springs Water, Spencer Grill, Spencer Opal Mine, Thermacal Minerals of Idaho, Excellsior Gold Mine, Bureau of Land Management, US Forest Service, Clark County Public Library, University of Idaho Extension Office, US Post Office, and two churches. The Eastern Idaho Public Health Department visits Dubois twice a month. Dubois serves as the county seat of Clark County. CC Jr/Sr HS and its community have social-economic demographics that may be due to the fact that many families work in lower-paying jobs, and the average family income is $37,000. The school has a 4-day schedule with team meetings, professional development, and PLCs taking place on Fridays. The staff-to-student ratio is 1:6.4, and CC JR/SR HS has 8 certified teachers, 0.5 special education, 0.5 counselors, 0.5 librarians, 0.25 English language learners paraprofessionals, 0.75 secretaries, .25 nurse, an SRO and 2 custodians. Speech services are contracted out. 100% of teachers maintain highly qualified status, 100% are endorsed in their

assignment, and 100% of paraprofessionals have passed the paraprofessional Praxis.

The superintendent has served at CC Jr/Sr HS for 6 years. This year a principal was hired. 70% of the staff have worked at the school for 7 or more years.

The Hispanic population has increased over the years due to the types of jobs available in the community. The overall population of Clark County is down, as is it's economy. Because of these declines, staff members carry multiple roles in the school and within the community.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. Goals should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- Example SMART Goal Template: By *(month/year)*, *(who/what)* will increase/decrease *(amount)* *(%/points* to *(desired level)* as measured by *(tool/assessment/data set)*.
- Example SMART Goal: By May 2025, our math proficiency rate will increase 8 percentage points to 33% of our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need 1	**Area of Improvement:** ELA Achievement / Growth	**SMART Goal:** *250 characters max* By spring 2026, Clark County Jr./Sr. High will increase our ELA proficiency from spring to spring on the ISAT assessment by 11%, and 85% of the students will increase their overall growth scale score compared to their Spring 2025	Remove

Summative ELA ISAT.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
1-1	**Strategy Category:** Developing Effective Teaching **Strategy:** All teachers will implement school-wide reading and writing strategies (including "Go To Strategies") in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and effectiveness of those strategies using student data. Funding is needed to stipend staff members to attend CSI meetings that are not built into the District calendar and when work is required outside of contract time.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Marzano 2018; John Hattie effect size: explicit teaching strategies: .74.	**Monitoring/Evaluation:** Teachers will self-reflect on their implementation success of reading and writing strategies. ELA teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning. The principal will conduct classroom walk-throughs and collect implementation logs to monitor implementation of the strategies.	☐
1-2	**Strategy Category:** Improving School Culture & Climate **Strategy:** Teachers will set ELA achievement goals with students using summative and formative data to encourage student ownership of their learning.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* John Hattie effect size: self reported grades .96, feedback 1.01, and self-reflection .50.	**Monitoring/Evaluation:** ELA teachers and the leadership team will analyze and monitor various forms of student data and formative assessments. Teachers will adjust instruction and/or interventions to support student goal attainment as needed. The principal will monitor goal setting logs.	☐
1-3	**Strategy Category:** Interventions / Credit Recovery **Strategy:** Teachers and administration will continue to refine and implement a school-wide MTSS model to support tiered instruction and student behavior. Funding is needed for a part-time interventionist who will help support the tiered instruction. Funding (as available) is also needed for staff members to attend CSI meetings that are not built into the	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and Dockweiler; Ainscow, M., Booth, T. and Dyson, A. John Hattie effect size: RTI: 1.07	**Monitoring/Evaluation:** The leadership team and the principal will support and monitor MTSS development and implementation through the use of learning activities, training logs, surveys, common team agendas, and meeting notes.	☐

District calendar and to develop intervention curriculum outside of contract time.

Strategy Category:
Interventions / Credit Recovery

Strategy:

1-4 All teachers will implement targeted writing interventions (Wordy Wednesday) where all students will participate in dedicated 30-minute small-group writing instruction session every Wednesday. Instruction will be focused on improving writing skills, aligned to the Idaho Standards Achievement Test (ISAT) and differentiated based on student writing needs.

Funding is needed to employ a part-time interventionist.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:

John Hattie effect size: intervention: 0.77

Monitoring/Evaluation:

ELA teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs.

Strategy Category:
Interventions / Credit Recovery

Strategy:

1-5 Students identified as Tier 2 or 3 through assessments will attend a daily 55-minute remediation class focused on closing reading and writing skill gaps. Instruction will be personalized using diagnostic and benchmark data to meet individual learning needs.

Funding is needed to provide staff stipends for planning and designing instruction outside of regular hours and to employ a part-time interventionist.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:

John Hattie effect RTI effect size: 1.07

Monitoring/Evaluation:

ELA teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Reading, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs.

Strategy Category:
Data-Driven Decision Making

Strategy:

1-6 Teachers will use both formative and summative assessment data to inform instructional decisions, strengthen core instruction, and design targeted interventions based on student needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:

John Hattie effect size: reflection on learning: .75 and alternative assessment methods: .67

Monitoring/Evaluation:

ELA teachers, principal, and leadership team will analyze and monitor student data through formative and summative data to ensure student learning.

Principal and the leadership team with monitor data logs.

Need 2

Area of Improvement:
Math Achievement / Growth

SMART Goal: *250 characters max*

By spring 2026,

Remove

Clark County Jr./Sr. High will increase our Math proficiency from spring to spring on the ISAT assessment by 20% and 85% of the students will increase their overall growth scale score compared to their Spring 2025 Summative Math ISAT.

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
2-1	**Strategy Category:** Developing Effective Teaching **Strategy:** Math teachers will engage in coaching with IMRC coaches and IBC capacity builders to strengthen instructional practices, data use, classroom management, student engagement, and assessment strategies. Select teachers will attend an CPM conference to enhance their knowledge of effective instruction. Funding (as available) is needed for CPM conference registration, travel, per diem, substitute coverage for school improvement activities, curriculum planning, site visits, collaboration, course credits, and staff stipends supporting school improvement efforts.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* John Hattie Coaching effect size: .26. However, as part of the coaching process teachers will engage in micro-teaching: 1.01, teacher clarity: .80, teacher expectations: .50, teacher PD: .44, and teacher estimates of learning 1.28.	**Monitoring/Evaluation:** Coaches and math teachers will monitor improvements in instruction and student learning through self-evaluation and self-reflection, video, observations and by analyzing and monitoring formative student data.	☐

2-2

Strategy Category:
Data-Driven Decision Making

Strategy:
Teachers will use both formative and summative assessment data to inform instructional decisions, strengthen core instruction, and design targeted interventions based on student needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, effect size: reflection on learning: .75

Monitoring/Evaluation:
Math teachers, principal, and leadership team will analyze and monitor student data through formative and summative data to ensure student learning.

Principal and the leadership team with monitor data logs.

2-3

Strategy Category:
Developing Effective Teaching

Strategy:
All teachers will implement school-wide reading and writing strategies in all subjects that support the learning needs of all of our students. They will meet monthly to share additional ways to successfully implement the strategies and evaluate implementation and effectiveness of those strategies using student data.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018; John Hattie effect size: explicit teaching strategies: .74.

Monitoring/Evaluation:
Teachers will self-reflect on their implementation success of reading and writing strategies. Math teachers, the principal, and the leadership team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

The principal will conduct classroom walk-throughs and collect implementation logs to monitor implementation of the strategies.

2-4

Strategy Category:
Building Cohesive Curriculum & Instruction

Strategy:
Teachers will continue to develop and refine curriculum map and pacing guides as they implement CPM core curriculum and align instruction to Idaho State Content Standards.

Funds are needed to stipend teachers and pay for substitutes as staff develop or refine curriculum maps and pacing guides to support school improvement outside of contract time.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Marzano 2018

Monitoring/Evaluation:
Upon implementation of curriculum maps, teachers will self-reflect and self-evaluate their effectiveness and make changes as needed.

The Math teachers and the leadership team will analyze various forms of student data and formative assessments to monitor and measure instructional effectiveness and student progress.

The principal will conduct classroom walk throughs to ensure implementation.

2-5

Strategy Category:
Improving School Culture & Climate

Strategy:
Teachers will set math achievement goals with students using summative and formative data to encourage student ownership of their learning.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie effect size: self-reported grades: .96, feedback: 1.01, and self-reflection: .50.

Monitoring/Evaluation:
Math teachers and the leadership team will analyze and monitor various forms of student data and formative assessments. Teachers will adjust instruction and/or interventions to support student goal attainment as needed.

The principal will monitor goal setting logs.

2-6

Strategy Category:
Interventions / Credit Recovery

Strategy:
Teachers and administration will continue to refine and implement a school-wide MTSS model to support tiered instruction and student behavior.

Funding is needed for a part-time interventionist who will help support the tiered instruction. Funding is also needed for staff members develop intervention curriculum outside of contract time.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and Dockweiler; Ainscow, M., Booth, T. and Dyson, A.

Monitoring/Evaluation:
The leadership team and the principal will support and monitor PLC development and implementation through the use of learning activities, training logs, surveys, common team agendas and meeting notes.

2-7

Strategy Category:
Interventions / Credit Recovery

Strategy:
Students identified as Tier 2 or 3 through assessments will attend a daily 55-minute remediation class focused on closing skill gaps and math fluency. Instruction will be personalized using diagnostic and benchmark data to meet individual learning needs.

Funding is needed to provide staff stipends for planning and for designing instruction outside of regular hours and to employ a part-time interventionist.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, intervention effect size: 1.07

Monitoring/Evaluation:
Math teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Math, and ISAT SICA data, and interim assessments to measure student growth.

The principal will conduct classroom walk-throughs.

2-8

Strategy Category:
Interventions / Credit Recovery

Strategy:
All teachers will implement targeted math intervention (Math Monday) where all students will participate in dedicated 30-minute small-group Imagine Math session every Monday. Instruction will be differentiated based on student writing needs.

Evidence Level:
Strong Evidence

Cite/Link research to support the Evidence level chosen:
John Hattie, intervention effect size: 0.77

Monitoring/Evaluation:
Math teachers, principal, and leadership team will analyze and monitor student data through formative assessments, STAR Math, and ISAT SICA data, and interim assessments to measure student growth.

		Funding is needed to employ a part-time interventionist.	The principal will conduct classroom walk-throughs.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

In regards to resource inequities, Clark County Junior/Senior High School students are provided with the funding and per-pupil funding they are entitled to from the state. The district ensures that they will allocate resources, including staff positions and non-personnel resources, directly to its schools. In order to improve student achievement, staff engagement in professional development (PD) opportunities is essential; this is described in the plan and needs assessment, and is necessary for building capacity in teaching and learning. Additionally, additional intervention staff is needed to support Tier 2 students. Students need continued access to evidence-based curriculum for core instruction and remediation, in accordance with the needs assessment. Lastly, students should be encouraged to perform their best on the ISAT.

3. Where will this improvement plan be publicly available?

https://www.clarkcountyschools161.org

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

During Leadership Team meetings and Friday CSI-UP staff meetings, we will address and evaluate the following.
We will use guiding questions to evaluate the effectiveness and make adjustments. The questions may include: Is there a higher percentage of students testing proficient on benchmark and state tests? Are students showing growth? Are staff members having time to collaborate, to discuss data, instruction, curriculum and intervention groups? Should more time be focused toward professional development?

Annual Budget

Allocation for 2025-2026	$17,034
Carry-over from previous year as of 9/30/2025	$13,820
Total Allocation	$30,854

Obj.Code	Description	2025-2026
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $18,870 Description: Stipends for CSI-up participants (11 members) out side contract time - site visits, summer hour, training - hours spent tutoring after school, and 1 Interventionist specialist .26 FTE and subs for when training is during school hours or site visits to other schools occur.
200	Employee Benefits	Amount: $3,823 Description: Benefits - Persi, Fica, Medicare on the above salaries.
300	Purchased Services (non travel)	Amount: $1,650

		Description: registration fees - professional development (examples of possible conferences: Safe and Civil School, Visible Learning and Teacher Clarity; The Association of Math Teachers, CPM regional conference)
380	Travel Expense	Amount: $6,511 Description: mileage, fuel, per diem, hotel to attend site visits and trainings at other schools and to attend conferences
400	Supplies & Materials	Amount: $0 Description:
500	Capital Objects	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate: 2.68 %	Amount: $0 Description:
	Budget Total	$30,854

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

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

CIVIL RIGHTS
SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government

Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

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

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

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652,

GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

Submitted by: holdene@ccsd161.org at 10/14/2025 10:51:59 AM