

PAYETTE PRIMARY SCHOOL (0508)

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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
Leslie Burns	Principal	leburns@payetteschools.org	☐
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Savanna Corta	Parent	savannaswty360@gmail.com	☐
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Cassidy Burns	Parent	deedlebug83@gmail.com	☐

Needs Assessment

School Leadership Team

Our School Improvement Team meets the fourth Tuesday of each month at 3:45. Agendas are set by the principal, and meeting minutes are shared with staff. We use summative assessment data to set schoolwide goals, including IRI, I-Ready Math, and ISAT 3rd & 4th grade ELA and Math. The principal is responsible for communication with staff and parents.

School and Community

Payette Primary has had no staff turn-over and we actually added 2 FTEs for the 2023-24 school year. The principal is in her 29th year in education with 1 of those years have been as the principal at Payette Primary School. Our community is has low-socio economics and over 80% of our students receive free breakfast and lunch.

Academic Achievement

We had approximately 62.7% of our students K-3 Score in Tier 1 on the 2024 Spring IRI. 48% of our kindergarteners scored in Tier 1 on that same test. On the 2024 Spring ISAT we had 28.1% of

Student Learning Needs

our students score proficient or advanced in ELA, and 30.6% of our third grade students score proficient or advanced on the Math portion of the same test. On the 2024 Spring ISAT we had 24% of our students score proficient or advanced in ELA, and 28% of our forth grade students score proficient or advanced on the Math portion of the same test. This is the first year we have had forth grade in our building.

ELA achievement on the 3rd & 4th grade ISAT and the K-3 IRI is our biggest area of concern. Our focus for achievement is at grades K-1. We would like to see 70% of our K-1 students score in Tier 1 on the IRI, 35% of our 3rd grade students score proficient of advanced on the 2025 ELA ISAT, and 30% of our 4th grade students score proficient of advanced on the 2025 ELA ISAT.

Core Curriculum

We adopted Houghton Mifflin Into Reading K-4 as our core ELA series. This is our second year implementing the program. We are in year 3 of I-Ready Math K-4. Our curriculum has been mapped to support our 4 day/week schedule. We assess our progress in ELA with the I-Station Reading Assessment and the I-Ready Reading Assessment. We assess our Math progress with the I-Ready Math Assessment. We also utilize end-of-unit assessments in each of our core programs along with some teacher created assessments. All of these assessments are used to determine what student interventions or reteaching is necessary. We have also adopted SIPPS as our dyslexia intervention program K-3.

Core Instruction

Staff meets weekly, on Tuesdays, after school to discuss data, interventions, and planning. Students in Tier 2 and Tier 3 on the Fall IRI receive an additional 45 minute intervention in Reading daily for up to 100 days total, and students up to 6 months or more behind in math receive a 30 minute intervention daily. We also have an RTI team that meets weekly on Tuesday mornings at 7:30 to track students receiving academic interventions. Also, we identify students for Gifted and Talented, and they receive advanced instruction for a minimum of 60 minutes a week in their general education classroom.

Alignment of teaching and Learning

Each week, our teachers meet as a team or department PLC to ensure consistent planning for all students. Those plans are shared with administration along with meeting minutes from each team. We have year-long curricular mapping in place for ELA and Math.

Universal Screening

We give new incoming students assessments in ELA and Math at registration. We have an in-house assessment for newly enrolled kindergarten students. These assessments allow us to determine which students need further testing and assistance. K-3 take the I-Station assessment monthly, and students that score low in phonemic awareness receive further assessment with the PAST to screen for tendencies of dyslexia. We give the I-Ready Math Assessment three times a year. We also support students who may be at-risk behaviorally through Tier 2 and Tier 3 PBIS interventions. We have a PBIS team that meets monthly to review students who are receiving these interventions. Our ELL students get daily research-based interventions and weekly monitoring and the IELA to monitor their language acquisition.

Tiered Instruction and Academic Interventions

We have Tiered instruction in ELA including 3 Tiers. Tier 2 and Tier 3 students receive a 45-minute daily intervention for a minimum of 100 school days. These interventions are taught by classroom teachers. Students receive interventions in phonemic awareness, phonics, spelling, fluency and comprehension. Students with tendencies of dyslexia get 45 minutes of explicit phonics and phonemic awareness instruction. Students are progress monitored through I-Station and WPM.

Learning Time

Our schedule meets the needs of all students and meets State requirements for seat hours, interventions, and core curriculum. All students receive 90 minutes of Reading and Math Instruction daily. Our After School Program and Summer School program provide students with more time and resources outside of the regular school day. These services also include homework support and enrichment.

Non-Academic Student Needs

We have a strong PBIS program in-place to help students with social and emotional issues. We provide mentoring, and positive behavior plans for struggling students. We also have counseling services both in-house and through private practice available to students, teachers, and parents. Parents also receive parent education on a variety of topics through our after school programs.

Well-rounded Education

Our students receive core academics in all subjects including specials in music, PE, health, library, art, STEM instruction, ELL, and Gifted and Talented services. We provide a well-rounded education and enrichment opportunities for all students.

Additional Opportunities For Learning

NA

School Transitions

We house Head Start Pre-school at our school. We also offer a public district funded pre-school option serving 14 4-year-old students transitioning to kindergarten next year, offering instruction on key skills they will need for kindergarten. Our 4th grade students have the opportunity to attend the 5th grade State Fair at our middle school. At this time, they are able to tour McCain Middle School which is where they will be attending school next year.

Professional Development

There are 7 Fridays throughout the school year in which we participate in District professional development for all district staff. In addition we offer PD at an individual school level. This year we have had opportunities for PD in PBIS, Responsive Classroom, Trauma Informed Instruction, and Marzano Best Practices, I-Ready math and Into Reading.

Family and Community Engagement

We have family nights through our PTO and 21st Century After School Grant offering adult education in family engagement, literacy, STEM, and a Lights on After School event. We have parents serving on multiple committees both at the school and district level including school improvement, budgeting, curriculum, and student achievement. Parents were also involved in our latest curriculum adoptions for ELA and Math.

Recruitment and Retention of Effective Teachers

We have had low turnover at the Primary School. We offer bonuses for hard to fill positions, and have increased pay for both Certified and Classified positions and have upgraded our insurance benefits to better compete with other local school districts. We offer layers of support and thorough mentoring services for new teachers. We also work with local colleges and Teach for America to recruit certified teachers. We are working on making sure we only hire highly qualified teachers.

Coordination and Integration With Other Programs

We have schoolwide Title I and Federal Programs. We have a strong School Improvement Team, McKinney Vento, ELL and Migrant, Head Start, emergency community clothing and food services, and local community partners with the Boys and Girls Club and through our 21st Century Grant 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	Need Description:	SMART Goal:			
1	Align curriculum and instruction for math	By May of 2025, K-4 Payette Primary classroom teachers will align the Ready Math curriculum to Idaho priority standards by grade level both horizontally and vertically.	☐ Remove		
Evidence-Based Interventions: Discussion Topics					
#	Intervention Strategy Please include a detailed description of who is going to do what, where, when and people involved.	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	Form a Curriculum Alignment Team (November 2024) Identify key teachers from each grade (K-4) to form a curriculum alignment team. Assign specific roles, such as grade-level lead and project head, to facilitate efficiency and collaboration.	Strong Evidence ▼	The intervention of forming a curriculum alignment team with designated roles for teachers across grades K-4 can meet the definition of evidence-based if it draws on practices shown by research to improve educational alignment, collaboration, and ultimately student outcomes. Here's how this approach aligns with evidence-based practices: Research on Collaborative Professional Learning: Studies consistently demonstrate that teacher collaboration	To monitor and evaluate the effectiveness of the curriculum alignment team intervention, a combination of qualitative and quantitative measures can be used, focusing on both implementation fidelity and impact on student outcomes. Here's a detailed approach: 1. Regular Team Check-Ins and Progress Reports Frequency: Schedule monthly check-ins for team members to report on activities, discuss challenges, and review progress	☐

enhances instructional quality and student achievement. Collaborative teams enable teachers to share best practices, streamline learning objectives across grades, and collectively address learning gaps. When these teams are structured with clear roles (e.g., grade-level lead, resources coordinator), it increases the team's efficiency and fosters accountability, both of which are linked to successful collaborative interventions.	toward goals. Documentation: Team members submit brief progress reports, highlighting completed tasks, observed successes, and areas requiring additional support. Evaluation: The principal reviews these reports to ensure that each team member fulfills their role and that collaboration remains consistent.
Curriculum Alignment Research: Research in curriculum alignment shows that aligning standards, teaching practices, and assessment across grade levels helps create a coherent and progressive learning experience for students. It reduces instructional overlaps and ensures that each	2. Review of Resource Utilization and Collaboration Resource Tracking: Monitor how effectively resources provided by the principal are used, such as lesson plans, supplemental materials, or technology tools. Collaboration Assessment: Use tools like collaboration surveys to assess team dynamics, teacher satisfaction, and perceived role clarity. This could also include peer evaluations

grade level builds on the previous one, a strategy that has been shown to improve student understanding and retention of material.	within the team. Evaluation: A high level of resource utilization and positive feedback on team collaboration will indicate that
Role Assignment and Accountability: Assigning specific roles within teams has roots in project management and organizational psychology, both of which emphasize that role clarity and defined responsibilities improve group dynamics and goal attainment. Evidence from educational settings supports that designated roles (e.g., project manager, resources coordinator) can enhance team effectiveness and keep members focused on specific tasks aligned to the team's overall goals.	the intervention supports efficiency and teacher satisfaction.
	3. End-of-Year Evaluation Meeting Reflection Meeting: At the end of the academic year, hold a comprehensive evaluation meeting where each member reflects on achievements, challenges, and suggestions for the following year.
	Formal Evaluation Report: Compile a report detailing the team's progress, resource usage, student outcomes, and teacher feedback.
Facilitation of Efficiency and Collaboration: Evidence-based practices for effective professional development emphasize	Evaluation: This report serves as a summative evaluation to determine the intervention's success and identify areas for

1-2 2. Professional Development on Standards (December 2024)
Organize a workshop on Idaho priority standards and the Ready Math curriculum. Focus on understanding each standard in depth and mapping them

Strong Evidence ▼

structured collaboration with designated roles, which help teachers work more effectively toward shared goals. By assigning specific roles, the intervention leverages a strategy shown to increase buy-in and sustained engagement from team members, helping translate the team's work into practical, classroom-level improvements.

In sum, this approach aligns with evidence-based practices that support collaborative, aligned, and structured team efforts to enhance curriculum and instructional quality across grade levels.

improvement, providing a foundation for future iterations.

Measuring Effectiveness Effectiveness will be determined by improved curriculum coherence, teacher feedback, and resource usage. Positive feedback from teachers and clear evidence of student learning gains will indicate that the intervention is successful and should be continued or expanded.

To evaluate if the Professional Development on Standards workshop for Idaho priority standards and the Ready Math curriculum is evidence-based, we need to look at its components and compare them with research-backed methods proven effective in

Monitoring and evaluating the effectiveness of the Professional Development on Standards workshop can be approached with a mix of quantitative and qualitative methods to measure its impact on teacher knowledge, instructional



to Ready Math units.

educational professional development. Here's how it could qualify as evidence-based:

1. Alignment with Research-Supported Professional Development Practices
Focus on Standards and Curriculum: Effective professional development in education often centers around helping teachers understand curriculum standards in-depth and linking these to instructional materials. Research suggests that when teachers gain a clear understanding of academic standards, they can better align instruction and assessment to meet student needs, leading to improved student outcomes. This workshop's focus on Idaho priority standards and the Ready Math curriculum meets these criteria by aligning curriculum goals with structured learning outcomes.

practices, and ultimately student learning outcomes. Here are some strategies that could be used:

1. Pre- and Post-Workshop Assessments
Knowledge and Skills Assessment: Before and after the workshop, administer assessments that measure teachers' understanding of Idaho priority standards and their ability to map these to Ready Math units. Improved scores post-workshop can provide quantitative evidence of knowledge gain.
Self-Assessment Surveys: Conduct self-assessments where teachers rate their confidence and competence in understanding and applying the standards before and after the training. Self-reported growth in these areas can help gauge the workshop's impact on teacher confidence and content

Curriculum Mapping:	understanding.
Mapping standards to specific units is a strategy that helps teachers plan their instruction methodically and aligns with evidence showing that systematic curriculum alignment improves instructional coherence. Teachers who understand how their curriculum units align with standards can create better scaffolded lessons and pacing that address each standard thoroughly.	2. Classroom Observations and Instructional Fidelity Instructional Practice Observations: Schedule classroom observations after the workshop to monitor whether teachers are effectively implementing Idaho priority standards and using Ready Math curriculum as intended. Observers can use a rubric to evaluate alignment with workshop content. Instructional Fidelity Checklist: Create a checklist of best practices covered in the workshop and use it to gauge how accurately and consistently teachers implement what they learned in their classrooms.
2. Depth of Content Knowledge Understanding Standards in Depth: Providing teachers with tools to delve into each standard allows them to internalize the academic goals for each grade level. Research emphasizes the importance of deep content knowledge, noting that it is essential for effective teaching. This	3. Student Performance Data Formative and Summative Assessments: Use student data from formative assessments

workshop's focus on unpacking each standard mirrors evidence-based practices that recommend professional development on content knowledge to increase student achievement.	within Ready Math and other standard-aligned assessments to measure growth in student performance over time. Comparing pre-intervention (before the workshop) and post-intervention student data can show whether the workshop has had an impact on student learning outcomes.
3. Data on Ready Math Curriculum Use of Proven Curriculum: The Ready Math curriculum itself is backed by research to improve students' understanding of math concepts. It uses instructional practices shown to support student learning, such as scaffolded lessons and differentiation. By integrating standards into a curriculum that has research support, this workshop leverages a curriculum with known efficacy.	Standard-Based Report Cards: If applicable, analyze student performance data from standard-based report cards to see if there's an improvement in the specific standards covered in the workshop.
4. Collaboration and Implementation Support Workshop Format and Collaborative Learning: Research in professional development highlights the importance of	4. Teacher Reflection Logs and Feedback Surveys Teacher Reflection Logs: Encourage teachers to maintain logs where they reflect on how they are applying what they learned and any successes or challenges they encounter. This can provide qualitative data

workshops that include collaborative learning and allow for active teacher engagement. Organizing the workshop in a collaborative, in-person setting encourages peer learning and shared strategies. This aligns with evidence-based practices that suggest ongoing, collaborative, and interactive professional development improves instructional outcomes. In summary, this intervention reflects evidence-based practices by:	on how well the training translates into practice and areas for improvement. Feedback Surveys: At the end of the workshop, gather immediate feedback through a survey to assess teacher satisfaction, the perceived relevance of the content, and suggestions for improvement. A follow-up survey a few months later can also capture sustained impact and gather insights on practical application.
Ensuring alignment with research-backed standards and curriculum. Focusing on depth of content knowledge. Utilizing a curriculum with established efficacy. Incorporating collaborative professional learning. When these aspects are supported by data collection and ongoing evaluation, they meet the rigorous	5. Professional Learning Community (PLC) Discussions and Peer Feedback PLC Follow-Ups: Regular PLC meetings post-workshop can provide a structured space for teachers to discuss their progress, share successful strategies, and address challenges. Observing and documenting these discussions can reveal the

criteria of an evidence-based intervention in education.

intervention's effectiveness over time and teachers' perceptions of its usefulness.
Peer Feedback:
Teachers can conduct peer observations or provide feedback to one another on their implementation of standards and Ready Math content, fostering accountability and collaborative learning.

6. Evaluation by Student and Teacher Growth
Comparison of Growth Trends:
Over time, compare student growth in classes led by teachers who participated in the workshop to growth in classes that didn't (if possible).
Additionally, teachers' growth in content mastery, confidence, and instructional strategies will provide key insights into the workshop's long-term impact.
By combining these evaluation methods, this intervention's

			success can be monitored continuously, adjusted based on findings, and evaluated based on concrete evidence of impact on teacher and student outcomes.		
1-3	Conduct Horizontal Alignment Meetings (March 2025) Facilitate grade-level (horizontal) alignment meetings to review how standards are covered across the curriculum. Adjust pacing guides and lesson plans to ensure all standards are thoroughly covered for each grade. Conduct Vertical Alignment Meetings (April 2025) Organize vertical alignment meetings across grades K-4 to ensure a coherent progression of skills from one grade level to the next. Identify any overlaps, gaps, or	Strong Evidence ▼	The interventions of conducting horizontal and vertical alignment meetings to adjust pacing guides, ensure thorough standards coverage, and identify overlaps, gaps, or inconsistencies meet the definition of "evidence-based" in several ways: Alignment with Established Research on Curriculum Consistency: Studies emphasize the importance of curriculum coherence and alignment to support student learning. Horizontal alignment, where teachers of the same grade level meet to review standards coverage, allows for consistency across classrooms,	Monitoring and evaluating the effectiveness of horizontal and vertical alignment interventions can be accomplished through several systematic methods. Here are key approaches to ensure these interventions produce the desired outcomes: Regular Review of Pacing Guides and Lesson Plans: Frequency: Schedule quarterly reviews of pacing guides and lesson plans to verify that they continue to align with the standards across grade levels. Feedback Loop: Collect feedback from teachers on pacing and curriculum effectiveness, noting any	☐

inconsistencies
in coverage of
standards
across grades.

ensuring all
students receive
similar content
and rigor.
Vertical
alignment, where
teachers across
grade levels
meet, builds a
progressive and
logical skills
development that
reduces learning
gaps and
redundancy,
aligning with
best practices in
curriculum
planning and
evidence-based
instructional
design.

Improvement of
Student
Outcomes:
Evidence-based
practices are
those that have
demonstrated
positive effects
on student
outcomes. By
aligning
curriculum
standards both
horizontally and
vertically,
teachers can
prevent coverage
gaps that may
hinder student
progression and
reinforce
essential skills
year after year.
Research has
shown that
students perform
better in
environments
where learning is
structured with
intentional

adjustments
needed based on
real classroom
experiences.
Student
Assessment Data
Analysis:

Formative and
Summative
Assessments:
Use results from
formative
assessments,
standardized
tests, and
summative
assessments to
gauge student
progress toward
mastery of
standards.

Data Review
Meetings: Host
data review
meetings where
teachers analyze
assessment
results to
determine
whether students
are achieving
proficiency in
standards as
intended.

Adjustments in
the alignment
strategy may be
made based on
observed
performance
patterns.

Teacher Surveys
and Feedback:

Surveys and
Reflection
Forms: After
alignment
meetings and at
key points
throughout the
school year,
collect surveys

progression and scaffolding, thus making this alignment an evidence-based approach to enhancing learning outcomes.	or reflection forms from teachers to evaluate the perceived effectiveness of the alignment. This feedback can highlight areas where
Informed Decision-Making through Data and Assessment: Evidence-based interventions often rely on data to guide decisions. By holding alignment meetings, educators can analyze assessment results to identify where standards may need more emphasis or adjustment. This data-driven approach helps tailor instructional pacing and lesson planning to meet student needs effectively, which is a cornerstone of evidence-based instruction.	pacing or alignment needs refinement. Anecdotal Records: Encourage teachers to document challenges and successes related to the alignment efforts in their classrooms, which can provide qualitative data on the intervention's impact. Classroom Observations and Walkthroughs: Observation Checklists: Administrators or instructional coaches can conduct regular classroom walkthroughs using checklists that align with the standards and pacing guides. This allows for direct observation of whether the curriculum and pacing align with intended standards.
Alignment with Standards and Accountability Measures: Alignment meetings ensure that curriculum pacing guides and lesson plans reflect state and national	

standards, fulfilling accountability requirements. Evidence-based practices are typically those that align with educational standards to ensure consistent coverage. This alignment demonstrates a commitment to adhering to proven frameworks that support academic growth across grades.	Feedback Sessions: After observations, provide feedback sessions with teachers to discuss pacing and curriculum alignment, identifying any issues that could impact student progress.
In summary, these alignment interventions are evidence-based as they are supported by research in curriculum consistency, improve outcomes, incorporate data-driven decision-making, and align with established standards, ensuring a high-quality, coherent educational experience for students.	Progress Monitoring Across Grade Levels: Vertical Review Meetings: Schedule bi-annual vertical alignment meetings where teachers of different grade levels review the progression of skills across grades. This allows for early detection of any gaps or redundancies that may affect student learning. Progress Reports: Create progress reports that summarize findings from vertical reviews, particularly focusing on standards coverage and skill progression. Adjustments in the curriculum can be made based on these reports to ensure alignment.

Comparison of
Student Growth
Over Time:

Benchmarking
Student Growth:
Track cohorts of
students over
several years to
observe long-
term growth and
mastery of
standards,
comparing this
data with
historical
benchmarks to
assess if
alignment has
positively
impacted
retention and
progression.

Intervention
Adjustments
Based on
Growth Data:
Use growth data
to make
informed
decisions about
needed changes
in alignment
strategies,
ensuring
continuous
improvement.

End-of-Year
Evaluation and
Report:

Comprehensive
Report: At the
end of each
school year,
compile data
from
assessments,
teacher
feedback,
classroom
observations,
and student
growth records

to evaluate the overall effectiveness of the alignment interventions. Action Plan for Improvement: Based on this annual report, develop an action plan for refining alignment practices, setting new goals for the next school year, and making necessary modifications to pacing guides or standards coverage strategies. These monitoring and evaluation strategies collectively help ensure that alignment efforts are not only effective but are also adaptable based on evidence, fostering ongoing improvement in curriculum delivery and student learning outcomes.

Need
2

Need Description:

Increase rigor and measure/analyze student achievement in ELA

SMART Goal:

The class of 2033 will increase their ISAT ELA proficiency from 28.1% proficient shown on the Spring 2024 ISAT ELA Assessment to at least 36.1% which is an increase of 8% on the Spring ISAT ELA 2025 assessment and the class of 2034 will demonstrate at least 35% proficiency on the Spring 2025 ISAT ELA assessment.

☐ 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
2-1	Here are some specific action steps aligned with your SMART goal to help the class of 2033 and 2034 achieve these ELA proficiency targets: 1. Data Analysis and Goal Setting Review Baseline Data: Conduct a detailed analysis of the Spring 2024 ISAT ELA results to identify strengths and areas needing improvement across key reading and language standards. Set Individual Student Goals: Based on the Spring 2024 results, set specific, measurable growth goals for each student, targeting both high-priority skills and overall proficiency. Communicate Goals with	Strong Evidence ▼	To ensure these interventions are evidence-based and meet the needs of all students, each component should be rooted in strategies proven to impact ELA proficiency. Here's how each intervention aligns with evidence-based practices: 1. Data Analysis and Goal Setting Evidence Basis: Research supports the importance of data-informed instruction, where student assessment data drives targeted teaching strategies. Studies show that setting personalized goals and sharing them with families can improve student outcomes by creating accountability and increasing support. Application: Analyzing ISAT data allows for targeted support	To monitor and evaluate the effectiveness of these interventions, it's essential to use a structured, data-driven approach. Here's a breakdown of the monitoring and evaluation plan: 1. Regular Data Collection and Analysis Benchmark Assessments: Administer benchmark assessments (e.g., quarterly ISAT practice exams or district-level assessments) to track progress toward the end goal of 36.1% and 35% proficiency for classes of 2033 and 2034, respectively. Formative Assessments: Use weekly or bi-weekly formative assessments like quizzes, exit tickets, or reading comprehension exercises to provide immediate data	☐

Students and Families: Share proficiency targets and personalized goals with students and their families to build shared responsibility and support.

2. Instructional Planning and Professional Development Implement Targeted Small-Group

Instruction: Create flexible groups that address specific skill gaps (e.g., comprehension, vocabulary, fluency) with tailored instructional strategies.

Offer Teacher Professional Development: Provide focused training for teachers on evidence-based ELA strategies like guided reading, vocabulary instruction, and differentiation techniques.

Enhance Lesson Planning with Standards-Aligned Resources: Use ISAT-aligned resources and practice materials that reflect the

on specific standards, helping teachers prioritize high-impact skills like vocabulary and reading comprehension. Sharing these goals builds a team approach, involving both students and their families in the process.

2. Instructional Planning and Professional Development Evidence Basis: Professional development for teachers on high-impact strategies (such as differentiated instruction and guided reading) has been shown to improve ELA scores significantly.

Training teachers in these methods allows them to better address diverse literacy needs within the classroom.

Application: By implementing small-group instruction and using standards-aligned resources, teachers can focus on critical areas of growth. Evidence suggests that well-prepared teachers can use

on student progress. This allows teachers to make quick instructional adjustments.

Progress Tracking by Skill: Maintain detailed records of student progress on individual ELA skills (e.g., vocabulary, comprehension, fluency).

Tracking specific skill development provides insights into which interventions are working and which may need to be adjusted.

2. Student Growth and Goal Review Meetings

Monthly Team Reviews: Conduct monthly team meetings with ELA teachers, instructional coaches, and interventionists to review student data. These reviews should focus on identifying trends in the data, such as students meeting growth targets or areas needing further intervention.

Individual Student

assessment's format and rigor to ensure familiarity and competency.

3. Data Monitoring and Formative Assessments Conduct Regular Formative Assessments: Use weekly or bi-weekly quizzes, exit tickets, or online assessment tools to monitor progress and provide immediate feedback. Analyze Data at Key Intervals: After each assessment period (e.g., monthly or quarterly), review data to adjust instruction and address any remaining gaps. Student Self-Monitoring: Encourage students to track their own progress on key skills and set personal improvement goals.

4. Intervention and Support Programs Provide Targeted Intervention for

these tools to accelerate reading proficiency for struggling and advanced readers alike.

3. Data Monitoring and Formative Assessments Evidence Basis: Frequent formative assessments are a core evidence-based practice for monitoring and enhancing student learning. Studies show that continuous, low-stakes assessments allow teachers to adjust instruction promptly and help students monitor their progress.

Application: Weekly quizzes and exit tickets give immediate insights into student understanding. This regular feedback loop is supported by research as an effective means to improve literacy outcomes, as it enables timely interventions on areas where students struggle. 4. Intervention and Support Programs

Conferences: Hold student-teacher conferences every quarter to discuss individual progress toward goals. This helps keep students engaged and motivated by actively involving them in their growth journey. Family Progress Reports: Send regular progress reports to families, outlining student achievements and areas for growth. Engaging families ensures students receive support both in and out of school.

3. Use of Data Dashboards Classroom Data Dashboards: Implement a classroom data dashboard where teachers can easily monitor and visualize student progress in real time. Dashboards provide a quick snapshot of proficiency across specific skills and overall ELA growth, helping teachers identify and support students

Struggling Students: Identify students with significant proficiency gaps and offer additional support through tutoring, after-school programs, or one-on-one sessions. Leverage Technology for Personalized Learning: Use digital tools and adaptive learning platforms to provide individualized practice aligned with each student's needs. Incorporate Parental Involvement: Develop resources for parents to help support ELA skills at home, including reading activities and comprehension exercises.

5. Motivation and Student Engagement Incorporate Engaging Reading Material: Select high-interest reading materials that engage students and encourage regular practice

Evidence Basis: Targeted interventions, such as one-on-one tutoring and personalized digital learning, are shown to be effective for students who are behind grade level. For example, programs like structured after-school tutoring and adaptive technology have been documented to yield positive literacy gains, especially for at-risk students. Application: Identifying students with significant proficiency gaps and offering them customized tutoring is supported by research, which emphasizes the value of intervention programs that address individual learning needs directly.

5. Motivation and Student Engagement Evidence Basis: Research highlights that student engagement directly impacts reading comprehension

who need additional help. Schoolwide Monitoring System: Utilize a schoolwide dashboard to monitor aggregate data, track intervention implementation, and measure overall progress toward the school's proficiency goals. Administrators can use this system to make data-driven decisions about resources and support.

4. Quarterly Evaluations of Intervention Effectiveness Analyze Intervention Impact: Review the effectiveness of each intervention quarterly. For example, assess if students receiving additional tutoring or small-group instruction show more progress than their peers. Use data from formative assessments and benchmark tests to identify the highest-impact interventions. Adjustments

with comprehension and critical thinking. Celebrate Progress and Milestones: Recognize and celebrate student achievements at regular intervals, reinforcing motivation toward the year-end proficiency goal. Build a Growth Mindset Culture: Promote perseverance and a positive attitude towards challenging tasks by incorporating mindset lessons that reinforce the value of effort and improvement.

6. End-of-Year Review and Adjustments
Evaluate Program Effectiveness: After the Spring 2025 assessment, review both the strategies used and their impact on student growth to identify successes and areas for improvement. Plan for Next Year's

and proficiency. Using high-interest reading materials and celebrating progress have both been shown to increase motivation, which leads to better outcomes. Application: Choosing engaging texts that match student interests and setting up a reward system for progress are both well-documented strategies for fostering a love of reading and improving literacy skills. 6. End-of-Year Review and Adjustments
Evidence Basis: Continuous program evaluation and adjustment are standard practices in evidence-based intervention frameworks. Reviewing outcomes annually helps educators refine their approach and build on successful practices, ensuring that interventions evolve to meet student needs. Application: Reflecting on

Based on Data: Interventions that show limited progress should be revised or replaced with alternative strategies. Data from the reviews will inform whether to adjust group composition, instructional techniques, or resources.

5. Feedback from Teachers and Students
Teacher Surveys and Feedback Sessions: Collect feedback from teachers on which strategies they find effective, any challenges they face, and areas where they may need additional support. Teacher insights are invaluable in refining interventions and ensuring they meet student needs. Student Feedback on Engagement: Gather student feedback to determine how engaged they feel with the interventions (e.g., whether reading materials are interesting or if

Proficiency Growth: Based on outcomes, adjust instructional plans, resources, and interventions to continue building on these gains for the following year.

the effectiveness of each intervention at the end of the year enables data-driven modifications that strengthen ELA support for the following year. These steps reflect evidence-based approaches that align with both research in literacy education and the actionable frameworks known to improve ELA proficiency across diverse student populations. This ensures the interventions not only target the specific needs identified in the data but are also backed by proven practices.

tutoring sessions are helpful). Engaging students in this way ensures interventions are student-centered and responsive to their experiences.

6. End-of-Year Outcome Evaluation
Compare Spring ISAT Scores: At the end of the school year, compare the Spring 2025 ISAT ELA results to the initial Spring 2024 scores to evaluate the percentage growth in proficiency. Achieving or exceeding the 36.1% (class of 2033) and 35% (class of 2034) targets will indicate overall intervention success.

Reflection and Adjustments for Next Year:
Conduct a comprehensive evaluation of all interventions to determine which were most effective and which require adjustments. This evaluation will inform strategic planning and resource

allocation for the following academic year.

7. Documenting and Reporting Progress
Progress Reports to Stakeholders: Provide regular updates to school leaders, teachers, and parents on the status of the ELA proficiency goal. This transparency helps maintain support, encourages accountability, and ensures everyone remains aligned toward the goal.
Annual Report on Intervention Outcomes: Prepare a formal report at the end of the school year summarizing student growth, effective strategies, challenges, and next steps. This document serves as a valuable record for ongoing program development.

Each of these steps provides actionable checkpoints to monitor and adjust interventions, ensuring they

remain effective and aligned with the target goals. This structured approach also supports a cycle of continuous improvement, allowing for dynamic responses to student needs and program outcomes.

Need
3

Need Description:

Increase rigor and measure/analyze student achievement in Math

SMART Goal:

The class of 2033 will increase their ISAT Math proficiency from 30.6% proficient shown on the Spring 2024 ISAT ELA Assessment to at least 40.6% which is an increase of 10% on the Spring ISAT ELA 2025 assessment and the class of 2034 will demonstrate at least 30% proficiency on the Spring 2025 ISAT Math assessment.

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy Please include a detailed description of who is going to do what, where, when and people involved.	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3-1	To meet the SMART goal of increasing math proficiency for the Class of 2033 to 40.6% and achieving 30% proficiency for the Class of 2034 on the ISAT Math assessment by Spring 2025, here's a set of targeted action steps: Action Steps Data Review and Goal	Strong Evidence ☐	These interventions align with evidence-based practices because they are backed by research demonstrating effectiveness in improving academic outcomes, particularly in mathematics. Here's how each intervention meets evidence-based standards: Data Review and Goal Setting Research	o ensure the effectiveness of these interventions and adjust as needed, a structured monitoring and evaluation plan is essential. Here's a detailed approach: 1. Data Review and Goal Setting Monitoring: Track individual student goals using a digital tracking tool (e.g., Google Sheets or a	☐

Setting
(August-
September
2024):

Review Spring
2024 ISAT
scores to
identify
specific skill
gaps.

Set
individualized
goals based on
diagnostic data
to target each
student's
unique needs.
Communicate
goals with
students and
parents to
encourage
support at
home.

Implement
Targeted
Instructional
Strategies
(Ongoing):

Use
Differentiated
Instruction:
Break students
into groups
based on
proficiency
levels and
target specific
skills using
adaptive
learning
platforms like
Khan Academy
or i-Ready.
Small Group
and One-on-
One
Instruction:
Schedule
regular
sessions for
students

supports using
data-driven goal
setting as an
effective way to
tailor instruction
to individual
student needs,
leading to
improved
achievement.
Diagnostic data
helps identify
gaps, and setting
targeted,
individualized
goals has been
shown to
increase
motivation and
academic
performance by
providing
students with
clear, attainable
objectives
(Hamilton et al.,
2009).

Differentiated
Instruction
Differentiated
instruction is a
proven approach
that tailors
learning
experiences to
different ability
levels, allowing
students to learn
at their own
pace. Studies
show that
differentiated
instruction
significantly
improves math
proficiency by
addressing
unique learning
needs and
helping students
master core skills
in a scaffolded,
personalized

dedicated
assessment
program) to
monitor progress
toward
proficiency.
Regularly
review
diagnostic
assessment data
to adjust goals as
needed.
Evaluation: At
the beginning,
middle, and end
of each quarter,
compare student
progress against
initial
diagnostics to
assess if goals
remain realistic
and to evaluate
growth.

2. Differentiated
Instruction
Monitoring:
Document
instructional
strategies used
with each group
and the
resources
allocated. Keep
records of
student grouping
and any changes
made based on
observed
progress.
Evaluation: Use
formative
assessments
(e.g., quizzes
and quick
checks) to
measure whether
students in
different groups
are mastering
the targeted
skills at an
expected pace.

needing extra help, particularly those close to proficiency, to bridge gaps in understanding. Incorporate Math Practice into Daily Routines (Daily):

Add 10-15 minutes of math fluency practice to start each day, focusing on core skills such as multiplication, division, and fractions. Implement weekly quizzes that align with ISAT Math standards to monitor ongoing understanding. Progress Monitoring and Formative Assessments (Monthly):

Use formative assessments like quizzes, exit tickets, and quick checks to regularly assess student progress. Hold monthly data meetings with the instructional team to analyze formative

manner (Tomlinson, 2001).

Small Group and One-on-One Instruction Research highlights that small group instruction increases engagement and allows teachers to address misconceptions directly, which is especially effective for math skills. Studies also show that one-on-one instruction boosts learning gains by giving students focused, individualized attention (Elbaum et al., 2000).

Math Practice in Daily Routines Embedding math practice into daily routines is evidence-based, as frequent, spaced practice helps reinforce skills and improve retention. This strategy, often referred to as "distributed practice," has been shown to increase proficiency in core skills, particularly in foundational

Adjust groups or approaches if students are not meeting benchmarks.

3. Small Group and One-on-One Instruction Monitoring: Keep logs of which students receive small group or one-on-one instruction, including the focus skills addressed. Track attendance and participation in these sessions. Evaluation: Evaluate progress by comparing pre- and post-session assessments. For students in one-on-one sessions, look for improvement within a set number of sessions (e.g., 4-6 weeks).

4. Math Practice in Daily Routines Monitoring: Document daily participation and record scores from weekly math quizzes to monitor skill retention. Evaluation: Evaluate quiz scores and look for improvement trends over time. If scores do not improve,

assessment results, adjusting instruction as needed. Provide Additional Support and Enrichment (Weekly):

Host math nights or provide math resource guides for parents to support their children at home. Send quarterly progress reports home to keep parents updated and involved in their child's math progress. Professional Development and Collaboration (Quarterly):

Offer training for teachers on data-driven instruction, formative assessments, and differentiated teaching strategies. Set up monthly or quarterly meetings for teachers to share best practices, materials, and progress toward proficiency goals.

math areas like multiplication and fractions (Rohrer & Taylor, 2007).

Progress Monitoring and Formative Assessments Formative assessments are well-documented in research as a powerful tool for improving learning. By giving teachers timely information on student understanding, formative assessments allow for adjustments to instruction, leading to higher rates of proficiency (Black & Wiliam, 1998). Monthly data meetings further strengthen this approach by enabling teachers to collaboratively refine strategies.

Additional Support and Enrichment Providing supplemental instruction outside of regular class time, such as tutoring, has a strong evidence base for improving math proficiency. After-school

consider increasing the time devoted to practice or changing the types of activities used.

5. Progress Monitoring and Formative Assessments Monitoring: Use a central platform to record scores from each formative assessment and analyze trends. Hold monthly data meetings to review this data. Evaluation: Assess trends to see if students are consistently improving, and compare performance on formative assessments with target ISAT skill areas. Adjust instructional strategies for students who are not showing improvement.

6. Additional Support and Enrichment Monitoring: Track attendance at tutoring sessions and student participation in interactive activities, noting the specific skills covered. Evaluation:

Track and celebrate progress as students reach proficiency benchmarks to maintain morale and motivation. Share success stories or mini-celebrations to reinforce the value of effort and improvement in math skills. By consistently implementing these steps, students will have multiple supports in place to meet and ideally exceed the ISAT Math proficiency goals by Spring 2025.

programs and interactive math activities, especially those that engage students in real-world math applications, have been shown to increase motivation and deepen understanding (Ritter et al., 2009).

Parental Involvement and Support Research demonstrates that involving parents in their children's learning has positive effects on academic performance. Communication with parents and engaging them in math nights or activities helps reinforce learning at home, improving student outcomes (Epstein, 2001).

Professional Development and Collaboration Ongoing professional development focused on data-driven instruction and differentiated strategies improves teaching quality, and collaborative planning enables

Compare the pre- and post-tutoring assessment scores to gauge effectiveness. Check whether students in tutoring sessions reach proficiency targets at a higher rate than those not receiving extra help.

7. Parental Involvement and Support Monitoring: Keep a record of parent engagement activities (e.g., attendance at math nights, feedback on monthly progress reports). Evaluation: Measure any correlation between parental involvement and student progress. Survey parents for feedback on how supported they feel in reinforcing math at home, and adjust communication strategies as needed.

8. Professional Development and Collaboration Monitoring: Record

teachers to share and apply effective practices. Professional learning communities (PLCs) are particularly effective in fostering continuous improvement and are strongly correlated with gains in student achievement (DuFour, 2004). Celebrating Milestones Celebrating achievements and progress helps build a positive classroom culture and reinforces growth. Recognizing progress has been shown to boost student confidence and engagement, essential factors for continued success in learning (Dweck, 2006). In summary, each intervention is grounded in strategies validated by educational research, which is a key component of evidence-based practice. By integrating these	attendance at professional development sessions and document the strategies or tools teachers apply in their classrooms. Evaluation: Assess the impact by observing whether teacher collaboration results in shared strategies that translate to improved student outcomes. Track student improvement data before and after implementing new instructional techniques. 9. Celebrating Milestones Monitoring: Track the frequency and types of celebrations or recognition events held. Document which milestones were celebrated and the student response. Evaluation: Survey students on how recognition impacts their motivation. Look for a correlation between these motivational
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		proven methods, the interventions increase the likelihood of achieving the desired proficiency goals.	boosts and improvements in daily or weekly math practice scores. Summary of Evaluation Framework The effectiveness of these interventions will be measured through consistent progress monitoring, data analysis, and adjustment of strategies based on student outcomes. Monthly data reviews and end-of-quarter evaluations will help determine if students are on track to meet the ISAT proficiency goals. If specific interventions aren't yielding expected progress, they'll be modified or replaced with alternative approaches.
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Need 4	Need Description: Communicate effectively	SMART Goal: We will maintain or increase positive perceptions with stakeholders regarding the number of resources and information sent home for student support by at least 5% from the 80% on the 2324SY Family and Community Satisfaction	☐ Remove
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Survey to 85% or higher on the 2425SY Family and Community Satisfaction Survey.

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	Specific Action Steps for Enhanced Communication Tools include: Strengthen Communication Foundations Conduct Bilingual Outreach on Social Media: Post weekly updates on platforms like Facebook or Instagram in multiple languages, providing reminders about resource distributions, upcoming events, and surveys. Highlight ways families can access support materials. Email Families Key Resource Information: Send monthly emails with a summary of available resources and events, ensuring the content is translated and easy to understand.	Strong Evidence ▼	These interventions align with evidence-based practices, particularly those that emphasize the importance of family engagement, consistent communication, and culturally responsive outreach, all of which are supported by research as effective strategies for improving family-school relationships. Here's how each action meets evidence-based standards: 1. Strengthening Communication Foundations Bilingual Outreach on Social Media: Research supports using digital and social media channels to engage families, especially for culturally diverse,	To monitor and evaluate the effectiveness of these interventions, a combination of quantitative and qualitative data can be collected throughout the year. Here's a breakdown of specific monitoring and evaluation methods to ensure each intervention is tracked and assessed effectively: 1. Monitoring Communication Frequency and Reach Social Media Engagement Metrics: Track engagement on social media platforms (likes, shares, comments) for posts related to resource distributions, event reminders, and surveys. Monitor reach metrics (e.g., impressions) to assess how many families	☐

Include links to community services, school event flyers, and at-home learning tips. Establish Teacher-Family Contact Points: Each teacher should connect with families via a beginning-of-year email or SMS introduction, setting the stage for ongoing communication. Encourage teachers to set up regular check-ins to discuss student progress and needs. Staff will contact two families each week and give positive feedback about their child.

Evaluate Outcomes and Plan for Sustainable Communication Survey and Results Announcement on Social Media: Post the Family and Community Satisfaction Survey link and instructions on social media, reinforcing the importance of their input and promoting participation.

multilingual communities. Studies show that multilingual social media outreach increases information accessibility and promotes equity by reaching families in their primary language (Goodall, 2018). Monthly Key Resource Emails: Regular, consistent communication via email is a proven strategy for maintaining family-school partnerships. Evidence suggests that monthly, structured emails with translated information increase parents' perception of accessibility and responsiveness, which is critical for families who may not have regular school engagement (Mapp & Kuttner, 2013). Teacher-Family Contact Points: Establishing routine teacher-family check-ins creates a feedback loop that enables teachers to respond proactively to are viewing posts. Increased engagement over time indicates growing family awareness and interest. Email Analytics: Use email tracking to monitor open rates and link clicks on monthly key resource emails. High open rates and engagement with links suggest the emails are reaching and resonating with families. Compare engagement rates across languages to ensure all families have equal access. Teacher-Family Contact Logs: Require teachers to log their bi-weekly family contacts and positive feedback. This can be tracked using a simple online tool or spreadsheet where teachers record each interaction. Regular review of these logs helps ensure consistency and enables the school to identify any families who

End-of-Year Summary Emails and Teacher Updates: Send a wrap-up email with survey results, a summary of resources provided, and testimonials to show the positive impact of family involvement. Encourage teachers to send personalized emails recognizing student and family engagement. Share Results and Celebration Photos on Social Media: Celebrate the year's progress with posts that include feedback highlights, resource access improvements, and appreciation for family involvement. By integrating these digital and teacher-led communication channels, families have multiple, consistent access points to resources and school updates, which fosters trust and boosts engagement

family needs and concerns. Evidence from the “two-way communication model” shows that regular teacher-initiated contact, including positive feedback, fosters trust, and encourages ongoing family involvement (Weiss et al., 2009).

2. Evaluating Outcomes and Planning for Sustainable Communication Survey and Social Media Engagement: Using surveys to gauge family satisfaction and gathering ongoing feedback are research-backed methods for improving communication strategies in family engagement efforts (Fan & Chen, 2001). Posting survey announcements on social media taps into the power of digital platforms to broaden reach and increase participation rates.

End-of-Year

may need additional outreach.

2. Teacher and Staff Feedback on Implementation Teacher Feedback Sessions: Hold monthly meetings with teachers to discuss challenges and successes with family contacts, including language barriers or resource gaps. This feedback provides insights into the effectiveness of teacher-family check-ins and can inform adjustments to support teachers in their outreach.

Review of Contact Logs for Frequency and Quality: Regularly review the teacher contact logs to verify that each teacher is consistently contacting two families per week and providing positive feedback. This allows for identifying patterns, such as families who might benefit

with the school
community.

Summary Emails and Personalized Teacher Updates: Providing an end-of-year summary and sharing results builds transparency and aligns with evidence-based strategies for maintaining family engagement. Regular feedback loops, culminating in year-end summaries, create a culture of openness and accountability, which evidence shows is essential in sustaining trust and family involvement (Epstein, 2001). Sharing Results and Celebrations on Social Media: Recognizing family contributions and sharing successes publicly enhances community bonds and positively reinforces participation. Research underscores the value of celebrating milestones and openly	from additional support or clarification of resources. 3. Summative Evaluation at the End of the Year Comparative Analysis of Satisfaction Surveys: Compare the 23- 24 Family and Community Satisfaction Survey results to the 24-25 survey outcomes, focusing on the percentage change in positive perceptions of communication and resources provided. Achieving or exceeding the 5% increase in satisfaction will indicate successful implementation. Teacher Feedback on Family Connections: Collect feedback from teachers about any noticeable changes in family engagement levels, trust, or student support due to increased teacher contact and communication. This anecdotal
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recognizing family efforts as an effective way to deepen family-school connections (Henderson & Mapp, 2002).	evidence, paired with survey results, offers a fuller picture of the interventions' effectiveness. Adjustments and Continuous Improvement
Why These Actions are Evidence-Based for Low-Income, High-ELL Populations These strategies are tailored to address specific barriers for low-income, high-ELL families, such as language access, cultural differences, and socioeconomic challenges. Research highlights that culturally responsive, accessible communication practices improve family perceptions of school support and lead to better academic and social outcomes for students (Ishimaru et al., 2016).	Regular monitoring allows the school to adjust strategies as needed. If certain approaches, like social media engagement, show limited impact, additional channels or formats can be tested to better meet family needs. Continuous evaluation supports responsive adjustments to maximize effectiveness throughout the school year.
By employing structured, multilingual outreach, regular teacher contact, and open feedback channels, these	

action steps
create an
inclusive
communication
strategy backed
by evidence
showing that
consistent,
family-centered
communication
is vital for
fostering
positive school-
family
relationships.

Need
5

Need Description:

Maintain safe and
supportive schools

SMART Goal:

We will decrease major behaviors by 2% per month
from October to May as evidenced from our SWIS data
report for the 2425SY from the 2324SY.

☐

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy Please include a detailed description of who is going to do what, where, when and people involved.	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
5-1	o achieve a monthly 2% decrease in major behaviors as recorded in the SWIS data, here are some targeted SMART action steps for your school's goal from October to May: Data Analysis and Benchmarking October: Analyze last year's SWIS data (2023-2024) to identify high- frequency behavior types, times, locations, and student groups. Establish a	Strong Evidence ▼	These interventions meet the definition of evidence- based by drawing on research- backed practices that have been shown to improve school climate and reduce behavioral issues. Here's how each aligns with evidence- based criteria: Data Analysis and	To monitor and evaluate the effectiveness of these interventions, a systematic, data-driven approach is essential. Here's a plan to track and assess each intervention: Data Analysis and Benchmarking Monitoring: Monthly SWIS data reviews to track trends in major	☐

benchmark based on the most common behaviors and create monthly targets for each.

Monthly Review:
Conduct monthly SWIS data reviews with staff to measure progress, identify emerging trends, and adapt strategies as needed.

Behavioral Expectations and Reinforcement

October: Re-teach and emphasize school-wide behavioral expectations, particularly focusing on high-frequency behavior areas identified in SWIS data.

Monthly Reinforcement:
Hold monthly classroom discussions on behavioral expectations, using real scenarios. Introduce new positive reinforcement programs, such as praise, certificates, or rewards, for students meeting behavior expectations.

Professional Development

October/November: Offer training for teachers and support staff on behavior management

Benchmarking Evidence Base: Using data-driven decision-making is a key component of Positive Behavioral Interventions and Supports (PBIS), a widely researched framework. Studies indicate that regularly analyzing behavior data allows schools to identify trends, adjust interventions, and improve behavioral outcomes effectively.

Behavioral Expectations and Reinforcement Evidence Base: Research on PBIS and Classroom Management Techniques demonstrates that setting clear behavioral expectations and reinforcing positive behaviors reduce disciplinary incidents. Consistent behaviors.

Evaluation:
Compare monthly behavior data to the 2% reduction target. Analyze whether there's a steady decrease in major behaviors and adjust strategies based on patterns observed in behavior types, locations, and times.

Behavioral Expectations and Reinforcement Monitoring:
Track the frequency of major behaviors in classrooms and common areas where expectations are actively reinforced.

Evaluation:
Gather staff and student feedback on understanding and following behavioral expectations. Conduct behavior observations to assess how effectively students are meeting the expectations,

strategies, de-escalation techniques, and cultural sensitivity to better support ELL and low-income students. Quarterly Check-ins: Conduct follow-up training sessions each quarter to reinforce strategies and address challenges teachers encounter.

Increased Student Support and Monitoring
October Onward: Develop individualized behavior support plans for students with repeated major behaviors, involving counselors, behavior specialists, and family members. Daily/Weekly Check-ins: Assign staff or mentors to monitor progress for students with behavior plans, meeting with them weekly to review goals and celebrate successes.

Parent and Community Involvement
October/November: Communicate behavior expectations and goals with parents, emphasizing their role in supporting positive behaviors at school. Host

teaching of expectations and positive reinforcement builds a supportive school culture that reduces behavior issues over time.

Professional Development Evidence Base: Professional development on behavior management and de-escalation aligns with the Multi-Tiered Systems of Support (MTSS) framework. Studies show that training educators in culturally responsive practices and behavior management techniques equips them to manage behaviors effectively and reduce incidents, particularly in high-need populations.

Increased Student Support and Monitoring Evidence Base: Individualized

looking for reductions in behaviors specific to the expectations taught. Professional Development Monitoring: Collect data on training attendance, participation, and post-training feedback to gauge staff understanding and confidence. Evaluation: Use classroom observation tools to assess changes in teacher behavior management practices. Track changes in incidents following training, particularly in classrooms or situations where teachers implement new strategies from the professional development sessions. Increased Student Support and Monitoring Monitoring: Track weekly progress of students on individualized

informational sessions (in multiple languages, if needed) on positive behavior support strategies. Monthly Updates: Send monthly behavior reports and strategies to families, encouraging consistent reinforcement at home.

Data-Driven Interventions
Ongoing: Identify behavior "hotspots" by analyzing SWIS data for time, location, and context of incidents. Implement targeted interventions, like staff monitoring, in high-frequency areas. Monthly Adjustments: Adjust supervision or add structured activities in high-incident areas and times, then evaluate the impact in monthly SWIS reviews.

Student Voice and Involvement
Monthly Meetings: Organize monthly feedback sessions to gain insights into behavior issues and potential solutions. Empower students to propose positive behavior strategies. Following these action steps will

Behavior Support Plans (BSPs) and mentorship are both supported by research in behavioral interventions, especially for students with repeated incidents. According to studies, personalized interventions and adult-student mentorship reduce behavior issues by addressing specific student needs and building relationships that promote engagement and accountability.

Parent and Community Involvement Evidence Base: Research shows that parental engagement is a critical factor in student behavioral success. Engaging parents and caregivers in understanding and supporting behavioral goals is an evidence-

Behavior Support Plans (BSPs), noting any changes in major behavior incidents. Evaluation: Evaluate each student's progress monthly to determine if behavior incidents decrease as expected. Adjust BSPs based on effectiveness, and assess whether weekly mentoring sessions have a cumulative positive impact. Parent and Community Involvement Monitoring: Record attendance at parent sessions and track engagement with provided resources. Evaluation: Use surveys or feedback forms from parents to assess their understanding of behavior expectations and at-home reinforcement strategies. Track any observed changes in

allow you to keep progress measurable, regularly involve staff and students, and adjust based on your data-driven insights from SWIS.

based approach that strengthens the school-home connection and leads to improved behavior outcomes.

Data-Driven Interventions in High-Incident Areas Evidence Base:

Adjusting supervision and adding structured activities in high-incident areas is supported by PBIS research, which indicates that preventive strategies based on data can effectively decrease behavior incidents.

Data-driven adjustments allow schools to target interventions precisely where they're needed, increasing their effectiveness.

Student Voice and Involvement Evidence Base: Including student voice in behavior

behavior data for students whose families participate in the program, looking for correlations between family engagement and student behavior. Data-Driven Interventions in High-Incident Areas

Monitoring: Track changes in behavior data by location and time following targeted interventions (e.g., increased supervision, structured activities).

Evaluation: Compare behavior incidents in intervention areas to previous months to determine if targeted adjustments lead to decreases in specific times or locations. Revise strategies if hotspots persist or new hotspots emerge. Student Voice and Involvement

management aligns with research on Restorative Practices and Social and Emotional Learning (SEL). Studies suggest that giving students a role in shaping behavior policies promotes ownership, responsibility, and a reduction in behavior incidents as students feel more invested in their school environment.	Monitoring: Document student participation in discussions and review their feedback for trends and actionable suggestions. Evaluation: Track changes in behavior following student-led initiatives or suggestions. Evaluate if empowering students correlates with reductions in major behaviors and increases in positive behavior, especially for students involved in the process.
By basing these interventions on researched frameworks like PBIS, MTSS, Restorative Practices, and SEL, the approach is not only evidence-based but also sustainable, fostering long-term improvements in student behavior and school culture.	Overall Effectiveness Evaluation Monthly Review Meetings: Host meetings with the leadership team to review SWIS data, intervention progress, and evaluate effectiveness based on the 2% reduction goal.
	Monthly Summary Reports: Summarize intervention

outcomes quarterly, highlighting what strategies are working or need revision. Adjust intervention plans based on these findings to keep the goal on track.

End-of-Year Evaluation: Compare the cumulative reduction of major behaviors to the 2% monthly reduction target. Conduct a final evaluation using both quantitative data (SWIS reports) and qualitative feedback (staff, students, and parents) to assess overall impact and set goals for the next school year.

This comprehensive monitoring and evaluation approach ensures each intervention is consistently measured, allowing for real-time adjustments and long-term success tracking.

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

In a primary school setting, particularly in a low-income, high-ELL community like Payette, Idaho, resource inequities can significantly impact both students and staff. Here are some common barriers faced in such contexts:

1. Limited Funding for Learning Materials and Technology

Schools in low-income areas often struggle to afford up-to-date textbooks, computers, and digital learning tools that facilitate interactive and engaging learning. This gap in resources can limit students' exposure to a diverse and rich curriculum, especially in STEM areas, and restrict teachers from incorporating innovative technology into their teaching methods.

2. Access to Specialized Support Services

Many students in Payette need specialized support, such as ESL (English as a Second Language) services, special education resources, or counseling, but funding constraints often limit access. These services are crucial for meeting students' individual needs, especially in diverse populations where language or learning disabilities might otherwise go unaddressed.

3. Professional Development Opportunities for Staff

Teachers in underserved areas often miss out on valuable professional development opportunities due to budget constraints. Without regular training on new teaching strategies, especially for ELL and low-income students, teachers may struggle to innovate in their classrooms or adequately address diverse learning needs.

4. Inadequate Facilities and Learning Environments

Resource inequities often mean limited school facilities, such as overcrowded classrooms and limited playground equipment. These physical limitations can negatively impact students' health, focus, and enthusiasm for school, while also creating challenges for teachers aiming to provide a comfortable learning environment.

5. Lack of Access to Extracurricular and Enrichment Programs

Schools in higher-income areas often offer a variety of extracurricular activities, from sports to arts programs, that enhance students' social-emotional development. In a low-resource setting, these enrichment opportunities are limited, creating disparities in students' development of teamwork, leadership, and creative skills.

6. Insufficient Parental and Community Engagement

Parents in low-income communities may work multiple jobs or face other barriers, making it difficult for them to participate actively in school events or support their children's learning at home. This limits students' academic support outside the classroom and creates challenges in fostering a strong school-community partnership that can enhance educational outcomes.

7. Mental Health and Well-being Resources

Many students face stressors related to poverty, language barriers, and family instability, which affect their mental health. Limited access to counselors, social workers, or mental health programs can prevent students from receiving the support they need, which can in turn impact academic performance and behavior in the classroom.

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

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

payetteschools.org

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

Monitoring and evaluating a Schoolwide Improvement Plan (SWIP) for the Payette Primary School requires targeted, inclusive, and data-driven methods. Here's a breakdown of effective monitoring and evaluation strategies that can be adapted to meet the diverse needs of this school:

1. Data Collection and Analysis of Key Metrics

Student Achievement Data: Regularly analyze assessment data, including state and district tests, formative assessments, and language proficiency scores for ELL students. Monitoring growth over time and by subgroup (e.g., special education, ELL, migrant students) provides insight into how effectively the SWIP addresses the needs of all students.

Attendance and Behavior Data: Track attendance rates, incidences of behavior referrals, and disciplinary actions across student groups. These metrics are particularly relevant in high-need populations, as they often correlate with engagement and academic outcomes.

2. Monitoring of Intervention Fidelity

Classroom Observations: Administrators or instructional coaches can conduct observations to assess fidelity to the SWIP, particularly for interventions targeting ELL and special education populations. Observations can include checking for effective implementation of differentiated instruction, language support strategies, and culturally relevant practices.

Checklists and Protocols: Develop checklists specific to the SWIP's core strategies to standardize observations and ensure teachers implement interventions as intended.

Teacher Self-Assessments: Encourage teachers to complete self-assessments regarding their implementation of the SWIP's interventions. This reflective practice can enhance fidelity and allow teachers to self-identify areas needing support.

3. Regular Review Meetings

Monthly Data Review Sessions: Hold monthly data review sessions with grade-level teams to discuss progress on key metrics for SWIP goals. Focus on subgroup performance (special education, ELL, and migrant students) to identify any emerging gaps or needs.

SWIP Review Team Meetings: A SWIP review team that includes teachers, special education staff, ELL specialists, and administration. This team can meet quarterly to review progress, troubleshoot challenges, and make recommendations for adjustments.

4. Targeted Professional Development

PD Effectiveness Evaluation: Offer professional development (PD) sessions related to SWIP goals, such as differentiated instruction for ELLs or trauma-informed practices. Track teacher participation in PD sessions and use pre- and post-surveys to measure changes in teacher knowledge, skills, and confidence.

Ongoing Coaching and Support: Provide regular coaching to ensure teachers are effectively implementing strategies learned in PD sessions. Coaches can assess classroom implementation and offer individualized support where needed, helping to build teacher capacity over time.

5. Feedback Mechanisms from Stakeholders

Parent and Family Surveys: Collect feedback from parents, especially those from ELL and migrant backgrounds, to evaluate whether they feel informed and involved in their child's education. These surveys can help gauge the effectiveness of family outreach components in the SWIP.

6. Evaluation of Family and Community Engagement

Family Engagement Event Attendance: Track attendance at family engagement events, noting participation rates among families of special education, ELL, and migrant students. This helps assess if the SWIP's strategies are reaching these groups effectively.

Community Partnerships: Evaluate partnerships with local organizations, social services, and support agencies that provide additional resources for low-income families. Assess whether these

partnerships align with SWIP goals and are making a measurable difference in student support.

8. End-of-Year Review and Adjustments

Comprehensive Data Analysis: At the end of each school year, conduct a thorough analysis of academic achievement, behavior, language proficiency, and attendance data. Compare outcomes with SWIP goals and previous years' data to assess overall effectiveness.

Stakeholder Feedback Session: Organize a year-end review session with stakeholders, including teachers, parents, and community representatives, to gather feedback on the SWIP. Based on these insights, adjust goals and strategies for the upcoming school year to ensure continuous improvement.

9. Reporting and Transparency

Progress Reports: Publish periodic progress reports summarizing SWIP monitoring data, including subgroup performance, intervention effectiveness, and family engagement outcomes. Share these reports with stakeholders to promote transparency and build community trust.

Board and Community Presentations: Present SWIP progress and results to the school board and community, highlighting successes and areas for further focus. Engaging the community in this way reinforces commitment to the SWIP's goals and supports accountability.

By combining these targeted monitoring and evaluation strategies, the school can ensure that its SWIP is effectively meeting the diverse needs of its students and creating a supportive, inclusive, and equitable learning environment.

Upload Files

Files

- [ISAT](#)
- [IRI](#)
- [English Learner Progress](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	9.5 %	22.1 %	26.3 %	42.1 %
District	7.1 %	18.3 %	27.5 %	47.2 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	7.0 %	25.0 %	36.0 %	32.0 %
District	8.2 %	17.9 %	27.9 %	46.0 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	10.6 %	27.7 %	24.5 %	37.2 %
District	9.6 %	18.9 %	28.4 %	43.1 %
State	20.0 %	22.7 %	27.2 %	30.1 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	10.5 %	17.9 %	23.2 %	48.4 %
District	7.9 %	21.8 %	24.5 %	45.8 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	8.0 %	23.0 %	24.0 %	45.0 %
District	8.5 %	24.2 %	23.0 %	44.2 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	11.7 %	20.2 %	26.6 %	41.5 %
District	12.2 %	26.1 %	25.2 %	36.6 %
State	23.9 %	31.6 %	22.5 %	22.0 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School				
District	2.3 %	22.3 %	39.6 %	35.8 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School				
District	1.1 %	20.1 %	34.2 %	44.6 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School				
District	2.9 %	16.8 %	38.3 %	42.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

IRI Fall

2023-2024

Proficiency

School	45.0 %
District	45.0 %
State	57.8 %

2022-2023

Proficiency

School	48.2 %
District	48.2 %
State	56.7 %

2021-2022

Proficiency

School	48.3 %
District	48.3 %

State 51.0 %

IRI Spring

2023-2024

Proficiency

School 64.5 %

District 64.5 %

State 67.7 %

2022-2023

Proficiency

School 59.5 %

District 59.5 %

State 66.6 %

2021-2022

Proficiency

School 64.7 %

District 64.7 %

State 69.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School 2.3 %

District 3.6 %

State 9.0 %

2022-2023

Percent of EL Students Reaching Proficiency

School 0.0 %

District 4.6 %

State 8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School 7.7 %

District 9.6 %

State 10.0 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School 82.8 %

District 30.7 %

State 45.8 %

2022-2023

Percent of EL Students Making Progress

School 94.6 %

District 50.9 %

State 55.9 %

2021-2022

Percent of EL Students Making Progress

School	75.0 %
District	57.0 %
State	50.5 %
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: amsmith@payetteschools.org at 11/11/2024 2:46:20 PM