

MCCAIN MIDDLE SCHOOL (0161)
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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
Kipp McKenzie	principal	kimckenzie@payetteschools.org	☐
Chelsie Gorseth	Dean of Students	chgorseth@payetteschools.org	☐
Shawn Blaser	Dean of Students	shblaser@payetteschools.org	☐
Chastity McAvoy	Teacher	chmcavoy@payetteschools.org	☐
Mardine Olsen	Teacher	maolsen@payetteschools.org	☐
Jordan Luna	Teacher	joluna@payetteschools.org	☐
Angie Daeseleer	Teacher	andaeseleer@payetteschools.org	☐
Shawn Scow	Teacher	shscow@payetteschools.org	☐
Bo Riddick	Teacher	boriddick@payetteschools.org	☐
Akemi Whiteley	Counselor	akwhiteley@payetteschools.org	☐
Stacey Spellman	Parent	staceydawnselman@gmail.com	☐
Steven Corta	Parent	steven76corta@gmail.com	☐

Needs Assessment

School Leadership Team

The School Leadership Team brings teacher leaders together to work with the principal to analyze and interpret data, plan professional development, implement the School Wide and Continuous Improvement Plans, and promote communication to and from departments. The School Leadership Team meets bi-monthly on Tuesdays and is comprised of department heads from each department 7-8, a lead teacher 5-6, Deans of Students, counselor, and parents. Membership from each grade level is represented. The team is chaired by an elected representative and agendas are set at the end of each meeting in preparation for upcoming meetings based upon prioritized need with room at the beginning of each meeting for the team to review data from the Grade Level Teams and Content Area Teams to ensure that each of these PLC teams are receiving the support needed for success. Formative and summative student data is reviewed strategically at each meeting with the

ISAT data review occurring at the end of the school year with action steps towards planning for the next year. Data from the ISAT Block Testing and iReady Diagnostic Assessments as well as attendance and behavior data in addition to sub-leadership team data presentations are reviewed by the School Leadership Team to make adjustments and determine additional needs throughout the school year. Each of the sub-leadership teams reviews iReady, ISAT Block Testing, and in-program assessments and submits a presentation of findings at least quarterly. The teams ensure decisions are evidence-based by analyzing data and providing evidence for each decision that supports the decision made. The School Leadership Team members lead each of the PLC teams and support the collaborative efforts of these teams by communicating with staff. Members of each team are tasked with reaching out to families and other stakeholders where appropriate and all report to building administration who shares data with stakeholders.

School and Community

This year we have hired 5 new teachers from Teach for America, 1 new teacher from Northwest Nazarene University, and a second year teacher from the Nampa School District. In addition, we hired 2 Deans of Students to support behavioral students. In the 2024 spring Westside Elementary School closed, and we have assimilated 5th grade here at McCain. 5th and 6th grade have a homeroom teacher, and 7-8 grade students are on a 7-block schedule. We are currently running two different schedules in the same building. We have strong mentorship program that is working in conjunction with Teach for America to support and hopefully retain new year 1-2 staff.

Academic Achievement

McCain Middle has been identified in year 1 of state school improvement. End of year overall math 2024 proficiency for 6th-8th grade was 25.7 percent proficient or advanced while ELA, 6th-8th grade showed 25.7 percent proficient or advanced.

Current incoming students (2023-2024) rate of proficiency or advanced in math includes:

5th- 31%

6th- 22%

7th- 20%

8th - 21%

Current incoming students (2023-2024) rate of proficiency or advanced in ELA includes:

5th- 27%

6th- 22%

Student Learning Needs

7th- 28%
8th - 23%
Current incoming students (2023-2024) rate of proficiency or advanced in Science
6th- 32%

Each year McCain has conducted a root cause analysis in looking at data trends and overall needs at the school and student level needs. Some findings at the building level include: EL students show low growth as compared to their peers and more support and training are needed to further support these students. McCain's 5th 6th-grade students coming from the Westside come with a low level of proficiency overall. For the 2024-school year, incoming 5th 6th graders had 26% proficiency in math and 25% proficient in ELA. More discussion needs to be had to improve lower-level proficiency rates with specific students and identify where the gap starts to take place. In addition, McCain has LOW average RIT growth as compared to Idaho in some grades and further analysis on that will support higher growth rates.

Core Curriculum

McCain Middle has a CORE curriculum available in all grades for all CORE subjects. Currently, the math team is in the process of training in the adopted materials and are participating in the AMLC with BSU. They have annual pacing guides and are increasing fidelity to the curriculum. Math and ELA have one more year in the same curriculum. Science and Social Studies were able to adopt new curriculum in May of this past 2023 and have received initial training in their programs. All staff need additional training support from the curriculum developers themselves in order to further employ the curriculum with fidelity. The school is working on pacing guides to be available to them from the work of last spring's staff members. The pacing guides are being aligned to the CORE curriculum materials purchased and our 4-ds schedule. Fidelity is being monitored. Our 5-6 teachers are in year 3 of our math adoption and year 2 of our ELA adoption. We have new teachers at 7 new teachers who have had minimal training in our curriculum. We also need to expand our science and social studies curriculum to include 5th grade, which has very old curriculum that is at least 15 years old.

Core Instruction

Core instruction is being monitored by our principal and our Building Leadership Team. In addition, we have an MTSS team that monitors

Alignment of teaching and Learning

and provides Tier 2 interventions to the bottom 25% of students. We use iReady and ISAT data to determine our CORE instruction needs. Interventions are in place for all students through iReady. ELL, migrant, and special education students receive academic interventions, pull-in, pull-out, and study reinforcement opportunities daily based on their levels of performance. Teachers also use unit testing through their CORE program to monitor performance. Additional Block Testing will be utilized.

Our PLC teams are working on year-long alignment to the standards and pacing guides adapted to our 4 day school schedule. Pacing guides were created and are increasing in relevance to the new staff. PLC teams are in place both vertically and horizontally. In addition, grade level teams have a schedule to meet and articulate learning across grade level and subject areas.

Universal Screening

All students take the state-required assessments including the IELA and ISAT. All students utilize Block Testing two times a year in ELA and MATH as a progress monitoring/benchmark tool. The school and district are currently employing iReady and will be using this tool as an additional data set. iReady is in its second year of implementation at MMS and a plan to continue to train and build staff capacity on how that is used is in place. Previous CUT scores using ISAT and iReady data are established for intervention programs and the use of them is currently in place. PLC teams are set to review this data and adjust instruction as needed.

Tiered Instruction and Academic Interventions

Currently, math 6th-8th grade can offer two periods of intervention per grade. The certified grade level CORE teacher also teaches the intervention classes. Cut scores were established and the model for math includes utilizing concept boards as a way to cycle the priority standards needing to be taught and then the second half of class serves as a re-teach pre-teach to the CORE program.

All 5-6 students have a 60 minute intervention time that includes math reading, EL and special education. In grades 7-8 the math teachers and science teachers work together on iReady instruction. Our Language arts teachers along with social studies teachers work together on iReady instruction. There are cut scores for how these students are/were identified and priority standards have been selected as a focus area

based on the 2023 ISAT results. Staff uses ISAT Question Banks to make sure we are focused on the types of questions they will see on the ISAT. New ELA staff have had training in this work and continued supports are in place to continue the efficacy of the tier II interventions.

Learning Time

Our master 7-8 schedule accommodates a short AM Advisory period and a longer PM advisory period to allow more time for tertiary-level intervention and SEL instruction. The 7 instructional period day that was begun two years has also continued in grades 7-8. Class periods are 56 minutes in length with a 10-minute AM Advisory and a 20-minute PM Advisory period where school-wide expectations, tertiary interventions, and Social Emotional Learning take place for all students. The school is on a four-day school schedule with 146 instructional days in the year. 5-6 grade students have homeroom teachers, and do some switching during ELA, math, science, and social studies at 6th grade, and Math and ELA at 5th grade. The two schedules run independently of each other and we use a bell less system. Extended opportunities for students having difficulty attaining proficiency in grade level standards are provided during our support classes as well as two days a week during the Advisory or homeroom extension period where students work through instructional level material in language arts and math through the iReady online instructional program and receive one on one support with grade checks and program planning from their homeroom or advisory teacher. Extended learning opportunities that provide access to a well-rounded education are available through our exploratory and elective offerings which are rich and varied throughout the grade levels. Extended learning opportunities that provide access to an enriched and accelerated curriculum are available through honors courses and collaboration with IDLA to provide above level courses for those who choose to accelerate their learning. Through the MTSS system we identify students for both support and extension utilizing universal screening data from ISAT Block Testing and iReady and move students flexibly in and out of these programs throughout the year based on current determined level of need. All students who participate in extended learning time have daily access to grade-level content standards as well as extended learning opportunities. To determine if the extended learning time is enough, staff will review

Non-Academic Student Needs

multiple sources of data (iReady, Block Testing, in-program assessments, formative assessment data, anecdotal notes, etc.) at strategic points throughout the year. Summer school is not a formal part of the intervention process, but an extended opportunity for intervention for those students determined to be most at-risk.

Activities and strategies in place to support students' non-academic needs include counseling services, Social Emotional Learning for all students at MMS, daily SEL announcements, and instructional support services provided by push-in paraprofessionals throughout the school day.

Well-rounded Education

A well-rounded education is addressed at MMS through the offering of a plethora of courses in addition to the core curriculum. MMS offers courses in Language Arts, Science, Math, Career Education, Social Studies, SEL, art, drama, band, choir, computer science, technology, story book, creative writing, hands-on history and beginning Spanish, physical education, and history.

Additional Opportunities For Learning

We offer a careers class using Next Step Idaho, and employability curriculum. They research the 16 career clusters. They choose one and present their final career project. They also spend the week with high school admin team to create an opportunities plan for their high school career.

School Transitions

Middle school students take a careers course in 8th grade where they explore opportunities and create a 4-year plan for high school. Our careers teacher in collaboration with the school counselor work to hold parent meetings to collaborate on these plans with students and parents and partner with high school counselors to develop a course of action for their high school years to put them on the path toward successfully getting into the college or career of their choice.

Professional Development

On the first Friday of each month we have District PD. We are working on trauma informed instruction, literacy across content, and instructional and engagement strategies. In addition we get monthly math training through Boise State, and extended mentor training for all mentors in a partnership with Teach for America. We are also working on creating common grading practices that support students.

Family and Community Engagement

Payette School District has a Family and Community Engagement policy in place that is reviewed annually and updated as needed. Strategies for involving families in students' education are firmly in place in the school plan and include a focus on communication. The

Recruitment and Retention of Effective Teachers

Advisory period of our day includes a strategic plan for parent communication where Advisory teachers contact all families at least once per month. Students review benchmark assessment and state testing in advisory as well as grades weekly and advisory teachers touch bases with parents to support the educational process. 8th-grade students meet with the school counselor for transition meetings through their careers classes and the creation of their four-year plans for high school. The plan is disseminated to parents via the school handbook each year and the policy is made available through the PSD website. We have an after school program for 5th graders and 5-8 migrant students. We also have regular meetings with our ELL and Migrant families, and parent nights through after school, and summer school programs.

To recruit highly qualified teachers the Payette School District has given pay increases and joined the State Employee Insurance Plan. We are also on a 4-day week, and we are providing a solid mentorship plan through Teach for America. We are also communicating with local colleges and universities.

Coordination and Integration With Other Programs

The Title I-A program at MMS is developed in coordination and integration with other Federal, State, and local services, resources, and programs through collaboration with the district-wide data team and administrative team. At this time, we provide SEL and violence prevention programs that are coordinated district-wide and collaborate with our food services department for nutrition programs. We have added a career and technical education program as well as targeted support activities for language arts and math with additional opportunities for students not on level.

Plan Components

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

Prioritized Needs

Need 1	Need Description: McCain Middle needs to increase advanced and proficient rates in ELA on the Spring 2025 ISAT SMART Goal: McCain Middle School will increase our grade 5-8 ISAT ELA % by 5% from 25.75 proficient in the spring of 2024 to 31 percent in the spring of 2025 including all subgroups and populations. Evidence-Based Interventions: Discussion Topics	☐ Remove
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#	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
1-1	By leveling our ELA classes and pushing in special education services to support special populations. All students will be exposed to on grade level material and instruction.	Strong Evidence ▼	The school-level factor for successful schools is a "guaranteed and viable curriculum" - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	Monitoring of both grades and i-Ready Reading practice and growth Monthly.	☐
1-2	We will use block testing to help assess unit instruction and inform instruction.	Strong Evidence ▼	The school-level factor for successful schools is a "guaranteed and viable curriculum" - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	The BLT will monitor the Block Testing data. December and February	☐
1-3	We will align our ELA curriculum maps with our 4-day week schedule including a focus on priority standards.	Moderate Evidence ▼	The school-level factor for successful schools is a "guaranteed and viable curriculum" - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	Our PLC teams will finish their year long curricular maps to our 4-day week schedule. Quarter 1 and 2 by November 19, Quarter 3 by Dec. 17, Quarter 4 by Feb. 18	☐
1-4	We will identify and target	Moderate Evidence ▼	Hattie, J. (2008). A	It will be monitored by	☐

bubble students to increase efficiency through our MTSS process

Synthesis of Over 800 Meta-Analyses Relating to Achievement suggests that RTI has a 1.07 effect size.

our MTSS team that meets twice monthly

Need
2

Need Description:

McCain Middle needs to increase advanced and proficient rates in Math on the Spring 2025 ISAT

SMART Goal:

McCain Middle School will increase our grade 5-8 ISAT math students % by five percent from 25.7 proficient in the spring of 2024 to 31 percent in the spring of 2025 including all subgroups and populations.



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	By leveling our math classes and pushing in special education services to support special populations. All students will be exposed to on grade level material and instruction.	Strong Evidence ▼	The school-level factor for successful schools is a "guaranteed and viable curriculum" - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	We will monitor both iReady math practice and growth monthly	☐
2-2	We will use block testing to help assess unit instruction and inform instruction.	Strong Evidence ▼	The school-level factor for successful schools is a "guaranteed and viable curriculum" - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	The BLT will monitor the Block Testing data. December and February	☐

2-3

We will align our math curriculum maps with our 4-day week, including a focus on priority standards..

Moderate Evidence ▼

The school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

Our PLC teams will finish their year long curricular maps to our 4-day week schedule. Quarter 1 and 2 by November 19, Quarter 3 by Dec. 17, Quarter 4 by Feb. 18



2-4

We will identify and target bubble students to increase efficiency.

Strong Evidence ▼

The school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

It will be monitored by our MTSS team that meets twice monthly.

Need
3**SMART Goal:****Need Description:**

McCain Middle needs to increase advanced and proficient rates in Science at grades 5 and 8 on the Spring 2025 ISAT.

McCain Middle School will increase our grade 5 ISAT science percentage by five percent from 32 percent proficient in the spring of 2024 to 37 percent in the spring of 2025. In addition, increase grade 8 science percentages from 23 percent proficient to 28 in the same time period including all subgroups and populations.



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

We will teach our science curriculum to fidelity

Strong Evidence ▼

The school-level factor for successful schools is a “guaranteed and viable curriculum” -

Our BLT Team will monitor our Science grades and Unit Test results.



			according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	
3-2	We will align our science curricular maps with our 4-day week, including a focus on our priority standards.	Moderate Evidence ▾	The school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano	Our PLC teams will finish their year long curricular maps to our 4-day week schedule. Quarter 1 and 2 by November 19, Quarter 3 by Dec. 17, Quarter 4 by Feb. 18

Need
4

Need Description:		SMART Goal:			
McCain Middle needs to increase the mid above and early on percentage for Window 2-3 in Math iReady.		McCain Middle School will increase our grade 5-8 Math I-Ready mid above and early on grade level percentage from 10% in Window 1 to 25% in Window 3 for the 2024-25 school year including all subgroups.		☐ Remove	
Evidence-Based Interventions: Discussion Topics					
#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
4-1	We will do a minimum of 45 minutes of I-Ready math practice weekly.	Strong Evidence v	iReady is a strong researched based program.	Our PLC teams and our BLT will monitor results at each i-Ready Window and measure growth at each grade level. December and March	☐
4-2	By leveling our math classes and pushing in special education	Strong Evidence v	The school-level factor for successful schools is a “guaranteed and	Our BLT will run quarterly grades and our MTSS Team will monitor	☐

services to support special populations all students will be exposed to on grade level material and instruction. At the 5-6 grade level homeroom teachers will provide daily intervention and support.

viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

individual student success.

We will participate in the Boise State Math project, which includes monthly support for our math teachers.

4-3

Strong Evidence ▼

The Boise State Math Project is research-based. According to John Hattie: a school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

Our Math Program will receive feedback from the BSU Math Project. Our BLT will monitor growth on iReady Math. We will also use Block Testing result to assess math subgroups.

Need
5

Need Description:

McCain Middle needs to increase our grade level equivalent of our 5-8 grade Reading students

SMART Goal:

McCain Middle School will increase our grade 5-8 reading I-Ready mid above and early on grade level percentage from 17 percent in Window 1 to 32 percent in Window 3 for the 2024-25 school year including all subgroups.

☐ 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 We will do a minimum of 45 minutes of I-Ready math practice weekly.

Strong Evidence ▼

iReady is a strong researched based program.

Our PLC teams and our BLT will monitor results at each i-Ready Window and

☐

measure growth at each grade level. September, December, and March

By leveling our Math classes and pushing in special education services to support special populations all students will be exposed to on grade level material and instruction. 5-6 grade homeroom teachers will provide daily intervention and support.

5-2

Strong Evidence ▼

The school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

Our BLT will run quarterly grades and our MTSS Team will monitor individual student success.



We will participate in a district wide 3 year-long training focused on literacy

5-3

Strong Evidence ▼

The school-level factor for successful schools is a “guaranteed and viable curriculum” - according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

Our District Improvement Plan and goals will be monitored by the Superintendent



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

Turn-over of staff. We have limited applicants and are finding staff who have taken alternate paths to certification like Teach for America.

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

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

<https://www.payetteschools.org/mms/mms-home>

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

Classroom observation, student progress monitoring, PLC minutes/input, staff feedback, and parental and community input will all be a part of the SWIP monitoring. A Council will be employed and meet monthly and the principal will establish meeting agendas that support the monitoring of the plan. All stakeholders will be a member of this team.

The leadership team will monitor ongoing data, with a larger review of fall winter, and spring data walks and observations taking place each year according to the assessment schedule set.

The 4 key PLC questions will be employed in meetings.

Upload Files

Files

- [5th 6th Grade Schedule.docx](#)
- [7-8 Grade Master Schedule.docx](#)
- [ISAT](#)
- [ISAT Progress](#)
- [English Learner Progress](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	6.3 %	15.7 %	26.3 %	51.8 %
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	10.2 %	15.0 %	23.7 %	51.1 %
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	10.5 %	21.8 %	24.8 %	42.9 %
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	4.7 %	22.0 %	28.2 %	45.1 %
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	5.1 %	22.7 %	23.1 %	49.1 %
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	10.9 %	30.7 %	25.1 %	33.3 %
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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	1.3 %	28.8 %	33.8 %	36.3 %
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	1.2 %	23.8 %	36.9 %	38.1 %
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	5.6 %	25.6 %	45.6 %	23.3 %
District	2.9 %	16.8 %	38.3 %	42.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

Math

2023-2024

Percent of Students Making Adequate Progress

School	28.6 %
District	35.9 %
State	52.8 %

2022-2023

Percent of Students Making Adequate Progress

School	32.5 %
District	37.0 %
State	48.2 %

2021-2022

Percent of Students Making Adequate Progress

School	45.9 %
District	49.2 %
State	53.5 %

ELA

2023-2024

Percent of Students Making Adequate Progress

School	44.6 %
District	39.6 %
State	64.4 %

2022-2023

Percent of Students Making Adequate Progress

School	34.2 %
District	38.3 %

State	57.5 %
2021-2022	
Percent of Students Making Adequate Progress	
School	54.5 %
District	53.2 %
State	64.4 %
EL Proficiency	

2023-2024	
Percent of EL Students Reaching Proficiency	
School	3.3 %
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	7.1 %
District	9.6 %
State	10.0 %

EL Progress

2023-2024	
Percent of EL Students Making Progress	
School	3.7 %
District	30.7 %
State	45.8 %

2022-2023	
Percent of EL Students Making Progress	
School	7.4 %
District	50.9 %
State	55.9 %

2021-2022	
Percent of EL Students Making Progress	
School	25.0 %
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 2:45:53 PM