MCCAIN MIDDLE SCHOOL (0161)
Submitted by: amsmith@payetteschools.org at 10/27/2026 2:46:27 PM

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SWIP Purpose

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

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

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Kenneth Dewlen	Principal	kedewlen@payetteschools.org	☐
Shaun Blaser	Vice Principal	shblaser@payetteschools.org	☐
Amanda Smith	Curriculum & Instruction Director	amsmith@payetteschools.org	☐
Ariane Shumway	Counselor	arshumway@payetteschools.org	☐
Amber Switzer	Special Education Teacher	amswitzer@payetteschools.org	☐
Andy Mount	Math Teacher	anmount@payetteschools.org	☐
Angelique Daeseleer	6th Grade Teacher	andaeseleer@payetteschools.org	☐
Ashley Gantz	English Teacher	angantz@payetteschools.org	☐
Lori Steiniker	Special Education Director	losteiniker@payetteschools.org	☐
Sarah Nesbitt	5th Grade Teacher	sanesbitt@payetteschools.org	☐
Wesley Fletcher	School Psychologist	wefletcher@payetteschools.org	☐
Stacey Spelman	Parent/Community Member	staceydawnspelman@gmail.com	☐
Amber Paz	Parent/Community Member	amberdawnpaz@gmail.com	☐

Needs Assessment

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

Needs Assessment Guidance

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
School Leadership Team	Our Building Leadership Team meets bi-weekly with representation from every grade level and department. The group reviews student learning data, identifies areas of need, and works to support schoolwide instructional priorities. Staff feedback indicates that improving clarity and follow-through on decisions, especially those tied to instruction, will strengthen confidence and alignment across the building. By refining communication systems and ensuring decisions translate to classroom support, we will increase collective ownership of schoolwide improvement efforts.
Academic Achievement	ELA and Math data show that approximately 70-75% of learners are currently below grade-level proficiency. English Learners, in particular, require targeted support to ensure equitable access to core instruction. Staff are increasingly using data during collaboration time, and they have identified the need for more structured systems that ensure assessment information directly informs next instructional steps. Strengthening Tier I instruction remains the most impactful way we plan to increase achievement and decrease the number of learners requiring interventions.
Tier 1 Instruction (Core)	All learners have access to district-adopted curriculum and pacing guides. Many teachers, especially those newer to the profession, are still developing consistent instructional routines, engagement strategies, and use of formative assessment. Staff value feedback and want more coaching and modeling to build confidence in delivering high-quality core instruction. Continued development of walkthrough systems and implementation support is being used to support us as we work to increase clarity, consistency, and the overall effectiveness of Tier I instruction.
Tier 2/3 Instruction (Interventions)	Tier II and Tier III supports are provided for learners needing additional help in ELA and Math, with intervention delivered by certified content teachers during the master-scheduled intervention periods. Multiple data sources, including i-Ready diagnostics, classroom formative checks, and ISAT scale score trends, determine learner placement. Progress monitoring routines are developing, and teachers use results to adjust instruction. Staff feedback highlights the need for greater alignment between intervention and Tier I instruction, clearer entry and exit criteria, and increased language development strategies for English Learners during intervention time. Continued training and coordination are planned to strengthen intervention effectiveness and ensure timely support that returns learners to grade-level instruction as soon as possible.
Professional Development	Professional learning is aligned to school improvement priorities and includes district PD days, building-level training, and collaboration time built into the master schedule. All instructional staff participate, and paraprofessionals join when training connects directly to their roles. Staff feedback indicates that increasing instructional coaching, mentoring for early-career teachers, and training in English language development strategies will support our work as we continue to strengthen instructional confidence and skill. Monitoring the impact of PD through observation and student outcomes is in progress to ensure strong follow-through.

Recruitment/Retention of Effective Teachers	McCain continues to build staffing stability, though a significant portion of the team is early-career and requires ongoing instructional support. The district's mentoring and onboarding structures, along with a weekly collaboration schedule, provide avenues for professional growth. Staff report that clear expectations, strong relationships, and frequent instructional support help them feel valued and confident in their roles. Recruitment remains competitive in the region, and turnover can impact consistency of instructional programs. Continued focus on coaching, mentorship, and leadership visibility will strengthen retention and accelerate professional skill development.
Climate / Culture	Needs Assessment Survey respondents describe McCain as a welcoming place where adults care deeply about learners. Collaboration continues to develop, and positive culture efforts are gaining traction. Feedback indicates that increased consistency across classrooms, shared expectations, and strengthened communication will continue to build trust and reinforce a sense of purpose. Highlighting successes and reinforcing aligned behaviors are supporting the growing culture of belonging and learning at McCain.
Graduation Rate	While graduation tracking occurs at the high school level, McCain plays a critical role in preparing learners for a successful transition into credit-bearing coursework. Academic progress is regularly monitored through benchmark assessments and progress checks during advisory, and learners receive clear communication about expectations and their growth. Counseling services, advisory instruction, and GEAR UP college-and-career readiness activities help learners understand the connection between their current performance and future success. Strengthening foundational academic skills and consistent communication with families will continue to support readiness for high school graduation pathways.
Absenteeism	Attendance is monitored daily, and outreach to families focuses on partnership and problem-solving to support regular attendance. Staff recognize opportunities to improve communication consistency and strengthen interventions that address barriers causing chronic absenteeism. Enhancing advisory support, coordination with counseling teams, and proactive communication strategies are areas we are working on to help ensure learners remain engaged in school each day.
Other	Needs Assessment Survey data and academic performance trends clearly indicate that English Learners need additional instructional support to ensure equitable access to learning. Staff expressed a desire for more training, resources, and coaching to implement language-rich strategies within Tier I instruction. Strengthening schoolwide attention to language development through our improvement plan will further support not only EL learners but the overall clarity and rigor of instruction school-wide. McCain Middle School has a highly committed staff that is eager to improve outcomes for learners. By tightening our instructional systems, strengthening Tier I teaching, and increasing support for English Learners and early-career teachers, we are positioned to make significant progress toward our goals.

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

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

Prioritized Needs

Need 1

Area of Improvement: ELA Achievement / Growth

SMART Goal: *250 characters max*

By May 2027, every current McCain grade 5-8 cohort will increase the percentage of students scoring Proficient or Advanced on Spring ISAT ELA by at least 7.0 percentage points compared with that cohort's Spring 2026 performance.

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	Evidence-Based *Well-designed and well-implemented studies to support the strategy listed*
1-1	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Identify 7-10 essential grade-level literacy standards and deliver daily clear objectives, explicit guided instruction in short chunks, and a check for understanding with immediate reteaching or extension.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* WWC Providing Reading Interventions for Students in Grades 4-9 identifies strong evidence for decoding, fluency, and comprehension intervention practices and moderate evidence for supported work with challenging text. What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf
1-2	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Use district-adopted ELA materials (CommonLit 360 for grades 6-8, with EL Education supplements as appropriate); monitor grade-5 adopted materials and vertical skill alignment.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* WWC Providing Reading Interventions for Students in Grades 4-9 identifies strong evidence for decoding, fluency, and comprehension intervention practices and moderate evidence for supported work with challenging text. What Works Clearinghouse (2022). Providing Reading Interventions for Students in

Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf

Evidence Level: Strong Evidence

Strategy Category: Interventions / Credit Recovery

Cite/Link research to support the Evidence level chosen:

1-3 **Strategy:** Deliver skill-specific reading intervention during scheduled blocks based on diagnostic need: decoding, fluency, comprehension, and access to challenging text; retain core grade-level instruction.

WWC Providing Reading Interventions for Students in Grades 4-9 identifies strong evidence for decoding, fluency, and comprehension intervention practices and moderate evidence for supported work with challenging text. What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf

Evidence Level: Strong Evidence

Strategy Category: Developing Effective Teaching

Cite/Link research to support the Evidence level chosen:

1-4 **Strategy:** Embed structured academic language, vocabulary, oral rehearsal, and scaffolded reading/writing tasks for multilingual students.

WWC Providing Reading Interventions for Students in Grades 4-9 identifies strong evidence for decoding, fluency, and comprehension intervention practices and moderate evidence for supported work with challenging text. What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf

Need 2

Area of Improvement: Math Achievement / Growth

SMART Goal: *250 characters max*

By May 2027, every current McCain grade 5-8 cohort will increase the percentage of students scoring Proficient or Advanced on Spring ISAT mathematics by at least 7.0 percentage points compared with that cohort's Spring 2026 performance.

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	*Who w Usi*
2-1	**Strategy Category:** Developing Effective Teaching **Strategy:**	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:*	**Mon** Plan walk

	Use prioritized essential standards, daily objectives, short I Do-We Do-You Do cycles, and quick checks that lead to same-day corrections and extension.	WWC Improving Mathematical Problem Solving in Grades 4 Through 8 identifies strong evidence for visual representations and student monitoring/reflection, and moderate evidence for multiple strategies and concept/notation articulation [R2]. WWC mathematics intervention guidance supports systematic instruction [R3]. [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16 [R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26 **Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** WWC Improving Mathematical Problem Solving in Grades 4 Through 8 identifies strong evidence for visual representations and student monitoring/reflection, and moderate evidence for multiple strategies and concept/notation articulation [R2]. WWC mathematics intervention guidance supports systematic instruction [R3]. [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16 [R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26	CFA and
2-2	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Implement Illustrative Mathematics in grades 6-8 with coherent pacing; monitor grade-5 adopted mathematics materials and vertical alignment.		**Mon** Scop core FIA quar
2-3	**Strategy Category:** Developing Effective Teaching **Strategy:** Explicitly teach visual models and problem-solving reflection; compare multiple strategies and emphasize precise mathematical language.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** WWC Improving Mathematical Problem Solving in Grades 4 Through 8 identifies strong evidence for visual representations and student monitoring/reflection, and moderate evidence for multiple strategies and concept/notation articulation [R2]. WWC mathematics intervention guidance supports systematic instruction [R3]. [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4	**Mon** Wor expl task chec

			Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16 [R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26	
			Evidence Level: Strong Evidence ***Cite/Link research to support the Evidence level chosen:***	
		Strategy Category: Interventions / Credit Recovery **Strategy:**	WWC Improving Mathematical Problem Solving in Grades 4 Through 8 identifies strong evidence for visual representations and student monitoring/reflection, and moderate evidence for multiple strategies and concept/notation articulation [R2]. WWC mathematics intervention guidance supports systematic instruction [R3]. [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: [R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16 [R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26	**Mon** i-Re inve fluer inter
	2-4	Provide targeted Tier II/III math intervention based on diagnostic skill gaps, with clear entry/exit rules and frequent checks; adjust when progress is insufficient.		
Need 3		**Area of Improvement:** Chronic Absenteeism	**SMART Goal:** *250 characters max* By May 2027, McCain will increase the percentage of students attending at least 95% of enrolled instructional days from 53.5% in 2025-26 to at least 60.5%, while reducing chronic absenteeism from 21.4% to 14.4% or less.	☐ Remove
		Evidence-Based Interventions: Definition of Evidence-based Levels		
	#	**Strategy** ***Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?*** **List each strategy in a separate row**	**Evidence-Based** ***Well-designed and well-implemented studies to support the strategy listed***	***Who w Usi***
	3-1	**Strategy Category:** Improving School Culture & Climate **Strategy:** Review daily attendance and generate weekly early-warning lists of students at	**Evidence Level:** Moderate Evidence ***Cite/Link research to support the Evidence level chosen:*** IES identifies individualized family text messaging, early warnings, and coordinated attendance	**Mon** Infin cont band

	risk of falling below 95% attendance; share positive, accessible messages with families.	supports as research-informed approaches [R4]. Attendance Works provides a practical tiered implementation model [R5]. [R4] Institute of Education Sciences. Chronic Absenteeism: https://ies.ed.gov/use-work/supporting-recovery-with-evidence-based-practices/chronic-absenteeism[R5] Attendance Works. Three Tiers of Intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/	
3-2	**Strategy Category:** Interventions / Credit Recovery **Strategy:** Offer Tier II problem-solving conversations, family outreach, mentor check-ins, and attendance success plans before patterns become chronic.	**Evidence Level:** Moderate Evidence ***Cite/Link research to support the Evidence level chosen:*** IES identifies individualized family text messaging, early warnings, and coordinated attendance supports as research-informed approaches [R4]. Attendance Works provides a practical tiered implementation model [R5]. [R4] Institute of Education Sciences. Chronic Absenteeism: https://ies.ed.gov/use-work/supporting-recovery-with-evidence-based-practices/chronic-absenteeism[R5] Attendance Works. Three Tiers of Intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/	**Mon** Num of pl stud
3-3	**Strategy Category:** Interventions / Credit Recovery **Strategy:** For students missing at least 10% of days or not improving, convene coordinated Tier III supports addressing transportation, health, housing, relationships, and learning barriers.	**Evidence Level:** Moderate Evidence ***Cite/Link research to support the Evidence level chosen:*** IES identifies individualized family text messaging, early warnings, and coordinated attendance supports as research-informed approaches [R4]. Attendance Works provides a practical tiered implementation model [R5]. [R4] Institute of Education Sciences. Chronic Absenteeism: https://ies.ed.gov/use-work/supporting-recovery-with-evidence-based-practices/chronic-absenteeism[R5] Attendance Works. Three Tiers of Intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/	**Mon** Barr refer cont atten
3-4	**Strategy Category:** Improving School Culture & Climate **Strategy:** Build positive belonging through consistent classroom routines, student voice, family partnership, and recognition of improved attendance without penalizing students for circumstances outside their control.	**Evidence Level:** Moderate Evidence ***Cite/Link research to support the Evidence level chosen:*** IES identifies individualized family text messaging, early warnings, and coordinated attendance supports as research-informed approaches [R4]. Attendance Works provides a practical tiered implementation model [R5]. [R4] Institute of Education Sciences. Chronic Absenteeism: https://ies.ed.gov/use-work/supporting-recovery-with-evidence-based-practices/chronic-	**Mon** Atte feedl fami

absenteeism[R5] Attendance Works. Three Tiers of Intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

Need 4

Area of Improvement: Other

Other Description: *50 characters max*

ELA & Math Growth

SMART Goal: *250 characters max*

By May 2027, McCain will increase the Idaho Report Card student growth-toward-proficiency rate in ELA from 51.8% to at least 62.0% and in mathematics from 41.9% to at least 57.0%, as measured by Spring 2027 ISAT growth reporting.

☐ Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*
4-1	**Strategy Category:** Data-Driven Decision Making **Strategy:** Construct an individual growth and proficiency-pathway roster for all below-proficient learners; group by need and identify students who require accelerated learning beyond typical annual growth.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Reading and mathematical intervention recommendations in [R1-R3] support systematic, skill-specific instruction and monitoring. The additional schoolwide student-pathway roster is an implementation system proposed by McCain; it is not itself a separately validated intervention. [R1] What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf[R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16[R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26
4-2	**Strategy Category:** Developing Effective Teaching **Strategy:** Run short instructional improvement cycles: assess essential skill, teach in	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Reading and mathematical intervention recommendations in [R1-R3] support systematic, skill-specific instruction and monitoring. The additional

chunks, inspect student work, reteach or extend, then check again.

schoolwide student-pathway roster is an implementation system proposed by McCain; it is not itself a separately validated intervention. [R1] What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf[R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16[R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Reading and mathematical intervention recommendations in [R1-R3] support systematic, skill-specific instruction and monitoring. The additional schoolwide student-pathway roster is an implementation system proposed by McCain; it is not itself a separately validated intervention. [R1] What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf[R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16[R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26

Strategy Category:

Interventions / Credit Recovery

4-3 **Strategy:**

Follow schoolwide intervention rules: Tier II progress monthly, Tier III at least biweekly; intensify or fade support in response to demonstrated growth.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Reading and mathematical intervention recommendations in [R1-R3] support systematic, skill-specific instruction and monitoring. The additional schoolwide student-pathway roster is an implementation system proposed by McCain; it is not itself a separately validated intervention. [R1] What Works Clearinghouse (2022). Providing Reading Interventions for Students in Grades 4-9: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/WWC-SummaryReadingInterven4-9.pdf[R2] What Works Clearinghouse (2012, revised 2018). Improving Mathematical Problem Solving in Grades 4 Through 8: https://ies.ed.gov/ncee/wwc/PracticeGuide/16[R3] What Works Clearinghouse (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: https://ies.ed.gov/ncee/wwc/practiceguide/26

Strategy Category:

Developing Effective Teaching

4-4 **Strategy:**

Examine growth by cohort and student group to ensure access; support early-career teachers through Big 3 coaching and IMPACT mathematics learning.

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

McCain Middle School's comprehensive needs assessment identified resource and opportunity gaps that have affected our ability to consistently meet students' academic needs. McCain serves a high proportion of students requiring additional academic, language, and attendance supports. Our current staffing, intervention structures, and instructional resources have not always provided the consistency and intensity of support necessary to close achievement gaps.

Within the school, differences in teacher experience, access to instructional coaching, and implementation of Tier I practices have contributed to inconsistent learning experiences. Additionally, Tier II reading and mathematics interventions have lacked sufficiently consistent entry and exit criteria, progress-monitoring procedures, and coordinated instructional resources. These challenges have made it more difficult to ensure that students receive timely, targeted interventions based on their individual learning needs.

To address these inequities, McCain is prioritizing resources toward the areas of greatest demonstrated need: schoolwide Tier I reading and mathematics instruction and structured Tier II interventions. Our 2026-27 improvement budget will support teacher collaboration and professional learning, instructional coaching, intervention staffing time, and targeted instructional materials. We are also strengthening our MTSS systems to ensure that students have equitable access to high-quality instruction and timely interventions regardless of grade level, classroom assignment, disability status, or English language proficiency.

Our goal is to distribute resources according to demonstrated student needs, monitor the effectiveness of those investments, and ensure that every student has a meaningful opportunity to achieve grade-level proficiency.

3. Where will this improvement plan be publicly available?

https://mms.payetteschools.org/our-school/school-wide-improvement-plan

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

McCain Middle School will monitor and evaluate the effectiveness of its 2026-27 Schoolwide Improvement Plan through an ongoing cycle of data collection, collaborative analysis, instructional adjustments, and evaluation of student outcomes. Monitoring will focus on the four established goals: ELA proficiency, mathematics proficiency, attendance, and academic growth. Particular attention will be given to our Year 2 priorities of strengthening Tier I instruction, establishing consistent MTSS processes, and expanding effective Tier II reading and mathematics interventions.

Monitoring Processes and Frequency

Classroom observations: Administration will conduct regular walkthroughs using the district's instructional Big 3: clear daily learning objectives, guided instruction in small interactive chunks, and formative assessments that inform immediate instructional adjustments. Walkthrough trends will be reviewed monthly, with a goal of demonstrating all three practices in at least 90% of sampled classrooms by spring.

Professional Learning Communities (PLCs): Grade-level and content teams will review student work, common formative assessments, essential-standard mastery, and instructional effectiveness at least biweekly. Teachers will administer ISAT interim assessment blocks at least quarterly and use the results to adjust instruction.

MTSS and intervention monitoring: Biweekly Learner Meetings will review student academic,

behavioral, and attendance needs. Tier II reading and mathematics progress will be reviewed at least monthly, while Tier III progress will be monitored at least biweekly. Teams will document intervention placement, targeted skills, instructional frequency, student response, and decisions to continue, modify, intensify, or discontinue interventions.

Academic assessments: Fall, winter, and spring i-Ready diagnostic data will measure student progress toward grade-level expectations. Common assessments and intervention progress-monitoring data will provide more frequent evidence. Spring ISAT results and official Idaho Report Card growth data will determine progress toward annual academic goals.

Attendance: Attendance will be monitored daily, with weekly identification of students at risk of falling below 95% attendance or becoming chronically absent. The MTSS team will review attendance trends and intervention effectiveness monthly.

Stakeholder feedback: Staff feedback, student voice, family communication, surveys, and stakeholder meetings will help identify implementation barriers and opportunities for improvement. The SWIP stakeholder team will formally review progress at least twice annually.

Leadership Review and Guiding Questions

The Building Leadership Team will discuss implementation during its biweekly meetings and conduct a more comprehensive review of the schoolwide goals dashboard monthly. The principal and district Curriculum and Instruction Director will review implementation and outcomes quarterly.

Guiding questions will include:

Are students consistently receiving high-quality Tier I instruction aligned with the district's Big 3?

Are grade-level cohorts on track to increase ELA and mathematics proficiency by at least 7 percentage points?

Are reading and mathematics interventions producing sufficient growth to move students toward proficiency within three years?

Are Tier II interventions being delivered consistently, and are placement and instructional decisions supported by data?

Are students across grade levels and student groups receiving equitable access to effective instruction and interventions?

Are attendance interventions increasing the percentage of students attending at least 95% of instructional days while reducing chronic absenteeism?

What instructional practices, resources, schedules, or supports need to change, and who is responsible for making those adjustments?

Criteria for Adjustments

The Leadership Team will recommend adjustments when two consecutive progress-monitoring checks indicate that students are not making expected progress, assessment results show persistent skill gaps, or implementation evidence indicates that instructional practices or interventions are not being delivered consistently.

Before changing an intervention, teams will examine instructional quality, attendance, intervention frequency, student engagement, and the appropriateness of the targeted skill. The school will work toward delivering at least 90% of scheduled intervention sessions. Adjustments may include instructional coaching, reteaching, changes to intervention groups or frequency, additional materials, or more intensive individualized support.

Each decision will identify a responsible staff member, an implementation timeline, and a follow-up date. Teams will evaluate the impact of adjustments during subsequent monitoring cycles.

Key Implementation Milestones

August-October 2026: Establish academic and attendance baselines; review prior ISAT results; identify students needing additional support; begin Big 3 walkthroughs; and align PLC work with essential standards.

November-December 2026: Complete written Tier II intervention procedures and student support records. Review winter i-Ready results, evaluate initial interventions, and conduct the first formal schoolwide goal review.

January-March 2027: Review intervention effectiveness, attendance trends, and instructional implementation. Use spring i-Ready diagnostics to evaluate growth and make adjustments before ISAT testing.

April-May 2027: Evaluate instructional implementation, administer spring ISAT assessments, review year-end attendance progress, and collect stakeholder feedback.

June-August 2027: Analyze final ISAT and official growth results when available, evaluate progress toward all four SWIP goals, identify successful strategies and remaining barriers, and revise the improvement plan for 2027-28.

Evaluation of Overall Effectiveness

The SWIP will be considered effective when implementation evidence demonstrates stronger Tier I instruction and more consistent Tier II support, accompanied by measurable progress toward our student outcome goals: a 7-percentage-point increase in ELA and mathematics proficiency for each grade-level cohort; at least 60.5% of students attending 95% or more of instructional days; chronic absenteeism reduced to 14.4% or less; and schoolwide growth toward proficiency reaching at least 62% in ELA and 57% in mathematics.

Findings will guide Year 3 improvement efforts, which will continue strengthening Tier I and Tier II while developing more coordinated, strategic Tier III supports. Our commitment is to use evidence consistently, respond promptly when students are not progressing, and ensure that school improvement produces meaningful changes in daily instruction and student learning.

Annual Budget

Allocation for 2026-2027	$56,093
Carry-over from previous year as of 9/30/2026	$0
Total Allocation	$56,093

Obj.Code	Description	2026-2027
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $30,000 Description:

		Provide compensated educator time specifically for Year 2 reading and math improvement, with no proposed new permanent FTE. This consists of teacher-hours for Tier I essential-standard, unit, and common formative assessment planning; teacher-hours for additional, diagnostic-matched Tier II reading and math instruction; teacher-hours to formalize and review reading/math MTSS intervention decision rules; and substitute-days releasing teachers for coaching, lesson study, and student-work analysis. Educator work funded by stipends must occur outside paid contract hours; substitution must represent actual coverage needed for approved improvement work. Timesheets, agendas, attendance, student skill targets, and session logs establish the direct connection to Goals 1, 2, and 4. Amount: $3,600 Description:
200	Employee Benefits	Reserve the benefits and employer payroll costs associated with the $30,000 of salary and substitute expense. Amount: $12,000 Description:
300	Purchased Services (non travel)	Contract for professional development and/or classroom-embedded adolescent literacy coaching, mathematics and Illustrative Mathematics implementation coaching, Tier II reading/math intervention and progress-monitoring technical assistance, and MTSS decision-rule/meeting facilitation training. Coaches will model lessons, study student work with teachers, refine assessments, and leave usable tools; deliverables and follow-up walkthroughs will document impact. Amount: $900 Description:
380	Travel Expense	Cover allowable mileage and necessary travel costs for designated school improvement staff attending Idaho CSI UP convenings or closely related evidence-based literacy, mathematics, and MTSS training. Travelers will bring back tools, share learning in PLCs, and demonstrate implementation.
400	Supplies & Materials	Amount: $8,672 Description: Provide small-group and classroom literacy intervention texts, fluency and word-study materials; hands-on mathematics representations, reusable dry-erase boards, markers, and manipulatives; diagnostic-matched reading and mathematics Tier II practice and progress-monitoring materials; and common-assessment printing/recording materials. These reusable, non-capital materials strengthen access to

		rigorous grade-level work and give intervention teachers a way to teach and measure precise skills.
500	Capital Objects	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate: 1.67 %	Amount: $921 Description: 1.67% planning rate to support allowable shared grant fiscal oversight, accounting, reporting, procurement, and compliance that cannot reasonably be attributed to a single instructional activity.
	Budget Total	$56,093

Upload Files

Files

- MMS Bell Schedules 2026-2027 A - 5_6 Grade.pdf
- MMS Bell Schedules 2026-2027 A - 7_8 Grade.pdf
- 2026_27 MMS Schedule.pdf
- 26-27 MMS Leadership Structure.pdf
- 26-27 MMS PD Plan.pdf

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 10/27/2026 2:46:27 PM