

## MOUNTAIN VALLEY ELEMENTARY SCHOOL (1250)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*Note: All tabs must be activated before they will print*

### 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. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Lanie Keller	Principal	<input type="checkbox"/>
Lisa Puckett	Instructional Coach	<input type="checkbox"/>
Alexa Wilson	Teacher	<input type="checkbox"/>
Christina Taylor	Teacher	<input type="checkbox"/>
Felicia Crawford	Teacher	<input type="checkbox"/>
Raya Steele	Sp. Ed. Teacher	<input type="checkbox"/>
Julean Watt	Para Title One	<input type="checkbox"/>
Lynette Lasley	Parent	<input type="checkbox"/>
Kimberley Carr	Parent	<input type="checkbox"/>
Kathryn Howell	Parent	<input type="checkbox"/>

### Needs Assessment

<p><b>School Leadership Team</b></p>	<p>The School Leadership Team meets once a week after school. During these meetings we discuss data from STAR, ISAT and IRI. The decisions that the team makes are guided by testing data including grade level CFAs as well. We look at attendance and behavior issues which impacts student success. The principal chairs the team with six grade level teachers, school counselor, and instructional coach as the liaisons for the school. Other members of the community are welcome to attend the meetings including parents, aides, and teachers. The principal communicates information to the district leadership team once a week. Information is communicated out to the staff at weekly staff meetings. The parents are informed by letters sent home or the school website. Agendas are set for the next meeting at the end of each leadership meeting. This year the leadership team led the faculty in a book study on the book Grading from the Inside Out by Tom Schimmer.</p>
<p><b>School and Community</b></p>	<p>Mountain Valley Elementary is a diverse school. We currently have 576 students. The breakdown of sub groups are as follows: Special Education:</p>

70 traditional & speech  
71 students in the Extended Resource Room  
17 students on 504 plans  
Migrant: 3  
LEP: 27  
First year LEP: 3  
Title One: 576 (School-wide)  
Homeless: 4  
Gifted and Talented: 43

Ethnic groups represented at Mountain Valley include:

American Indian or Alaska Native: 3  
Asian: 5  
Black: 3  
Pacific Islander: 1  
White: 487  
White/Hispanic or Latino: 65  
Other: 12

Free and Reduced Lunch percentage at Mountain Valley is currently 41.78%.

There are 26 teachers and 39 additional staff members to our 576 student population.

The grade level population is as follows:

Kindergarten: 82  
1st Grade: 80  
2nd Grade: 69  
3rd Grade: 83  
4th Grade: 81  
5th Grade: 97  
6th Grade: 84

Our district is growing rapidly we opened a new high school this school year. We are currently building a new middle school. We know that the need exists for new elementary schools in the near future. Currently, all classrooms are being utilized by students as classrooms and we do not have any trailers. This year we had to transform our computer lab into a classroom. Our school hosts the district Extended Resource Room (ERR) program. We added another ERR classroom making a total of four ERR classrooms. Approximately 71 students attend the ERR program. The typical classroom size in the school is 24. In the past 3 years to address the growing needs we have added an Instructional Coach, a 1/2 session of Title Kindergarten, 1 Title One paraprofessionals and an ESL paraprofessional through the District Title I funds.

Mountain Valley has an MDT (Multi-Discipline Team) that meets weekly to discuss special educational needs and

instruction. This team is made up of special education teachers, the principal, counselor, and school psychologist. The general education teachers are invited to attend as needed.

Our school will be implementing a new reward system with positive behavioral supports to reduce tardies and absences. Our school goal will be to have 95% attendance everyday.

**Academic Achievement**

The leadership team has chosen to examine the following test data to make decisions for the school:  
 Idaho ISAT, 3rd-6th grade, Reading and Math  
 IRI, K-3rd grade (as soon as Istation comes online we will utilize that data)  
 STAR, 2nd-6th grade, Reading and Math  
 WIDA scores determine use of Imagine Learning for ELL students  
 Lexia for those students who received a 1 or a 2 on the IRI CFAs for each grade level.

Scores show proficiency percentages for the past four years

IRI 2015 2016 2017 2018

K: 42.2% 66% 79.3% 72.2%  
 1st: 54.7% 48.6% 57.1% 37.5%  
 2nd: 68.1% 70.6% 64.2% 54.0%  
 3rd: 73.8% 78.3% 73.3% 59.7%

ELA 2015 2016 2017 2018

3rd: 56% 61% 45.5% 64.7%  
 4th: 72% 63% 59.7% 58.8%  
 5th: 70% 80% 67.1% 66.2%  
 6th: 82% 78% 71.6% 62.7%

ELA Scores Overall - 2018 School Percentage District  
 Percentage State Percentage  
 62.9% 56.0% 54.4%

Math 2015 2016 2017 2018

3rd: 44% 54% 45.5% 51.5%  
 4th: 52% 52% 53.7% 50.6%  
 5th: 51% 52% 38.2% 57.7%  
 6th: 47% 47% 56.1% 46.7%

Math Scores Overall - 2018 School Percentage District  
 Percentage State Percentage  
 51.5% 44.1% 44.5%

Our data from the ISAT shows that the number of students in the Below Basic category has dramatically increased in both Math and ELA. In addition, we have seen an increase in the number of 1s on the IRI. Our school houses a district wide extended resource room program with student with cognitive impairments. Their IRI scores are included in this data, starting in the 2018/2019 school year this sub group of students will be taking the ISAT. Due to title one Kindergarten implementation we are seeing Kindergarten IRI scores increase. Fourth and sixth grade are above district and state proficiency average in math. Are overall school percentage is above the district and state proficiency average in ELA and Math.

**Student Learning Needs**

Based on the learning needs identified, the leadership team has concluded that the root cause of our lower test scores in the primary grades is due to a need to increase focus on reading fluency. Also, we have initiated a Title I kindergarten to make interventions at the earliest level. We believe this will lend to reading fluency. Starting at the 1st grade level, STAR will be used to test reading level regarding comprehension and application. We will look at the instructional plan to help us target skills in our intervention groups.

We have further concluded that our students lack math fact skills. We have begun to make interventions in this area such as math fact practice. Such as computer based practice, flash cards, math games and timed paper fluency practice.

For students who score at the below basic level we are focusing on essential standards for both math and ELA areas based on previous ISAT, STAR, IRI or grade level CFAs. In 2017/2018 school year all grades are identifying math essential standards and basing interventions on the lacking skill. In 2018/2019 all grades will identify ELA essential standards and base interventions on the lacking skill.

In the state's IRI assessment, fluency has been the focus for the primary grades. We have found that fluency, though important, doesn't lead to comprehension. The new I-station reading test focuses more on student comprehension and diagnostic of students' reading skills. Using this new I-station tool, we feel like we will see greater gains in student comprehension and overall ability to read.

We have developed a school wide schedule that has protected time for both ELA and math as well as continuing to ensure each student gets 30 minutes of MTSS in both

	<p>ELA and math. This time will be spent helping students improve on what has been identified by the district as essential for students. In addition to MTSS, our ELL students receive additional intervention time and support using Imagine Learning.</p>
<p><b>Core Curriculum</b></p>	<p>We are currently using Math in Focus as our main Math curriculum. In ELA we use National Geographic Reach as the ELA curriculum in all grades except sixth grade. Sixth grade uses Houghton Mifflin as their main curriculum. In ELA we also use Lucy Caulkins to help improve writing skills.</p> <p>These texts are district approved. National Geographic is a nationally approved to meet Idaho Core Standards. We have a primary focus on STEM and Social Studies beyond district expectations.</p> <p>The curriculum is ensured by principal walk-throughs and instructional coach providing professional development for teachers requiring assistance. The district pacing calendar is also used as a tool to help ensure fidelity. The grade levels are utilizing CFAs to ensure that the essential standards are being met. CFAs are an ongoing work in progress, some grade levels have CFAs in Reading, Math and Spelling. Where others are finishing year one of developing math CFAs and will start ELA CFAs next year.</p>
<p><b>Core Instruction</b></p>	<p>Students are approximately instructed 90 minutes in ELA and math each day. Due to our focus beyond math and reading, students are working on ELA and math standards in other content areas. Teachers meet weekly to discuss how we drive instruction based off of our CFA assessment data. We are using curriculum assessments, STAR testing, IRI, CFA, Lexia, and quick progress checks to help teachers identify strengths and weaknesses so individualized instruction can take place. Students receive approximately 30 minutes of reading and math MTSS four times a week.</p> <p>Lesson plans are turned into the principal on a weekly basis.</p> <p>MTSS includes four different levels of instruction, high achieving, above grade level, below grade level, and far below grade level. GATE opportunities are provided by the district for students who are high achievers. High achievers are also instructed using gifted and talented curriculum, Kendall Hunt, during MTSS time.</p>
<p><b>Alignment of teaching and Learning</b></p>	<p>Our district provides an early release every Wednesday to allow teachers/schools to collaborate. Our focus is on these 4 questions:</p> <ol style="list-style-type: none"> <li>1. What do students need to learn?</li> <li>2. How do we know if they learn it?</li> <li>3. What will we do if they have not learned it?</li> </ol>

4. What will we do if they have already learned it?

Grade level PLC groups review data to ensure that students are mastering the essential standards, and if they are not they are placed in an appropriate group corresponding to their needs. If they have mastered the essential standards, students are placed in an extension group. The PLC starts with a school wide meeting and then goes to grade level meetings where student data is reviewed. If there is an area that shows up as a need for a significant number of students other curriculum is pursued. Periodically grade levels will look at data and essential standards in a vertical alignment.

This year we attended a PLC conference which revitalized the leadership team and streamlined the PLC process. This seems to have improved the PLC teams throughout the school.

**Universal Screening**

Bonneville School District screens all students for literacy by using STAR Reading and IRI. We screen all students for math using STAR Math assessment. We administer these assessments 3 times a year and use the results to identify who is at risk, on level, or needs enrichment. We use the cut scores provided by the vendor to help us make these decisions. Through the PLC process in each school, students are constantly monitored to ensure that their academic needs are being met. All of the student benchmark scores are in Mileposts, as well as the tracking of students that are receiving extra support with interventions and progress monitoring. Teachers have access to all of their students in Mileposts and share the information with parents at Parent Teacher Conferences.

All incoming Kindergarten students are screened with the "Get Ready to Read" screener. The screener is used to determine if they need additional support. If they receive a score of 5 or less they are invited to Summer School. The parents and teachers of each student receive a copy of that screener the day that they take it.

All students whose parents indicate on their registration packet that English is their second language will be screened with the WIDA Placement Test. Any who score below proficient will receive support using either Imagine Learning or iLit. Student scores are put into Mileposts where students, teachers, and parents can view the results and progress.

Students who are socially/behaviorally at risk will be screened with the BASC or the Conners3. Their scores are put into CASEe. Parents will give permission to test in a parent meeting and then be notified of the results. Teachers

	<p>will track student behavior throughout the year to determine if more support is needed.</p>
<p><b>Tiered Instruction and Academic Interventions</b></p>	<p>The process is across all grade levels for reading. We use the model of data driven decision making to identify kids at their instructional level. Each grade level team works with the special education teacher to determine who is teaching the various levels in addition to what curriculum will be used. At the beginning of each school year each grade level determines which teacher will teach which level of MTSS and which programs will be used for ELA and math. Data is reviewed every 6-8 weeks, or as needed, to determine moving between groups as well as potentially being referred for special education testing. The staff focuses on student data which drives grouping decisions, which allows students to move within MTSS groups based on their skill deficit, not based on overall reading or math deficit. The staff uses data boards and Google drive to share the data/graph/charts for MTSS groups.</p>
<p><b>Learning Time</b></p>	<p>School begins at 7:55 and ends at 2:30 five days a week. There is a master schedule that includes interventions from special education, Title I, and classroom teacher instruction. The instruction is planned by the classroom teachers and the instructional coach. We provide extended time daily for interventions in Math and Reading. During this intervention time learning opportunities are provided for all skill levels of learners. GATE instruction is provided during MTSS and on GATE day. The MTSS time lasts a minimum of 30 minutes. Summer school is not typically part of our intervention time. The students in the ERR may qualify for summer school to help reduce summer slide.</p>
<p><b>Non-Academic Student Needs</b></p>	<p>The school counselor provides character building classes during the school day. She also provides friendship circles so students learn how to interact with their peers. The Hope Squad can help students who are considering suicide. The counselor also meets with students daily who require more social interventions.</p>
<p><b>Well-rounded Education</b></p>	<p>The school, in addition to the core, teaches science, art, PE, music, social studies. We offer many activities after school such as the Chess Club, Mountain Valley Outdoor Club (which provides many opportunities to get out and be active), the Sports Club, Book Club, Newspaper Club, grade level field trips, Student Government, orchestra, and band.</p> <p>The district offers COW day as an opportunity for 6th graders to learn about occupations.</p> <p>The school district has an enrichment program called GATE that provides enrichment and acceleration for our students in</p>

	<p>grades 4th-6th. These students go one day a week throughout the school year to this program.</p>
<p><b>Additional Opportunities For Learning</b></p>	<p>Not applicable for an elementary setting.</p>
<p><b>School Transitions</b></p>	<p>The district assists the families with a smooth transition from Head Start or other early childhood programs, such as IDEA by holding a transition meeting that the parents are invited to attend with the teacher who is sending the student and the teacher who is receiving the student. Parents are advised of community resources when appropriate, i.e. counseling, we also assist with food assistance, school supplies, clothing, and Christmas assistance. Incoming Kindergarten students are able to participate in a Ready to Read Screener, during Kindergarten Round Up Registration and can be invited to attend summer school if needed.</p> <p>Since we house the Extended Resource Room the district preschool contacts our school to let us know if students are coming. We then have a transition meeting to discuss the needs for the incoming students. We meet with the middle school and have transition meetings to discuss students who need more interventions so the school is prepared for our students.</p> <p>A counselor from the middle school comes over to our school to talk to the 6th grade students to prepare them for the middle school transition. The middle school also holds an open house night for parents and students to help with the transition.</p>
<p><b>Professional Development</b></p>	<p>Bonneville's Department of Curriculum and Instruction, along with our Federal Programs Department, is committed to the ongoing professional support and growth of teachers and paraprofessionals. Educators working in Bonneville District 93 are provided with professional development opportunities, including workshops, collaboration, and mentoring in an effort to enable all students to meet or exceed academic standards. The Title 1 and EL paraprofessionals attend three training sessions a year to enhance their knowledge of curriculum and instruction. The Special Education paraprofessionals have multiple trainings that they attend during the school year. The BI Pros and PSRs attend monthly trainings. The Professional Development money (via the state), Title I, and Title II funds are dedicated to professional development. These monies have provided trainings in areas such as: Best Grading Practices, CFAs, Instructional Coaching, PLCs, RTI, Visible Learning, Classroom management strategies, Curriculum Development and Summer Institutes that focus on best practices.</p> <p>The district has allowed time for collaboration by scheduling</p>

a weekly 90 min. early release. All educators are required to attend a weekly Professional Learning Community which enhances their ability to meet or exceed each student's academic needs. These needs are met through the unwrapping of standards, vertical and horizontal collaboration, development of Common Formative Assessments, and data analysis. During our PLC time, the teachers and SPED paraprofessionals give input to the grade level and leadership teams on student growth and the development of the school vision and plan. During the weekly PLC, school teams can use their data to identify areas in which teachers could benefit from additional Professional Development. Additionally, the District Office sends out a yearly survey to district employees to find out what Professional Development they feel that they need.

Daily, Title I paraprofessionals and each school's instructional coach, work along with the classroom teachers to implement the differentiated instruction needed for the students.

Our school is currently engaged in a book learning class. The book we are reading is "Grading from the Inside Out", by Tom Schimmer.

The principal selected a teacher to go to the Visible Learning Conference this summer to bring back ideas to the school on visible learning, clarity, etc.

The principal can also determine various teacher's need of improvement through the use of professional development.

As staff members participate in professional development they communicate what they have learned during PLC time by presenting acquired materials.

The ESL coordinator and Federal Programs coordinator provided professional development on WIDA strategies and Migrant training.

**Family and Community Engagement**

Bonneville Joint School District 93 has a District Parent Engagement Policy, and each Title I school has a Parent Engagement Plan as well as a Parent/School Compact. These are reviewed each year. The district invites parents from each Title I school at the beginning of each year to review the District Policy. Each school invites parents to review their Plan and Compact at some point during each school year. The District Parent Engagement Policy is displayed on the school district website for patrons to view. The Parent Engagement Plan and Parent/School Compact are sent home once a year after they've been reviewed.

	<p>Each year, Title I schools invite parents to attend at least two parent meetings (family nights, back to school nights, parent/teacher conferences, etc.). During these meetings parents, are given information on how they can be engaged in their child's learning. They may be trained on how to use PowerSchool, how to access learning tools on line at home, how to read to their child, what resources are available at home, etc.</p> <p>Mountain Valley is a highly active school with many activities and programs to engage the community. We offer the MVOC club as a way to engage the community in our school. The science week brings many members of our community into our school to create a positive relationship. We host Family Christmas Night, monthly family movie nights and Veteran's Day program.</p> <p>Our PTO is very active in planning family and community events through out the year.</p> <p>Our school offers Title I nights in math and reading as a way to bring families into the school and provide activities and learning opportunities.</p>
<p><b>Recruitment and Retention of Effective Teachers</b></p>	<p>Currently, 100 percent of the teachers at Mountain Valley are certified and highly qualified. The training that the district provides to retain teachers includes Tools for teaching and a required best practice for teachers class. Each teacher is assigned a mentor to guide them through their first three years.</p> <p>The school engages in a partnership with BYU-I to train student teachers so we can attract new teachers. The school administration attends job fairs to recruit highly qualified teachers.</p>
<p><b>Coordination and Integration With Other Programs</b></p>	<p>The Bonneville School District Title One Program coordinates with the following:</p> <p>Homeless – A portion of our Title One money is set aside to assist with our homeless population. This money pays for a district Homeless Coordinator who purchases school supplies, clothing, bedding, transportation to school, and assures that all students can participate in any school function, i.e. school activities and trips. Our Homeless Coordinator provides homeless families information to access state and federal support for additional services outside of the school day.</p> <p>Federal Lunch Program – Our Title One program coordinates with the Federal Lunch Program to provide breakfast and lunch during our various Federal Programs Summer Schools.</p> <p>Parent Involvement – Our Title One program sets aside money for each Title One school to use in order to engage parents.</p>

Migrant and ELL – Our Title One program coordinates regularly with our ELL and Migrant Coordinators to ensure that students that qualify in these areas are receiving the necessary supports. For example: Title One pays for 2, all-day, ELL paraprofessionals.

The Title I program at our school provides targeted assistance in math and reading for students that qualified for the help. The Title assistance is available for all grade levels. Title kindergarten is offered to at risk kindergarten based on data.

## 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: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

### Prioritized Needs

Need	Need Description:		SMART Goal:		
1	We need to increase the percentage of students who score proficient on the math ISAT in fourth, fifth and sixth grade.		We will meet or exceed the ISAT math scores of 44.5% which is the state of Idaho's current proficiency percentage. <input type="checkbox"/> Remove		
<b>Evidence-Based Interventions:</b> 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
1-1	Imagine Math	Moderate Evidence ▼	Moderate evidence is shown by Texas SUCCESS Comprehensive Report, 2013-2014.	Teachers will monitor student data that is in the program. Teachers can also use data from the STAR Math assessments to see if the program is working for the students.	<input type="checkbox"/>
1-2	Imagine Math Facts	Strong Evidence ▼	Strong evidence is shown by results by Berret & Carter, 2017.	Teachers will monitor student data that is in the program. Teachers can also use data from the STAR Math assessments to see if the program is working for the students	<input type="checkbox"/>

1-3	Best teaching practices are used in math for 4th-6th grade based on the essential learning standards.	Moderate Evidence ▾	CFAs and STAR data review show an increase specific skill deficit.	Monitoring and evaluation will completed by the principal during staff PLC meetings as well as evaluation of lesson plans and classroom walk throughs.	<input type="checkbox"/>
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<b>Need Description:</b>	<b>SMART Goal:</b>	<input type="checkbox"/>
We need to show growth on the STAR math for our 1st-3rd graders.	We will maintain our average SGP of 35% on the STAR math test for all 1st-3rd grade students, based on fall to spring 2018/2019.	Remove

**Evidence-Based Interventions:** Discussion Topics

Need 2

#	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	Imagine Math	Moderate Evidence ▾	Moderate evidence is shown by Texas SUCCESS Comprehensive Report, 2013-2014.	Teachers will monitor student data that is in the program. Teachers can also use data from the STAR Math assessments to see if the program is working for the students.	<input type="checkbox"/>
2-2	Imagine Math Facts	Strong Evidence ▾	Moderate evidence is shown by Texas SUCCESS Comprehensive Report, 2013-2014.	Teachers will monitor student data that is in the program. Teachers can also use data from the STAR Math assessments to see if the program is working for the students.	<input type="checkbox"/>
2-3	Grade level best practices for Tier 1 instruction in math.	Strong Evidence ▾	Based on the percentage of students mastery of essential standards.	Monitoring and evaluation will completed by the principal during staff PLC meetings as well as evaluation of lesson plans and classroom walk throughs.	<input type="checkbox"/>

Need 3

<b>Need Description:</b>	<b>SMART Goal:</b>	<input type="checkbox"/>
We need to increase the percentage of students who score proficient on the ELA ISAT in fourth, fifth and sixth grade.	We will meet or exceed the ISAT ELA scores of 54.4% which is the state of Idaho's current proficiency percentage.	Remove

**Evidence-Based Interventions:** Discussion Topics

#	<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
3-1	Rewards	Moderate Evidence ▼	FCRR has found significant gains in reading.	Intervention will be monitored by the intervention teacher.	<input type="checkbox"/>
3-2	Soar to Success will be used as a reading intervention for 4th-6th grade students.	Strong Evidence ▼	CBM data charting, this program has been used for the last four years and we have seen an increase in overall reading skills.	CBMs will be used and charted.	<input type="checkbox"/>
3-3	Imagine Learning	Strong Evidence ▼	Statistically significant positive effect for ELLS.	Monitoring will be done through Mileposts.	<input type="checkbox"/>
3-4	Accelerated Reader will be used as a class level reading intervention, based on Lexile reading levels.	Promising Evidence ▼	Based on What Works Clearinghouse.org it received mixed outcomes which is inconsistent.	Monitoring will be done through Accelerated Reader program.	<input type="checkbox"/>
3-5	Corrective Reading will be used for below basic students in 3rd -4th grades.	Moderate Evidence ▼	Based on What Works Clearinghouse.org it received potentially positive rating... evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	CBMs will be used and charted.	<input type="checkbox"/>

Need 4

**Need Description:**

We need to increase our IRI proficiency scores.

**SMART Goal:**

We will increase our IRI proficiency from 55%% to 60%.

Remove

**Evidence-Based Interventions:** Discussion Topics

<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
4-1 Lexia will be used to provide interventions for students in grades 1-3 who achieved a 3 or a 2 on the IRI.	Moderate Evidence ▼	Based on What Works Clearinghouse.org it received potentially positive rating...: evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Students will be progressed monitored in I-station monthly. The data will be recorded in Mileposts.	<input type="checkbox"/>
4-2 Reading Mastery	Moderate Evidence ▼	Based on What Works Clearinghouse.org it received potentially positive rating...: evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Students will be progressed monitored in I-station monthly. The data will be recorded in Mileposts.	<input type="checkbox"/>
4-3 Waterford	Promising Evidence ▼	Waterford Early Reading Program was found to have potentially positive effects on alphabets and no discernible effects on comprehension.	Students will be progressed monitored in I-station monthly. The data will be recorded in Mileposts.	<input type="checkbox"/>
4-4 Imagine Learning for our English language learners.	Strong Evidence ▼	Statistically significant positive effects for ELLS.	Monitoring will be done in Mileposts.	<input type="checkbox"/>

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

In order to implement the interventions, we need:

- \*Chrome books available to all grade levels on a daily basis.
- \*Training on the use of Google Apps.
- \*Most highly qualified staff will implement the use of the interventions.
- \*Need PLC time to review data on a regular basis, (6-8 weeks)
- \*Instructional coach will assist in implementation of interventions & data collection/review.
- \*Master schedule needs to be developed for all grades in order to implement MTSS groups for both math and ELA.
- \*We need professional development in areas of weakness in math & ELA based on teacher or grade level need.
- \*Additional curriculum may be needed as MTSS is established in math through the grade levles.
- \*Title One paras to help with intervention programs and help with small groups in the classroom.

\*1st grade needs more leveled readers to help student practice their reading fluency.  
 \*More intervention ideas for reading and math.  
 \*Words Their Way intervention books.  
 \*3rd grade needs training on essential skill retention and progress monitoring.  
 \*3rd grade would also like Reading Mastery books and grade level readers  
 \*A student accountability plan to take their work and tests seriously.

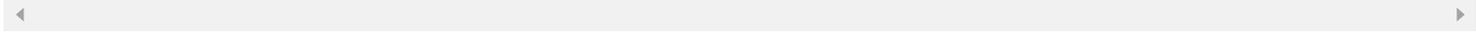
**3. Provide the URL where this plan will be publicly available:**

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

mountainvalleymustangs.org

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

The SWIP team will review data in the fall 2019 to set new SMART goals for the upcoming year. The data will be reviewed in the spring to see the effectiveness.



### Upload Files

<b>Files</b>

### 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.