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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Josh Noteboom	Principal	<input type="checkbox"/>
Susan Wampler	Lead Teacher (K-1)	<input type="checkbox"/>
Patty Dalrymple	Federal Programs Director	<input type="checkbox"/>
Emilee Graham	2/3 teacher	<input type="checkbox"/>
Alex Meyers	4/5 teacher	<input type="checkbox"/>
Cassie Farfan	Classified	<input type="checkbox"/>
Earnie Lewis	Capacity Builder	<input type="checkbox"/>
Brooklyn Kunsy	Parent	<input type="checkbox"/>

Needs Assessment

<p>School Leadership Team</p>	<p>The leadership team for Bruneau Elementary School is chaired by its principal. Due to the student population of the site the team is composed of its certified staff which includes the 3 classroom teachers and two intervention teachers (Title and Sped). Along with these 5 it includes the federal programs director, one instructional para, one parent representative, and one community member. The team uses the decision-making process which includes (1) Command, (2) Consult and (3) Consensus. Commands are rarely used because they are decisions made with no involvement from other team members. Consultation decision making is used most frequently and is utilized where an invitation is made to others to provide input in the decision making process. The team meets two times a month after school on Monday's. The meeting agenda is developed first by the principal and then previewed by team members who are able to give input for it ahead of the meeting. The school is gathering data both from IRI (I-Station), I-Ready for math ISAT and Interim Assessments, as well as AIMSweb progress monitoring to be used for incremental growth information to know if grade level expectations are being met and gaps are being closed. This data and analysis becomes a part of the team's agenda each month.</p>
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Follow up communication from leadership team meetings is given to the principal who does a monthly newsletter which is sent to all parents. The community events are posted on the district website for their notification and invitation.

School and Community

The Bruneau community embodies many farmers and ranchers. Many community members are long-time families that have been in the area for multiple generations. Bruneau Elementary serves a total of 56 students presently (PreK-5th grade) with 42% free and reduced lunch in SY 18-19. Minority populations encompasses 1 American Indian, 18 Hispanic (32%), 10 students receiving SpEd services (17.5%), 9 students qualified as English Learners (15.8%), and 3 students qualified as homeless (5%).

The leadership stabilizing in the school district has resulted in staff stabilizing at the teacher-level. The district has experienced roughly 80% total turnover of certified teachers in the last eight years. Frequent turnover has had a significant adverse impact on student achievement, and relationships between the school & community and on staff morale. In recent years (the last four), this turnover has been reduced significantly as administrative leadership turnover has reduced. The student learning data made significant gains due to the stabilizing. Certified staff tenure is:

- 1 teacher--1st year
- 2 teachers--2nd year
- 1 teacher--3rd year
- 1 teacher--20+ years

Academic Achievement

Please see the District's, 2018-19 Continuous Improvement plan for the school's academic achievement data (i.e., ISAT, IRI, etc.). The IRI data shows that Bruneau - Grand View learners leave kindergarten proficient (100% IRI 2019), and remain proficient (IRI) moving through 1st (90+% proficient 2019) and 2nd (73% proficient 2019) grade. BGV implemented a number of changes to their elementary reading program and practices in 2018-19, which led to significantly increased reading (IRI) scores. The data suggest that the changes made to the elementary reading program have created some increase in student achievement success at the elementary level. The team will continue to discuss how to build upon these strengths and positive patterns while exploring negative trends to understand and correct.

Specific Spring 2019 ISAT scores are:

Grade Content Proficiency Percent Content Proficiency Percent

	<p>3 ELA 57% Math 71% 4 ELA 45% Math 36% 5 ELA 45% Math 27%</p> <p>The cohort growth which the above data doesn't show is:</p> <p>Gr. 4 ELA 12% Math 11% Gr. 5 ELA 12% Math 19%</p>
<p>Student Learning Needs</p>	<p>A trend can be seen in the IRI data which suggests that our early learners are no longer dysfluent readers. The fluency of grades 2 & 3 continues to digress as students move through these grade levels. The new I-Station IRI system has a much deeper analysis for determining root causes in learning gaps. CORE Phonics screeners are also used to identify possible holes in learning for grades K-3. Interim Assessments supporting ISAT are being implemented in grades 3-5 to assist with root causes for these middle grades.</p> <p>In Math the learning needs are more severe. Progress Monitoring is less systematized for the elementary grades. Instructional materials are only built into the Engage NY core units. Much more analysis will go into this area as the year progresses. The district administration is presently visiting a number of rural sites who have strong student learning in Math and ELA so we can learn from their successes.</p> <p>The district is purchasing Ready Math, copyright 2020 for implementation in the fall of 2019. CORELearn is providing the year long PD for the math implementation as well as to our jr/sr high. This is expected to help raise our math ISAT's to the state average if not more than.</p>
<p>Core Curriculum</p>	<p>The core curriculum is changing for Math. The district is purchasing Ready Math 2020 copyright for the coming year. This is true for both BES and GVE. The ELA curriculum will remain the same for one more year when the district will purchase a better one for this content.</p>
<p>Core Instruction</p>	<p>Core instruction for math is being addressed the SY of 2019-2020. The district has contracted with CORELearn to provide the 22 days of PD for the school year.</p>
<p>Alignment of teaching and Learning</p>	<p>See comment for core instruction.</p>
<p>Universal Screening</p>	<p>Universal screening will be done using I-Station for ELA and I-Ready for math. Other tools will be used for additional progress monitoring.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>The district has hired a full time Title 1 intervention teacher for the coming year along with a .5 sped teacher. This will give the site an additional .5 amount of intervention certified help.</p>

Learning Time	The instructional calendar for school has been redone for the coming year. In so doing, the time allocated for ELA and then again for math has been increased to meet the suggested times from research: 90 minutes core for reading with 60 minutes supplemental and intervention. For math it supports 75 minutes of core time and 30 minutes for intervention.
Non-Academic Student Needs	xx
Well-rounded Education	xx
Additional Opportunities For Learning	xx
School Transitions	xx
Professional Development	Professional Development is being provided by CORELearn in the area of math for the entire district. A total of 22 days will be provided starting with 4 in August and 3 per month Sept-Nov. and Jan.-March.
Family and Community Engagement	xx
Recruitment and Retention of Effective Teachers	xx
Coordination and Integration With Other Programs	xx

Annual Budget

Allocation for 2019-2020	\$60,395
Carry-over from previous year as of 9/30/2019	\$20,000
Total Allocation	\$80,395

Obj.Code	Description	2019-2020
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: \$27,250 Description: Title I Teacher-Sariah Pearson Patty Dalrymple- Curriculum-8000.00
200	Employee Benefits	Amount: \$5,655 Description: Sariah Pearson Benefits Patty D. Benefits
300	Purchased Services (non travel)	Amount: \$20,000 Description: Purchase of PD supporting ELA from CORELearn.
380	Travel Expense	Amount: \$0 Description:
400	Supplies & Materials	Amount:

		\$27,490
		Description: Math curriculum purchases Ready Math copyright 2020
500	Capital Objects	Amount: \$0
		Description:
	Budget Total	\$80,395

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.

