

## HILLVIEW ELEMENTARY SCHOOL (0428)

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
Elisa Saffle	Principal	<input type="checkbox"/>
Lisa Puckett	Instructional Coach	<input type="checkbox"/>
Diana Zinzer	Teacher-Lower	<input type="checkbox"/>
Ashlee Field	Teacher-Upper	<input type="checkbox"/>
Shanna Stubblefield	Counselor	<input type="checkbox"/>
Rachel Eggleston	Parent	<input type="checkbox"/>
Sydney Cook	Parent	<input type="checkbox"/>
Hilarie Selanders	Parent	<input type="checkbox"/>
Daryl Meng	Paraprofessional	<input type="checkbox"/>
Amy Behunin	Special Ed. teacher	<input type="checkbox"/>

### Needs Assessment

<p><b>School Leadership Team</b></p>	<p>School Leadership Team                  Elisa Saffle Principal                  Diana Zinzer Kindergarten                  Brooke Shumway 1st Grade                  Shelley Woolstenhulme 2nd Grade                  Margarita Moody 3rd Grade                  Kandice Mortimer 4th Grade                  Jennifer Kidd 5th Grade                  Mark Sorenson 6th Grade                  Dr. Elisa Saffle, the principal, chairs the team. Decisions are made through a consensus process. The team meets at least once a month. The principal participates in the district leadership team and communicates with district leadership during those meetings and in principals' meetings. During school leadership meetings, data, student progress, and progress toward goals is discussed. Formative and summative student data is analyzed by grade-level teams and reviewed by the leadership team. The summative data is used to make decisions about which students needs. A response to intervention process is followed to ensure students at all levels are making growth. All decisions are</p>
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based on evidence and research and follow the premise that school decisions should be made based upon what is best for students. All members of the team and individual teachers are responsible for communicating with staff, families, and stakeholders. Communication is also done through newsletters, PTO meetings, PTO Facebook, our school website, phone calls, emails, and phone/text/email alerts.

**School and Community**

Hillview Elementary lies in old town Ammon. The students come from a variety of neighborhoods. The school boundaries encompass three separate neighborhoods that are each approximately two miles apart. 56% of the student body population qualifies for free or reduced lunch. 4.1% of students qualify and receive LEP services. The racial demographics are as follows:

- American Indian 9
- Asian 2
- African American 11
- Pacific Islander 1
- Caucasian 425
- Hispanic 43
- Multi Race 21
- Unclassified 0
- Total 512

The housing in the school boundaries is both permanent home residences and many rental homes/apartments. The addition of rental properties in the school boundaries has increased the student mobility in the past few years at Hillview; this impacts the school dynamics with class changes throughout the year. The unemployment rate in the community is 3.7%. Staff turnover has also been low. The principal has been in the school for 7 years. Teachers are trained on homelessness, and issues typically found in homes without stability. This has had a positive impact on all groups of students and meeting those students' needs. For the 2018-2019 school year, the demographics and enrollment shifted with around 100 students transferring to our school through a district boundary change. This shift increased our economically disadvantaged group by approximately this is a 10% from the 2017-2018 school year.

**Academic Achievement**

The table below represents the progress students at Hillview Elementary have made over the course of the past five years on the IRI. Fall score indicates percentage of students achieving proficiency for fall benchmarks. Spring score indicates percentage of students achieving proficiency or achieving appropriate growth. This year the state required a different test to replace the IRI. IStation is the new state test being used. The 2018-2019 scores are a reflection of Fall

ISAT results.

	Kindergarten	First Grade	Second Grade	Third Grade
	Fall	Spring	Fall	Spring
2013-14	55%	no data	67%	80%
2014-15	66%	90%	73%	no da
2015-16	54%	89%	71%	79%
2016-17	60%	62%	71%	85%
2017-18	52%	90%	66%	95%
2018-19	59%	77%	73%	86%

Overall Performance on the ISAT Summative test, by Subject, Grade: HILLVIEW ELEMENTARY SCHOOL, 2016-2018

Grade	2016	2017	2018	2019	2019 District Prof	2019 State Prof
Grade 3	46%	51%	55%	46%	55%	50%
Grade 4	56%	51%	57%	47%	53%	52%
Grade 5	66%	63%	62%	64%	59%	57%
Grade 6	63%	55%	70%	56%	58%	55%

Overall Performance on the ISAT Summative test, by Subject, Grade: HILLVIEW ELEMENTARY SCHOOL, 2016-2018

Grade	2016	2017	2018	2019	2019 District Prof	2019 State Prof
Grade 3	46%	48%	56%	48%	55%	53%
Grade 4	36%	46%	46%	48%	51%	50%
Grade 5	51%	45%	60%	53%	45%	45%
Grade 6	45%	53%	67%	52%	48%	43%

The data on the 2018-2019 Spring ISAT by the performance on each target in ELA for Hillview indicates student performance is HIGHER for the following performance targets relative to both proficiency and the test as a whole:

- (Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.
- (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.
- (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.
- WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use

of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

- WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

- LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

- ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

- (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

- WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

- COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

- USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

- (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

- WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

- (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.

- (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a

summary of the text distinct from personal opinions or judgement.

- COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).

- COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

- (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

- (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.

- (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.

- (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.

- COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

- WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

- COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional

strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.

- LISTEN/INTERPRET: Interpret and use information delivered orally.
- (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.
- (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.
- (Literary Text) LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
- (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.
- (Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
- EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.
- (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.
- (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.
- (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
- (Informational Text) REASONING & EVIDENCE: Make an

inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.

- WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

- COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

- COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

- (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.

- (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

- LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

- LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

The data on the 2018-2019 Spring ISAT by the performance on each target in MATH for Hillview indicates student in 3rd and 4th grade, performance is LOWER for the following

performance targets relative to both proficiency and the test as a whole:

- Extend understanding of fraction equivalence and ordering.
- Understand decimal notation for fractions, and compare decimal fractions.
- Geometric measurement: understand concepts of angle and measure angles.
- Write and interpret numerical expressions.
- Analyze patterns and relationships.
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.
- Develop understanding of statistical variability.
- Develop understanding of statistical variability.

The data on the 2018-2019 Spring ISAT by the performance on each target in MATH for Hillview indicates student in 5th and 6th grade, performance is ABOVE for the following performance targets relative to both proficiency and the test as a whole:

- Develop understanding of fractions as numbers.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Understand decimal notation for fractions, and compare decimal fractions.
- Geometric measurement: understand concepts of angle and measure angles.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Solve real-world and mathematical problems involving area, surface area, and volume.

In Kindergarten through 3rd grade we have an average of 86% students reading at grade level on the Spring 2019 IStation state test. Reading fluency does not translate to being proficient on the ISAT EL/A assessment. However, we are 1% higher than the State average for ISAT proficiency.

	<p>Hillview grades 3-6 are over all 10% higher in Math than the State average for ISAT proficiency.</p> <p>According to the data, Hillview's strength is in Math instruction. We perceive that this is because we have implemented a new math program for the last 6 years. Our district has Professional Development in this area to support teachers. Hillview has found that we are becoming stronger and more confident in writing and analyzing of the data in math.</p> <p>This is an ongoing process with students. In EL/A we are above the state and district averages, we have to continue to work on this area. With our high student transition rate at Hillview Elementary, continuously working on Math and EL/A is a priority.</p>
<p><b>Student Learning Needs</b></p>	<p>Based on the learning needs identified through our building assessments, the leadership team has concluded that in the lower grades we need to focus on reading fluency. We have initiated a Title I kindergarten to make interventions at the earliest level and try to provide interventions to assist students in preparing to be readers. In Kindergarten and first grade, classroom and school assessments will be used to assess fluency. IStations will be used to focus on all reading areas for kindergarten through third grade.</p> <p>At all grade levels we are focusing on reading comprehension based upon needs shown in classroom, school/district, and state assessments. Teams of teachers target strategies at the student level to assist all levels of students to grow in their comprehension skills.</p> <p>Teachers primary focus for math in the younger grades is developing number sense. Teachers use data from classroom and school assessments to monitor progress and determine growth. In the older grades, the focus is on application of math strategies and problem solving skills. Growth and progress is determined through classroom/school assessments as well as ISAT, IStations, and STAR assessments.</p>
<p><b>Core Curriculum</b></p>	<p>Houghton Mifflin, curriculum is being used for reading. Math in Focus, is the math curriculum. We use Easy Grammar for language and grammar. Harcourt and Glencoe are used for science and Mcmillian and Mcgraw Hill are used for Social Studies. All curriculum materials are research and evidence based. The core curriculum is taught with fidelity, supplementing where needed to address state standards and student needs. walk throughs, lesson plans and and teacher evaluations are used to monitor fidelity.</p>
<p><b>Core Instruction</b></p>	<p>Teachers adjust their instruction to the extent that it is needed to address student needs and state standards. Differentiation is used in every lesson to address needs based on assessment data. Common formative</p>

	<p>assessments, end of unit tests, STAR assessments, state tests (ISATS and IStation) and curriculum assessments are used to determine student needs. Students are grouped depending on their academic needs. Some groups are heterogeneous, some are homogeneous and some are mixed. Each teacher has about an hour a day to implement RTI time. This time is utilized to address student needs and provide them with opportunities to meet academic proficiency. Teachers develop small group lessons to address student gaps. There is also a protected core instruction time during each day in which students cannot be pulled for other services and must remain in the classroom for instruction. Some teachers do walk to reading and small groups for math.</p>
<p><b>Alignment of teaching and Learning</b></p>	<p>The district provides an early release every Wednesday to allow teachers/schools to collaborate. During the early release meetings, teachers/schools focus on:</p> <ol style="list-style-type: none"> <li>1. What do students need to learn?</li> <li>2. How do we know if they learned it?</li> <li>3. What will we do if they haven't learned it?</li> <li>4. What will we do if they have already learned it?</li> </ol> <p>Grade level teams also collaborate before and after school to discuss instructional needs and student grouping decisions. Currently, students in the same grade level are receiving a consistent learning experience. Teachers are teaching the curriculum with fidelity and differentiating instruction based on assessment data. The school leadership team analyzes assessment data across grade levels. Faculty meets once a month to discuss instruction.</p>
<p><b>Universal Screening</b></p>	<p>Our school screens students for literacy by using STAR reading or ISAT interim assessments and K-3 for ISation. We screen grades 2-6 students for math using STAR math or ISAT interim assessments and K-1 we use the Aims Web screener. We typically 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. Student benchmark scores are monitored and analyzed and progress is tracked for students that are receiving extra support with interventions and progress monitoring. Teachers have access to student data and share the information with parents at 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. All students whose</p>

parents indicate on their registration packet that English is their second language will be screened with the WIDA placement test and those who score below proficient will receive support using Imagine Learning or ILit. Student scores are shared so 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 will track student behavior throughout the year to determine if more support is needed.

**Tiered Instruction and Academic Interventions**

Academic interventions are provided for students in reading and math. Students are tiered based on assessment data and in-class performance. Frequency of intervention varies across grade levels programs. Title 1 students receive intervention four days a week. Grade level teams group for RTI two to four days a week depending on the grade level. Some grade level teams are enriching instruction for students who have gained proficiency of grade level skills. Title 1 is coordinated to support grade level instruction. Currently, some interventions are pull-out and some are push in, as the school is transitioning to do more push in support for interventions. Students are receiving a computerized intervention, group sizes are 10-12 students. Students who receive direct instruction, group sizes are a maximum of 6 students. Interventions for ELA are Lexia, Soar to Success, Phonics for Reading, Waterford, Learning Dynamics, Imagine Learning for LEP students, and Success Maker. Interventions for Math are Success Maker, Imagine Math, Prodigy, and Waterford. Tiered interventions are provided by classroom teachers, Title 1 Kindergarten teacher, and paraprofessionals. Progress is monitored by analyzing vendor reports for the programs as well as weekly probes, which is also used as data for determining whether a student is ready to advance to a different skill.

**Learning Time**

Our school has grade-level schedules that incorporate structured (non-interrupted) time for core subject areas. Time is also scheduled for RTI, and in addition to those times, students with IEPs may have pull-out times to enhance their learning. During the RTI times, teams of 3 or 6 teachers work with students to fill learning gaps, increase understanding, and/or enrich student learning. RTI is between 30 and 60 minutes per day, 4 - 5 days per week. All students, regardless of levels, are included in the RTI process. Student groups are determined by the teams of teachers and are fluid and flexible and based upon common formative assessments and/or district/state assessments. Students are grouped based upon needs at the skill and/or standard level. When additional time is required, based upon

	<p>limited student growth, the team develops individual plans and goals for the students and may work with the special education department as needed.</p> <p>The district provides summer school for qualifying students who lose learning over extended breaks. Our Title One paraprofessionals work with small groups of students to meet goals set for reading and comprehension.</p> <p>Additionally, the school district provides a one-day per week GATE program to enrich the learning of the students who qualify for gifted education.</p>
<p><b>Non-Academic Student Needs</b></p>	<p>Our school has a counselor who provides whole class, group, and individual sessions. We have the HOPE squad to address mental health concerns. Teachers use reading buddies to mentor younger students. We also utilize volunteers to address student needs.</p>
<p><b>Well-rounded Education</b></p>	<p>We have a PE paraprofessional and a music praprofessional who teach classes at our school. To encourage additional physical activity, many grade levels use the neighboring park for walks each week. Each class gets a 30-40 minutes of PE a week. All students in the school have access to musical education and playing instruments. Our 3-6 grade students learn to read music and play the Recorder once a week. Students in K-5 have grade-level music performances throughout the year, and the 6th grade students present a play. Students attend the GATE program every Tuesday. The GATE program provides enrichment to students that have areas of excellence in academic achievement.</p>
<p><b>Additional Opportunities For Learning</b></p>	<p>N/A</p>
<p><b>School Transitions</b></p>	<p>Our district provides a summer school for students to transition to kindergarten. There is also a Title I kindergarten program to prepare students for first grade. We bring our transitioning students to the middle school for a tour and orientation. A transitional team from the middle school works with the elementary school to discuss expectations and schedules. Our students in 6th grade can participate in the middle school band and orchestra. The 5th grade teachers and the 6th grade teachers rotate students for instruction in specific academic areas.</p>
<p><b>Professional Development</b></p>	<p>Hillview functions as a Professional Learning Community (PLC). The leadership team of this body reviews data to find where needs exist and pursue professional development in these areas with the goal of increasing student achievement. Bonneville's Department of Instruction and Learning, 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</p>

exceed academic standards. This year Solution Tree brought their PLC conference to the Bonneville School District. 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 training sessions that they attend during the school year. The BI Pros and PSRs attend monthly training sessions. The Professional Development money (via the state), Title I, and Title II funds are dedicated to professional development. These funds have provided training sessions 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.

The district has allowed time for collaboration by scheduling a weekly 90 min. early release. Additionally, 3 Fridays during the school year are set aside for full-day collaboration. 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. Title I paraprofessionals and each school's instructional coach, work along with the classroom teachers to implement the differentiated instruction needed for the students.

District level administrators also provide support to individual schools when deficiencies are detected. This is done through curriculum specialists and instructional coaches. Both building level and District level professional development serve the common purpose of increasing student achievement of the Idaho Core Standards. These professional development activities are extended to instructional paraprofessionals as well. Formal and informal evaluations are used to determine fidelity to professional development outcomes. School wide and grade level PLC meetings will provide opportunities for teachers to improve their instructional practice as an individual and as a team. At the District level, all attendees at any professional development are required to sign in. Teachers at the building level are required to turn in the agenda from their grade level PLC meeting including those in attendance.

	<p>Professional development designed to address the needs of ELL students is focused on Imagine Learning and the WIDA strategies.</p> <p>District and building administration will provide direction for professional development at the beginning of the school year, during teacher work days, and throughout the year on weekly early release days.</p>
<p><b>Family and Community Engagement</b></p>	<p>We have 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 have been reviewed.</p> <p>Our school has Title I family nights that focus on academic areas. Families are invited to come on the Literacy night and participate in a variety of activities. During these nights, parents and families are given information on how they can be engaged in their child's learning. They may be trained on how to use Powerschool or how to access learning tools online at home. They may be given ideas about how to help their child achieve in academics, how to read to their child at home and what resources are available to them.</p>
<p><b>Recruitment and Retention of Effective Teachers</b></p>	<p>Currently, 100% of the teachers in Title One schools in our district are certified and highly-qualified. The training that the district provides includes: Tools for Teaching, Love and Logic, JPAS, and a required class that focuses on best practices. Each new teacher is assigned a mentor to guide them through the first 3 years. Our school district holds a job fair at least twice a year which focuses on finding highly qualified teachers and paraprofessionals.</p> <p>In the case of SPED, our district has set aside money to help pay for paraprofessionals to become SPED teachers. We coordinate this program with ISU.</p>
<p><b>Coordination and Integration With Other Programs</b></p>	<p>The Bonneville School District Title One Program coordinates with the following:</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Federal Lunch Program – Our Title One program</li> </ul>

coordinates with the Federal Lunch Program to provide breakfast and lunch during our various Federal Programs Summer Schools.

- Parent Involvement – Our Title One program sets aside money for each Title One school to use in order to engage parents.
- Migrant and EL – Our Title One program coordinates regularly with our EL 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, EL paraprofessionals.

## 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 improve our third grade reading fluency/comprehension.	100% of students will reach Tier 2 or higher at each grade level.	<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	Lexia Core5 will be used to provide intervention for students K-3 who achieve a 2 or a 3 on the fall IRI. This includes both web based instruction and assessments and paper based lessons and skillbuilders.	Strong Evidence ▼	Based on What Works Clearinghouse ( <a href="http://ies.ed.gov/ncee/wwc/">ies.ed.gov/ncee/wwc/</a> ), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Monthly progress monitoring will be entered into Illuminate by the teachers. This data will be used as part of PLC and RTI conversations.	<input type="checkbox"/>
1-2	Imagine Learning will be administered by an ELL paraprofessional, 4 days a week, 30 mins	Strong Evidence ▼	The school district approved this program as research-based for improving language skills of ELL students.	District level supervisors monitor the data and share the information with the schools. The	<input type="checkbox"/>

	per day for students identified as ELL.			data is used as part of PLC and RTI conversations.	
1-3	Waterford will be used in the Title Kindergarten classroom daily.	Promising Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	The Title Kindergarten teacher will use ESGI to monitor student learning.	<input type="checkbox"/>
1-4	Special Education students will use A to Z reading program as their core supplemental curriculum. This includes both electronic (Head Sprouts) and print resources.	Promising Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Special Education teachers will use the Core Phonics alternative assessment (or an assessment similar) to progress monitor students with disabilities. Teachers will use data to drive their individual instruction and for IEP purposes.	<input type="checkbox"/>

Need 2

**Need Description:**

We need to improve our sixth grade reading fluency/comprehension.

**SMART Goal:**

100% of all students will reach basic or higher levels in reading and writing on the 2020 ISAT assessment.

Remove

**Evidence-Based Interventions:** Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-	instruction. We will have 90	Strong Evidence ▼	A study by Marzano	Reading	<input type="checkbox"/>

1	<p>minutes of ELA to ensure instruction of a guaranteed viable curriculum.</p>		<p>in 2003 reported the significance of a viable curriculum. A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn (OTL). Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class.</p>	<p>monthly Data reviewed, documented on Data boards during PLCs monthly and reviewed during Intervention Management Team meetings each 6 weeks to determine changes to intervention.</p>	
2-2	<p>Hillview will create by teams, essential learning intentions and success criteria for students to ensure student success. This will be done during PLC time. Criteria for success will be posted and referenced for instruction in teachers' rooms for their units of study. This will be implemented through knowledge and a better understanding of SIOP (Sheltered Instruction Observation Protocol) Model. Teachers will use the ELP plans for ESL students to guide instruction in all classrooms.</p>	<p>Strong Evidence ▼</p>	<p>According to John Hattie, teacher clarity has an effect size of .75. This is one of the highest of the teacher attributes studied. "One of the main points of Hattie's books about Visible Learning is the importance to clearly communicate the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go</p>	<p>Classroom walk-through observation data.</p>	<input type="checkbox"/>

			next."(Hattie 2009, 126)		
2-3	Hillview will increase the efficiency of our RTI groups. We will benchmark all students every 6 weeks and meet in intervention management teams. (Includes: principal, Instructional Coach, and grade level team) to review current data boards and adjust groups and intervention plans according to student data.	Strong Evidence ▼	John Hattie reports the impact of Collective Teacher Efficacy with an effect size of 1.57. The highest of all of the studied effects on achievement. He defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." Bandura found that the positive effects of CTE on student academic performance more than outweigh the negative effects of low socioeconomic status.	Progress monitoring data; Universal Benchmark data.	<input type="checkbox"/>
2-4	Lexia (or other state provided program, Istation) will be used to provide interventions for students who are below grade level in reading proficiency, in grades K-6. A yearly intervention will be a minimum of 30-60 hours and more if needed to reach grade level proficiency.	Strong Evidence ▼	Based on WWC.org it received potential positive rating. Evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Lexia data	<input type="checkbox"/>
2-5	Provide professional development opportunities for our faculty. PD: John Hattie Institute February and July PLC Summit Restorative Practices	Strong Evidence ▼	John Hattie reports the impact of Collective Teacher Efficacy with an effect size of 1.57. The highest of all of the studied effects on achievement. He	Data- Lexia; IStaian; ISAT; Attendance data; Office Discipline referrals	<input type="checkbox"/>

Teachers will either attend to train their colleagues upon return or participate in the staff training at the school.

defines collective efficacy as “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.” Bandura found that the positive effects of CTE on student academic performance more than outweigh the negative effects of low socioeconomic status.

Need  
3

**Need Description:**

We need to improve our sixth grade mathematics fluency/reasoning.

**SMART Goal:**

100% of all students will reach basic or higher levels in math on the 2020 ISAT assessment.

Remove

**Evidence-Based Interventions:** Discussion Topics

<p><b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p><b>What evidence level of criteria does this strategy meet?</b></p>	<p><b>How the intervention meets the definition of "Evidence Based"</b></p>	<p><b>Describe how the intervention will be monitored and evaluated for effectiveness.</b></p>	<p><b>Remove</b></p>
<p>3-1 Teachers will use the ISAT practice assessments to provide more focused practice in the form of performance tasks. Teachers will use student scores to guide instruction and analyze results to better prepare all students.</p>	<p>Moderate Evidence ▼</p>	<p>Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative assessment are "amongst the largest ever</p>	<p>Teachers will begin using practice ISAT assessments this school year for a period of 8 weeks in preparation for the upcoming ISAT season.  For the 2019/20</p>	<p><input type="checkbox"/></p>

		<p>reported for educational interventions" (p. 61).</p>	<p>school year, teachers will be using ISAT practice assessments earlier in the school year in order to use the data as another progress monitor piece.</p>
<p>3-2 Think Through Math and/or Accelerated Math will be used to supplement the district approved math curriculum.</p>	<p>Promising Evidence ▼</p>	<p>The What Works Clearinghouse (WWC) identified six studies of Accelerated Math® that both fall within the scope of the Primary Mathematics topic area and meet WWC group design standards. Two studies meet WWC group design standards without reservations, and four studies meet WWC group design standards with reservations. Together, these studies included 5,206 students in grades 2–9 in more than 223 classrooms across 27 states.</p> <p>Accelerated Math® had mixed effects on the mathematics test scores of students in primary mathematics courses.</p>	<p>Teachers will use ISAT interim Math benchmarks to see areas of growth.</p>

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

We depend on Chromebooks and iPads purchased with both school and district funds. In addition to the classroom hardware, research based software (Lexia, Waterford, Imagine Learning, and Imagine Math) is key to student success in both math and ELA.

Continued training will provide teachers and staff with the knowledge to effectively implement both print and electronic programs with fidelity. We also rely on Title I paras to assist with the instructional delivery and progress monitoring of the approved interventions. Parent volunteers are also a great resource for our school to closely monitor student reading

fluency and comprehension (K-3) and to provide supervised practice.

District Instructional coaches and Curriculum Specialists are used to assist teachers in implementing evidence-based interventions by attending best delivering professional development (PD).

Needs:

- \* Available and working technology that is available to all grade levels on a daily basis.
- \* Continuous and focused training for Teachers and Title I paras in curriculum and instructional delivery strategies.
- \* Professional Development on Interim Block Assessments and how to effectively use them.
- \* Continue working with our Instructional Coach
- \* Re-visit Ainsworth's materials on CFA's

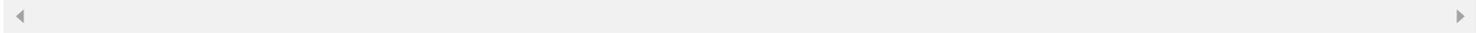
**3. Provide the URL where this plan will be publicly available:**

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

www.hillviewhuskies.org

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

The SWIP team will review fall, winter, and spring data to determine the effectiveness of the plan, as well as the above SMART goals. This data will be used to adjust school wide best practices to improve teacher instruction and student retention and academic success, especially for our special education population.



### Upload Files

Files

### 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.