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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 |
|-------------------------|------------------------------|---------------|
| Kathy Malm | Principal | |
| Kami Amrein | Interventionist | |
| SusAnn Proctor | SPED | |
| Evelyn Robinson | Capacity Builder | |
| Dana Steffensen | Counselor | |
| Vanessa Arviso | Paraprofessional | |
| Ryan Wilson | District Office | |
| Rebecca Stewart | Kindergarten Teacher | |
| Kevin Callahan | Parent/Tribal Council Member | |
| Needs Assessment | | |

1. The Fort Hall Elementary Leadership Team is comprised of the principal, Kindergarten teacher, Special Education teacher, Counselor, Paraeducator, Interventionist, and Building Capacity Builder. Ms. Malm meets with the PCC (Parent Council Committee) twice a month to go through the items discussed in leadership meetings and to bring back any updates or concerns they may have for the team to address. We also meet with a tribal council member (also a parent) once or twice monthly when he can't attend.
2. Leadership Team Chairperson: Kathy Malm - principal
3. Decisions are made: Our Leadership Team discusses issues pertaining to data, PD's, behavior, attendance, etc. and takes any items needed to the faculty to either present or to initiate. Team norms need to be developed more thoroughly and assigned.
4. The Frequency of Leadership Team Meeting: A yearly leadership meeting schedule has been created. We have scheduled leadership meeting every two weeks. We will continue to monitor the integrity of

School Leadership Team

the leadership meeting schedule throughout the year.

5. The Process of Communication with District Leadership: The principal meets with the district leadership team twice per month. The principal shares information about the school and disseminates information back to the school staff. A faculty member, Darrell Warner (3rd-grade teacher) attends the District Task Force meetings with the District Leadership Team and communicates information to the principal and faculty. The principal meets with the superintendent three times a year to go over school performance and plans for further improvements.

6. Agendas are Set: The Building Capacity Builder has a standing item on the agenda and provides a written agenda for each member of the team. This agenda covers the portion of the meeting addressing CSI Up requirements. Other items on the agenda, created by the principal, are from matters brought by staff or community dealing with behavior, data, upcoming events, etc.

7. Formative and Summative Student Data is Used for Decision Making: The capacity builder has disaggregated ISAT data for 2016-2017, 2017-18, , and 2018-2019 and September Fall Assessments for Reading Mastery, IRI (ISIP), and Easy CBM and presented it to the Leadership Team. Teachers are asked to look their data over monthly and make any revision on the data wall in the PD room. Data is being discussed at faculty meetings at least once a month.

8. Decisions are Evidence-Based:
Curriculum decisions are made utilizing Blackfoot School District #55's Curriculum Diamond. All curriculum and intervention programs are researched based and their efficacy and effectiveness are reported in the What Works Clearinghouse site to meet ESSA laws. The Federal Programs Director has a hard copy of the required evidence needed for each program used within the district.

9. Communication of Staff, Families, and Other Stakeholders is through:
All faculty members and the school administrator communicates with parents/families.
Communication includes classroom newsletters, Class Dojo, monthly school newsletter, telephone contact for both positive and negative situations, Parent-Teacher Conferences, assemblies, family nights, quarterly (this will change to monthly

meetings soon) meeting with the Fort Hall Tribal Council, the Indian Ed Liaison, and the district and school website. Parents have the ability to see their students grades at any time in Infinite Campus. District personnel attends scheduled Tribal Council Meetings, IEC Indian Education Committee Meetings, JOM and Title VI meetings.

School and Community

1. School Community Demographics:

Fort Hall Elementary is located in the heart of the Sho-Ban Indian Reservation with 148 students enrolled in grades K thru 5th as of August 2019. Fort Hall Elementary is a school wide Title One.

Ethnicity- One hundred and thirty- three (133) or 93% are American Indian or Alaskan Native, six (6) or 4.2% are Hispanic or Latino, three (3) or 2.1% are multiple races, one (1) or .01% white

Gender- Seventy-six (69) female and seventy-four (74) male students.

Enrollment- 143 students

Staff/Student Ratio-

a. Kindergarten - one teacher, one half-time para / 20 students

b. First Grade - one teacher, one half-time para / 25 students

c. Second Grade - one teacher / 25 students

d. Third Grade - one teacher / 21 students

e. Fourth Grade - two teachers / 27 students

f. Fifth Grade - one teacher / 25 students

g. Two half time paras are also utilized within the classrooms 2-5 (See attached schedule).

Staff- There are 11 certified staff members at Fort Hall Elementary. In 2019-20, one (1) or 9% of staff members have been at Fort Hall Elementary for 14 years; one (1) or 9% for 8 years; one (1) or 9% for 7 years; three (3) or 27% for 6 years; one (1) for 2 years or 9%; two (2) or 18% for 1 year; and two (2) or 18% are new to Fort Hall Elementary this school year. The principal has been at the school for the past six years. A full-time counselor was added to the staff in 2017-2018. Three 2019-2020 classroom teachers are seeking ABCTE Idaho certification. To create a stable and highly qualified teaching staff SIG (School Improvement Grant) funding was utilized for teacher incentives for the past five years. The principal and a committee interviews and selects a teacher to hire. There has been minimal change with district leadership and no change on the school

School and Community

board.

Poverty- 100% of our students are receiving free breakfast and lunch.

2. Adverse Impaction to School Community (Issues):

a. The 2019-20 school year brought three ABCTE teachers to the staff, which is 27% of the total certified staff. The ABCTE program does not include a classroom management component or a student teaching component. The district provides a classroom management training for all new teachers and any the principal elects to send.

b. Attendance and tardies issues. Teachers report that student attendance is a concern. In 2016-2017, 144 students in grades K-5th, 12 students or 29% missed 0 to 5 days, 39 students or 27% missed 6 to 11 days, 28 students or 20% missed 12 to 17 days, 35 students or 24% missed 18 or more days. In 2017-2018, 165 students in grades K-5th, 33 students or 20% missed 0 to 5 days, 44 students or 27% missed 6 to 11 days, 42 students or 25% missed 12 to 17 days, 46 students or 28% missed 18 or more days. In 2018-2019, 140 students in grades K-5th, 32 students or 22.8% missed 0 to 5 days, 47 students or 33.6% missed 6 to 11 days, 20 students or 14.3% missed 12 to 17 days, 41 students or 29.3% missed 18 or more days. This is extremely better than several years ago but still a concern.

d. Behavior issues: The district's discipline policy is followed for behavior issues. Through teacher conversations and classroom observations, teachers are reporting frustration with students' inappropriate behavior that prevents instruction. The faculty would like to see a schoolwide behavior plan in place. This would specifically address our unique concerns and how to address them within the classroom (especially where we have three new teachers that are on alternative certification) and when to refer these students to the principal. We will continue developing and implementing this plan during the 2019-2020 school year. This is referenced in our plan component.

3. Efforts to Address Issues:

a. A full-time Interventionist is on staff and a 27.5 interventionist para was hired this year.

b. Increased communication with parents through Family Nights every other month with activities, monthly news letters, updated Website, and awards assemblies for students and parents.

c. Bi-monthly Popcorn parties, Tribal participation in historical lessons (Idaho History, etc.) and Fantastic Fridays to reward attendance and positive behavior.

d. Scheduled yearly book study on poverty and related research topics on how to best serve students of poverty. (Donna Beagle, "If Not Me, Then Who?")

e. Scheduling Why Try training within the first few months of school.

Academic Achievement

1. ISAT: (See attachment of disaggregated data)
On the 2016-2017 ELA/ Literacy Assessment, 57 Students were tested in 3rd to 5th Grades. Forty (40) students or 70% scored below basic, twelve (12) students or 21% scored basic, four (4) students or 7% scored proficient, and one student (1) or 2% scored advanced.

On the 2017-2018 ELA/ Literacy Assessment 72 Students were tested in 3rd to 5th grades. Fifty (50) students or 69% scored below basic, thirteen (13) students or 19% scored basic, eight (8) students or 11% scored proficient, and one student (1) or 1% scored advanced.

On the 2018-2019 ELA/ Literacy Assessment, 72 Students were tested in 3rd to 5th Grades. Fifty-eight (58) students or 80% scored below basic, nine (9) students or 13% scored basic, two (2) students or 3% scored proficient, and three student (3) or 4% scored advanced.

On the 2016-2017 Mathematics Assessment, 57 Students were tested in 3rd to 5th grades. Forty-three (43) students or 75% scored below basic, twelve (12) students or 21% scored basic, two (2) students or 7% scored proficient, and zero students (0) or 0% scored advanced.

On the 2017-2018 Mathematics Assessment, 72 Students were tested in 3rd to 5th grades. Fifty-seven (57) students or 79% scored below basic, ten (10) students or 14% scored basic, five (5) students or 7% scored proficient, and zero students (0) or 0% scored advanced.

On the 2018-2019 Mathematics Assessment, 72 Students were tested in 3rd to 5th Grades. Fifty-five

(55) students or 76% scored below basic, fourteen (14) students or 19% scored basic, two (2) students or 3% scored proficient, and one student (1) or 2% scored advanced.

2. IRI: (ISIP)

On the September 2018 Idaho Reading Indicator for Overall Reading Status, 149 students were tested in Kindergarten to 5th grades. Sixty-seven (67) students or 46% scored below level, 41 students or 27% scored near level, and forty-one (41) students or 27% scored at or above level.

On the May 2019 Idaho Reading Indicator for Overall Reading Status, 137 students were tested in Kindergarten to 5th grades. Fifty-two (52) students or 38% scored below level, 31 students or 23% scored near level, and fifty-nine (59) students or 33% scored at or above level.

3. EasyCBM:

See attached reports

4. Reading Mastery is the Core Curriculum: (see attached D.R.E.A.M. ELA Groups Spreadsheet)
See attached reports

5. Graduation Rates: Not Applicable

6. Student Learning Strengths from Data:

*On the September 2018 Idaho Reading Indicator, grades K-5th, for Overall Reading Status, forty-one (41) students or 27% scored at or above level.

*On the September 2018 Reading easyCBM, grades K-6th, fifty-four (54) students or 36% scored at or above level.

SMART Goals:

District Smart Goal for Fort Hall: During the 2018-19 school year, Fort Hall Elementary students grades K-5 will show an increase in scores on assigned spring easy CBM Reading Benchmarks by meeting the 50%ile as a grade level average.

RESULTS: Kindergarten advanced 27 percentage points from Fall to Spring in reading. (93% increase).

1st grade advanced 18 percentage points from Fall to Spring in reading. (41% increase).

5th grade increased 6 percentage points from Fall to Spring in reading. (22% increase).

District Smart Goal for Fort Hall: During the 2018-19 school year, Fort Hall Elementary students grades K-5 will show an increase in scores on assigned spring CBM/CCSS (Common Core State Standards) Math Benchmark by meeting the 50%ile as a grade

Academic Achievement

level average.

RESULTS: 1st grade teacher class met spring CBM/CCSS (Common Core State Standards) Math Benchmark by meeting the 50th percentile as a grade level average. She qualified for the bonus pay from the CIG (Comprehensive Improvement Grant)

ISAT MATH SMART GOAL - During the 2018-19 school year, Fort Hall Elementary students, third through fifth grade, will increase from 7% proficiency to 10% on the 2018-19 summative ISAT assessment.

RESULTS: 91% of 4th graders increased their Math raw scores from last year.

IRI (Istation) Overall Reading Status SMART GOAL - During the 2018-19 school year, Fort Hall Elementary students, kindergarten through fifth grade, will increase from 27% at or above proficiency, in the Fall, to 35% proficiency, in the Spring, on the IRI Istation Overall Reading Benchmark.

RESULTS: Kindergarten advanced 43 percentage points from Fall to Spring in reading. (107% increase)

1st graders advanced 26 percentage points from Fall to Spring in reading. (108% increase)

3rd graders increased 213 raw score reading points from last year. (276% increase)

5th grade advanced 24 percentage points from Fall to Spring in reading. (218% increase)

7. Student Learning Weaknesses from Data:

*Fort Hall has been identified for Comprehensive Support and Improvement (CSI UP) with additional Targeted Support and Improvement (TSI) for American Indians, Students with Disabilities and Economically Disadvantaged.

(Data reflects 3rd - 5th grade)

*On the 2016-2017 ISAT ELA/ Literacy Assessment four (4) students or 7% scored proficient, and one student (1) or 2% scored advanced. *On the 2017-2018 ISAT ELA/ Literacy Assessment only eight (8) students or 11% scored proficient, and one student (1) or 1% scored advanced.

*On the 2016-2017 ISAT Mathematics Assessment two (2) students or 7% scored proficient, and zero students (0) or 0% scored advanced.

*On the 2017-2018 ISAT Mathematics Assessment eight (8) students or 11% scored proficient, and one student (1) or 1% scored advanced.

*Student Growth Mindset is a concern and is being addressed in the SWIP plan to increase the stamina,

grit, and self-esteem of our students.

District Smart Goal for Fort Hall: During the 2018-19 school year, Fort Hall Elementary students grades K-5 will show an increase in scores on assigned spring CBM/CCSS (Common Core State Standards) Math Benchmark by meeting the 50th percentile as a grade level average.

Kindergarten and 2-5 grade students did not increase in scores on assigned spring CBM/CCSS (Common Core State Standards) Math Benchmark by meeting the 50th percentile as a grade level average.

ISAT ELA SMART GOAL - During the 2018-19 school year, Fort Hall Elementary students, third through fifth grade, will increase from 11% proficiency to 15% on the 2018-19 summative ISAT assessment.

RESULTS: 3rd through fifth graders did not meet this goals.

Identified Specific Student Learning Needs

1. Process Used to Identify Root Causes to Produce Higher Student Outcomes:

a. The focus is on improving ELA and Math.

b. Benchmark given in Core Reading Program, Reading Mastery, and Envision to place all students at instructional levels.

c. School-wide system was put in place to provide instruction to students at the instructional levels of grades 1-5. Remaining ELA and Math curriculum is taught at grade level.

d. RTI team identified students below the 10th percentile based on EasyCBM, Istation, and ISIP data and also those above the 80th percentile to determine referral to either resource or GT.

e. The building interventionist completed an initial diagnostic test to place students at instructional level groups and continues to monitor the needs of students with teachers every ten lessons after a mastery check out. A Google Drive spreadsheet is maintained by all teachers for current scores on mastery check-outs.

f. Building interventionist has set up a daily schedule to work with and progress monitor identified students.

g. RTI team meets weekly. RTI team consists of principal, interventionist, special ed teacher, counselor, two classroom teachers, and teacher of students involved will continue to monitor the progress of the students every four weeks.

h. A GT facilitator was named to provide instruction and activities for those students identified by the GT referral process.

Student Learning Needs

Core Curriculum

Core Curriculum

1. Curriculum Materials Being Used:

- a. Math - EnVisions
- b. ELA - Reading Mastery Signature (Reading Strand, Language Strand, Spelling Strand)
- c. ELA Reading Pilot- 4th and 5th Houghton Mifflin Harcourt

2. Are Materials Research/Evidence-Based? Yes, please refer to District #55 Curriculum Diamonds. If a program is on the diamond it has followed the ESSA guidelines necessary for approval. A hard copy of the ESSA Evidence from What Works Clearinghouse is available in the Federal Programs Directors office. All curriculum materials are researched based and approved by the district before being purchased and taught in the classroom.

3. Is Core Curriculum Delivered With Fidelity: Teachers have been observed during weekly walk-throughs and evaluation observations utilizing the core curriculum as instructed.

4. Fidelity is Monitored: Walk-throughs, Evaluation observations, Faculty meetings.

Core Instruction

1. To What Extent Do Teachers Adjust Instruction to Meet Students Needs Based on Assessment Data and Student Feedback: Reading and math interventions are being initiated in September for grades 2nd-5th. This year reading intervention will be shortened from 65 minutes to 30 minutes. This is due to the progress made during last years intervention time. At the end on the 2018-19 school year 68% of the student body was reading grade level Reading Mastery materials, therefore we determined the core curriculum would be grade level Reading Mastery and we would use Saxon Phonics, Haggerty, and Corrective Reading for intervention. We also expanded the math intervention to 2nd-5th for 30 minutes 4 days a week. First grade begins to participate once they have reach grade level. 5 out of 7 (2nd - 5th) teachers create small groups based on student needs and whole group instruction based on gaps in the curriculum.

2. Formative Assessments Used to Determine Student Needs:

IRI data and Istation math data generate assessments that group students based on needed skills. EnVision

Core Instruction

and easyCBM data are also used to assess needs.

3. Students are Grouped for Instruction: Students are grouped for ELA and math instruction in Kindergarten through Fifth Grade.

4. All Students are Provided With Opportunities to Meet Proficient and Advanced Achievement in the Following Ways:

a. Reading Mastery at instructional levels (K - 4th Grades) Mastery assessments are given every ten lessons and groups are adjusted accordingly. Fourth and fifth are using Houghton Mifflin assessments every 15 lessons to determine grouping. Envisions math has an assessment at the end of every unit.

b. Third, fourth and fifth grade have a reading and writing extension provided to students who are currently proficient at answering and writing short answers. (Common Lit Group taught by Interventionist)

c. Third, fourth and fifth grades have a performance task group for the advanced/GT students.

d. Kindergarten-second grade has skill-based centers activities.

See attached: The School District has created a curriculum map for all grades in math. This clearly delineates what will need to be covered, taught and mastered within each grade level. Reading also has a curriculum map for the school district. Fort Hall, however, works with the program Reading Mastery, that also has a Pacing Guide of its own. Within-subject areas, Math and Reading, Science and Social Studies utilize Idaho Core Standards as our guide and we have a curriculum map for those content subjects as well.

Alignment of teaching and Learning

1. Teaching and Learning are Articulated Within Grade Levels to the Following Extent:

This year staff will meet every Thursday to have common collaboration (Impact Teams). The groups will be changed every several weeks to allow teachers to meet with different levels. Impact Team members will conduct these meetings.

2. Grade Level Teachers Collaborate About

Alignment of teaching and Learning

Teaching and Learning Expectations Across Grade Level to the Following Extent:

There is one teacher per grade level, except for 4th grade (The team and staff decide to split the fourth grade due to their low scores and make smaller classroom sizes. The goal will be to increase their scores and levels.)

3. Students in the Same Grade Receive Consistent Learning Experiences to the Following Extent:

There is one class for every grade level except 4th grade. (see above)

4. Teaching and Learning is Articulated Across Grade Levels and Subject Areas to the Following Extent:

This year a calendar has been established to provide a common collaboration (Impact Teams). We also have an interventionist and an intervention para who are working with students that have been identified as "critical intervention" on the IRI and in Istation math. The interventionist is also in charge of benchmark testing, IRI, ISAT, and progress monitoring of high risk students, as well as forming intervention groups based on the data collected.

5. Content Teachers From Different Grades Collaborate About Teaching and Learning Progressions Across Grade Levels to the Following Extent: Informal conversations are being held to determine movement within the Reading intervention groups and Math intervention groups after ten lessons and mastery tests were given.

Universal Screening

1. All students are screened to identify who needs additional support by District Benchmarks given three times a year on Istation and EasyCBM.

2. Kindergarten is screened by the same District Benchmarks utilized by other grades. Students are screened at the beginning of the year in the Fall, again in the Winter, and in the Spring.

3. The universal, evidence-based, reliable and valid screening tools that are used to identify students at risk for ELA & Math are the following:

ELA EasyCBM:

Kindergarten- PSF, LSF, LNF, WRF

1st Grade- PSF, LSF, WRF, PRF

2nd Grade- WRF, PRF, Vocab, MCRC

3rd Grade- WRF, PRF, Vocab, MCRC

4th Grade- PRF, Vocab, MCRC
5th Grade- PRF, Vocab, MCRC
K-3 IRI Fall and Spring

Math EasyCBM: all grades use CCSS Math Benchmarks three times per year

4. The tools have established cut scores for determining who is at risk, which are the percentile tables and tier ranges.

5. Different/additional measures used to identify students who are English Learners and not achieving academically are WIDA screeners that are given in the Fall for new students. Access 2.0 is given in the Spring.

6. Students, who are socially at risk and not achieving: There is currently a district-wide discipline system in place that we feel needs adapted to better fit our demographic. Through teacher conversations and classroom observations, teachers are reporting frustration with students' inappropriate behavior that prevents instruction. Teachers also report that student attendance is a concern.

a. In 2016-2017, 144 students in grades K-5th, 12 students or 29% missed 0 to 5 days, 39 students or 27% missed 6 to 11 days, 28 students or 20% missed 12 to 17 days, 35 students or 24% missed 18 or more days.

b. In 2017-2018, 165 students in grades K-5th, 33 students or 20% missed 0 to 5 days, 44 students or 27% missed 6 to 11 days, 42 students or 25% missed 12 to 17 days, 46 students or 28% missed 18 or more days.

c. In 2018-2019, 140 students in grades K-5th, 32 students or 22.8% missed 0 to 5 days, 47 students or 33.6% missed 6 to 11 days, 20 students or 14.3% missed 12 to 17 days, 41 students or 29.3% missed 18 or more days.

7. Screening decisions are reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly in the following ways:

a. procedures for testing were implemented this year to create a successful environment for students to test.

b. Fall data was used to create a data wall for each classroom in the school. Data meetings were

Universal Screening

scheduled monthly for the 18-19 school year and will be maintained during the 19-20 school year.

c. Reading Mastery data is reviewed every ten lessons and adjustments are made to student groups as needed.

The Istation Math data will be reviewed monthly and adjustments will be made to student groups.

8. Information is documented by a data wall for each class, Google Docs created to record Reading Mastery assessment scores and student groups, Excel spreadsheet created by the capacity builder to disaggregate the data, Istation math assessment scores and student groups

9. Information is shared with teachers, families, school Leadership Team in the following manner: Universal Screening Data is shared: Google documents are shared with teachers, Interventionist collaborated with individual teachers to determine RTI needs, principal attends PCC (Parent Committee Council) and shares data wall information.

Tiered Instruction and Academic Interventions

1. A formal system of academic interventions has been established and the following practices are currently taking place:

a. ELA interventions are being taught by skill levels four days a week/ 30 minutes per day.

b. Istation Reading & Math is being utilized 120 minutes combined per week.

c. Interventionist is pulling small groups in Reading 3 - 4 days a week for 10 minutes.

d. Math interventions are being taught by skill level four days a week/ 30 minutes per day.

2. See times above for how often these interventions are taking place.

3. The extent tiered interventions are used to focus on foundational skills that support students' progress in core instruction are the following: The focus of the intervention groups are based on foundational skills that are not at grade level based on data.

4. Tiered interventions are coordinated to support student progress in core instruction by: A schedule has been created to implement the placement of students and their mastery scores from the Reading Mastery program.

Tiered Instruction and Academic Interventions

5. Interventions that are pull-out, push in, and walk to are being implemented. The size of Reading Mastery groups are 8-10 students, small groups are 4-7 students. The math intervention groups are also 8-10 students.

6. See above for the size of the groups.

7. The evidence-based programs and instructional practices that are used for interventions are: Reading Mastery, Corrective Reading, Saxon Phonics, Istation are evidence based. A phonemic awareness evidence based program has been purchased for instructional levels K-2. (Heggerty)

8. For ELA evidence-based programs see above.

9. Math evidence-based programs are currently Istation Math and Envisions.

10. The extent these programs demonstrate efficacy with target populations are: The Reading Mastery program provides the needed repetition for student progress. The program has a coding in the beginning levels to scaffold the curriculum. Istation provides targeted intervention and needed practice and repetition with math skills.

11. The interventions support the needs of students from diverse cultural and linguistic backgrounds by: providing the repetition, visual cues and practice needed.

12. Explicit instruction used by: The Reading Mastery program is scripted. Envision provides lesson planning, interventions, assessment and on-line support.

13. Tiered interventions are provided by all teachers teaching the Reading Mastery program. Five paraeducators in the building are providing interventions under teacher guidance and in close proximity. The interventionist in the building is providing interventions.

Learning Time

1. The school schedule is the following: Interventionist and principal created the schedule for the 2019-20 school year. Start and end of school time is 8:00 am to 2:30 pm with a 45-minute lunch. See the attached school schedule calendar.

2. The schedule needs to be fully implemented and

Learning Time

monitored with adjustments as needed.

3. A master schedule includes intervention and extension. See the attached schedule.

4. There are learning opportunities for students who are having difficulty attaining proficiency in grade level standards.

5. There are learning opportunities to provide access to a well-rounded education: STEAM activities on Fantastic Fridays, Tribal specials.

6. There are learning opportunities to provide access to an enriched and accelerated curriculum: GT and CommonLit groups

7. It is built into the daily/weekly schedule in the following manner:

a. Advanced Learners - 4 days a week / 60 minutes a day (currently serving 7 students)

b. CommonLit - 4 days a week / 30 minutes a day.

8. Determination of who will participate in additional learning opportunities is in the following manner:

a. Reading Mastery placement test will determine all intervention groups.

b. CommonLit group is determined by the proficiency of written constructed response rubric.

c. Istation math monthly assessment determines placement in math intervention groups.

9. Students, who participate in additional learning opportunities also have daily access to grade-level content standards. A scheduled time has been established for grade level ELA standards to be taught 4 days a week / 30 minutes a day in reading. Math curriculum provides an extension to all students in the classroom.

10. Staff will know that the additional learning opportunities are enough by progress monitoring monthly and watching for the growth of these students.

11. Summer school is not a part of the intervention process.

Non-Academic Student Needs

Non-Academic Student Needs

1. Activities and strategies that are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others are the following:

a. Counseling- A full-time school counselor is available to students

b. Maturation presentation through the County Extension Office.

c. Delta Dental comes in once a year to provide a cleaning for K-2

d. Lion's Club comes the first of the year to provide vision screening for 2 & 4 and any others that the teachers feel may need it.

e. District provides hearing screening the first of the year to K - 5.

f. D.A.R.E. program offered to our 5th grade students

Well-rounded Education

Well-rounded Education

1. Fort Hall Elementary addresses a well-rounded education for the students in the following ways:

a. Courses- Reading, Math, P.E., Music, Library, Keyboarding, Language Arts, Science

b. 4th Grade - Idaho History

c. 5th Grade - Social Studies, D.A.R.E.

d. Close Reading & Constructed Response Instruction - 2nd - 5th

e. Activities - STEAM Fantastic Friday (School-wide activities that reward attendance, tardies, and appropriate behavior)

f. Through the Shoshone-Bannock Indian Tribe the following programs are offered:

*After School Tutoring Recreation and sports programming

*Head Start Classes for parents through the Counseling Center

*TYEP (Tribal Youth Educational Program) provides school supplies and clothing and tutoring.

*Indian Education provides cultural activities, tutoring, and Pow Wow's

Additional Opportunities For Learning

Additional Opportunities For Learning

1. Currently, at this time there are no opportunities in place for students to learn about and prepare for postsecondary education and the workforce.

School Transitions

School Transitions

1. Transition from preschool to elementary:
Fort Hall Elementary is partnered with the Fort Hall Head Start Program in transition meetings at the end of the school year. Fort Hall Head Start Program provides a transition dinner the end of April each year where the principal and kindergarten teacher are invited to come and address the parents and children about the school. Preschool students come to school for a day in the Spring. They are also invited to Fall registration and orientation.

2. Transition from elementary to middle school:
Fort Hall 5th graders go to the 6th-grade building in Blackfoot for a tour with the principal. Fort Hall special education teacher and the students in special education and their parents go to the 6th-grade building for a transition meeting with the 6th-grade special education teacher. They are given another tour of the building. Milepost documentation will travel with the students from the 5th grade to 6th grade.

Professional Development Discussion Topics

1. The following opportunities are in place for teachers to reflect on and improve their instruction:

a. Training is offered by the School District, especially regarding new curriculum.

b. The Interventionist teach various workshops throughout the school year on current and important topics.

2. Data is used from academic assessment to adjust instruction in the following ways: We will continue monthly data meeting to increase the teacher's understanding of the data and how to utilize it.

Professional Development

3. Curriculum alignment and teaching progression across grade levels and subject areas occur in the following ways: District curriculum maps are provided for each grade level in math and reading.

4. Impact teams are established at the current time. The schedule has been created to provide the opportunity for grade levels to collaborate together.

5. Collaboration time is built into the master schedule and the contract.

6. The district has a yearly PD schedule provided to all teachers in the district. Monthly PD's are scheduled for new teachers, but anyone is welcome to come to any of the monthly classes. The district also has specific training during the year based off the district needs assessment survey and what the district staff said they would like to have trainings on.

7. Both the district and the school provides the PD.

8. Paraprofessionals are invited to attend the teachers' PD but not required unless it is specific to a responsibility they hold.

9. Teachers have the option of attending the monthly PDs given by the district unless they are new teachers, it is required. There are a few PDs that all staff is required to attend during the year.

10. PD decisions made in the following way: The spring Needs Assessment Survey requires teachers to list their teaching certification, what type of professional development that they would prefer and what subjects they feel they need. This needs assessment is then compiled and the PD plan is created. PD's are also suggested during faculty meeting when needs develop.

*Discussions of what the Faculty is interested in takes place formally and informally throughout the year. This helps teachers who are frequently needing to take training for credit, re-certify.

*Training is often based on need. For example, this year the District has adopted a new math program.

*Professional development that is offered for our school only, is always brought to the Leadership Team for ideas and final confirmation.

12. All district staff is involved in this decision process.

13. Relationship between the district and building PD is the following: Some PDs are training the trainer, required district PDs, and building PDs based on need.

14. PD is tied to student achievement by using the Spring Needs Assessment to determine the focus for the PDs. Teachers will look at their current needs and make decisions based on what deficiencies they see in student achievement or their lack of knowledge on certain topics and base their needs of that information.

15. The school monitors attendance at PDs by using a SAM sheet. It is signed and dated by everyone attending the meeting and their current role at the school.

16. Sign-in sheets are completed for every PD that is given.

17. The PD to support English Learner Students is embedded instruction with the Interventionist.

Family and Community Engagement

1. District Plan and school plan in place - School Board Policy number 1000 - 1056 deals with Community Relations. Policy 677 and 677.10 provides guidelines for parent involvement. Our school has numerous practices in place regarding the families and community. Several examples are: Parent Council Committee, Family Education Evenings, an annual Pow Wow, and an extensive safety plan that involves community resources such as the police.

2. Reviewed Dates - The school-level policy and practices are reviewed annually. We have an annual Title I Compact that defines the school, parent, teacher and child responsibilities. Parent Teacher Conferences are held twice a year. Teachers connect with all families, whether they attended their scheduled conference or not.

3. Strategies used for involving families in students' education: We have several family nights that involve literacy. The School District provides monthly educational meetings for our American Indian families. We have an annual Pow Wow attended by the community. Muffins with Mom

Family and Community Engagement

breakfast. Doughnuts with Dad breakfast. Granola with Grandparents Day. Book Fairs twice each school year.

Strategies used to increase family and community engagement - food, fundraisers and appealing activities.

4. We utilize the School District website, our school website, monthly newsletters and notes home.

5. Four staff members will be attending a Family and Community Engagement conference the beginning of October and will train the remaining staff upon their return.

Recruitment and Retention of Effective Teachers

Recruitment and Retention of Effective Teachers

1. Percentage of state-certified teachers:
Fort Hall Elementary has 4 classroom teachers or 57% that meet state certification requirements and 3 classroom teachers or 43% that are enrolled in the state ABCTE certification program.

2. Strategies to recruit and retain effective teachers:

* Principal interviews and hires teachers.

*Leadership stipends have also served as a monetary and credit incentive for teachers.

*New teachers attend a monthly training workshop with Joy Mickelsen.

Coordination and Integration With Other Programs

Coordination and Integration With Other Programs

Under the direction of the Federal Program Director, all federal funding (Title I, Title II, Title IA, Title III, Title IIIIC, Title IV) works cooperatively to enhance student achievement, post-secondary schooling, adult education, McKinney-Vento students, Advanced Opportunities, and Safe Schools.

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.