

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
Dale Burk	Principal	<input type="checkbox"/>
Carrie Markham	JH Math Teacher	<input type="checkbox"/>
Jamie Metcalf	Counselor	<input type="checkbox"/>
Jessica Johnson	Secretary	<input type="checkbox"/>
Patty Dalrymple	Federal Programs Director	<input type="checkbox"/>
Brandi Lisle	JH ELA Teacher	<input type="checkbox"/>
Michael Lugar	HS Math Teacher	<input type="checkbox"/>
Patra Simper	HS ELA Teacher	<input type="checkbox"/>
Earnie Lewis	Capacity Builder	<input type="checkbox"/>
Mattie Wroten	JH Science Teacher	<input type="checkbox"/>
Misty Atkin	Intervention Teacher	<input type="checkbox"/>
Marc Caron	PE teacher	<input type="checkbox"/>
Amanda Hazen	HS Science Teacher	<input type="checkbox"/>
Larry Mulalley	Woodshop Teacher	<input type="checkbox"/>
Christine Meyers	Paraprofessional	<input type="checkbox"/>
Katy Carothers	Paraprofessional	<input type="checkbox"/>
Alan Schoen	Vocational Ed Teacher	<input type="checkbox"/>
Sarah Hall	parent	<input type="checkbox"/>
D. O. Draper	HS student	<input type="checkbox"/>
Miranda Ryan	Music Teacher	<input type="checkbox"/>
Kailee Quinn	Sp. Ed. Teacher	<input type="checkbox"/>

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

1

Need Description:

Improve the math performance scores for junior/senior high school students.

SMART Goal:

Rimrock's ultimate goal is to reach the state's math proficiency. For SY 19-20 the goal is set to improve math scores to a 30% proficiency for the site of Rimrock.

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
1-1	The instructional schedule will be built to provide a daily math intervention both in ELA & Math. In the morning of the day the intervention will be a push-in model and in the afternoon it will be a pull out model where students use an elective period to receive the added learning time to address gaps in knowledge. Additionally, "Raider time" will be added to the HS schedule as it is in the middle school grades. This time is used for teachers to give specific intervention help for those at risk in a content and to allow accelerated students to get extended opportunities in content where they thrive.	Strong Evidence ▼	Interventions for students with learning needs has an effect size of .77	The RTI process of meeting weekly to review student progress will determine effectiveness as well as observations, etc.	<input type="checkbox"/>
1-2	CORELearn has been contracted to provide 22 days of PD in the area of math to develop instructional strength in standards-based instruction, routinely measured with appropriate formative assessments and engaging students in the assessing process and standards growth.	Strong Evidence ▼	When students are integrally involved in their own assessment accountability their efforts increase dramatically.	CORELearn will be providing the intervention components and strategies to best support the student learning needs.	<input type="checkbox"/>

Need

2

Need Description:

The students in poverty both Hispanic and White are underperforming

SMART Goal:

The goal for students in poverty will close by 50% for the 19-20 SY in ISAT Math. The actual score will increase to

Remove

compared to the state average.

no less than 29% proficiency.

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
2-1	CORELearn will provide PD assisting teachers in core instruction as well as in intervention to see student learning needs and how to address them.	<input type="text" value="Strong Evidence"/>	CORELearn is a research center for curriculum and instruction in the core subjects of ELA and Math.	CORELearn will assist in its own evaluation giving us specific monitoring tools and helping to use the learning data to assist ongoing instruction, etc.	<input type="checkbox"/>

Need Description:

The district is using outdated curriculum maps and guides for K-12. The need is evident for updating and recreating these documents.

SMART Goal:

By the Spring of 2020 the district will have curriculum maps and guides plus pacing calendars for math.

Remove

Evidence-Based Interventions: Discussion Topics

Need 3

#	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
3-1	By the end of the school year 19-20 the curriculum director will develop curriculum guides, maps and pacing calendars for math at all levels.	<input type="text" value="Moderate Evidence"/>	CORELearn, a research center for implementation of Math and ELA curriculum & instruction will guide the development of maps, guides and pacing calendars for the curriculum of math.	CORELearn will give Rimrock monitoring tools we can use to determine our effectiveness plus we will use the student learning data gleaned through formative assessments as well universal screeners, and interim assessments.	<input type="checkbox"/>

Need 4

Need Description:

The white student population of Rimrock Jr/Sr High School is underperforming compared to

SMART Goal:

The gap for white students in their ISAT performance will close by 50% for the 19-20 SY in

Remove

those in our state by an unacceptable percentamount.

ISAT Math. The actual score will increase to no less than 30% proficiency.

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
4-1	<div data-bbox="289 871 678 1591" style="border: 1px solid black; padding: 5px;"> <p>The district has hired an intervention teacher to work with those students who are struggling with their achievement. There are multiple strategies being used by this teacher. First, the teacher will be pushing into the classroom during the ELA and Math blocks for the Jr/Sr high students. In the afternoon the teacher will pull out the students who need additional help. During this time the teacher will begin by preteaching standard meaning and vocabulary supporting the standard's lesson. The second half of the session will be devoted to reteaching for the misunderstanding or lack of understanding during the instructional period.</p> </div>	<div data-bbox="695 1213 954 1249" style="border: 1px solid black; padding: 2px;"> <p>Strong Evidence ▼</p> </div>	<div data-bbox="971 909 1107 1549" style="border: 1px solid black; padding: 5px;"> <p>The strategy being used to scaffold the instruction for the struggling white students has an effect size of .82 according to Hattie's research as of August 2017.</p> </div>	<p>The success of the intervention will be monitored by the site's RTI process. Weekly student progress is monitored by grades posted online for parents, students to see. Also, the site counselor and principal meet with the RTI team to oversee student progress both academically and behaviorally. Emotional well-being is being looked at also early on so this area doesn't lead to crisis before staff is aware.</p>	<input data-bbox="1302 1218 1334 1249" type="checkbox"/>

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

The resource inequities which have been barriers are the absence of intervention opportunities for the students as well as a means of systematically knowing which kids are at risk early in their game.

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.sd365.us

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

The RTI process newly formed at Rimrock in the spring of 2019 will be used to monitor the effectiveness of this plan and the ongoing effectiveness of core math instruction as well as core math intervention.

Annual Budget

Allocation for 2019-2020	\$83,736
Carry-over from previous year as of 9/30/2019	\$23,000
Total Allocation	\$106,736

Obj.Code	Description	2019-2020
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: \$70,500 Description: Patty Dalrymple .5 FTE Curriculum Director Misty Atkins Intervention Teacher
200	Employee Benefits	Amount: \$13,194 Description: Benefits for Patty Dalrymple and Misty Atkins
300	Purchased Services (non travel)	Amount: \$23,000 Description: Payment to CORELearn for ELA training in the SY 20-21.
380	Travel Expense	Amount: \$0 Description:
400	Supplies & Materials	Amount: \$42 Description: Materials
500	Capital Objects	Amount: \$0 Description:
	Budget Total	\$106,736

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination

on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: earniele@msn.com at 9/3/2019 1:30:25 PM