

MCCAIN MIDDLE SCHOOL (0161)

Submitted by: amsmith@payetteschools.org at 1/6/2026 1:19:46 PM

Approved by: pdalrymple@edu.id at 1/6/2026 1:30:45 PM

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

**SWIP Purpose**

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- CSI UP plan – for state approval
- CSI Grad plan – for state approval
- TSI/ATSI plan – approved by the LEA
- Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- Annual school level Title I-A plan
- District level use

**Stake Holders**

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Kenneth Dewlen	Principal	kedewlen@payetteschools.org	<input type="checkbox"/>
Chelsie Gorseth	Teacher	chgorseth@payetteschools.org	<input type="checkbox"/>
Shaun Blaser	Dean of Students	shblaser@payetteschools.org	<input type="checkbox"/>
Joan Hernandez	Parent	joanaures1990@gmail.com	<input type="checkbox"/>
Amanda Smith	Curriculum & Instruction Director	amsmith@payetteschools.org	<input type="checkbox"/>

**Needs Assessment**

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

[Needs Assessment Guidance](#)

Topic	Summarize your current reality in this area. What are some barriers/challenges you have in this area? What are the opportunities for growth in this area?
<b>School Leadership Team</b>	Our Building Leadership Team meets bi-weekly with representation from every grade level and department. The group reviews student learning data, identifies areas of need, and works to support schoolwide instructional priorities. Staff feedback indicates that improving clarity and follow-through on decisions, especially those tied to instruction, will

	<p>strengthen confidence and alignment across the building. By refining communication systems and ensuring decisions translate to classroom support, we will increase collective ownership of schoolwide improvement efforts.</p>
<p><b>Academic Achievement</b></p>	<p>ELA and Math data show that approximately 70-75% of learners are currently below grade-level proficiency. English Learners, in particular, require targeted support to ensure equitable access to core instruction. Staff are increasingly using data during collaboration time, and they have identified the need for more structured systems that ensure assessment information directly informs next instructional steps. Strengthening Tier I instruction remains the most impactful way we plan to increase achievement and decrease the number of learners requiring interventions.</p>
<p><b>Tier 1 Instruction (Core)</b></p>	<p>All learners have access to district-adopted curriculum and pacing guides. Many teachers, especially those newer to the profession, are still developing consistent instructional routines, engagement strategies, and use of formative assessment. Staff value feedback and want more coaching and modeling to build confidence in delivering high-quality core instruction. Continued development of walkthrough systems and implementation support is being used to support us as we work to increase clarity, consistency, and the overall effectiveness of Tier I instruction.</p>
<p><b>Tier 2/3 Instruction (Interventions)</b></p>	<p>Tier II and Tier III supports are provided for learners needing additional help in ELA and Math, with intervention delivered by certified content teachers during the master-scheduled intervention periods. Multiple data sources, including i-Ready diagnostics, classroom formative checks, and ISAT scale score trends, determine learner placement. Progress monitoring routines are developing, and teachers use results to adjust instruction.</p> <p>Staff feedback highlights the need for greater alignment between intervention and Tier I instruction, clearer entry and exit criteria, and increased language development strategies for English Learners during intervention time. Continued training and coordination are planned to strengthen intervention effectiveness and ensure timely support that returns learners to grade-level instruction as soon as possible.</p>
<p><b>Professional Development</b></p>	<p>Professional learning is aligned to school improvement priorities and includes district PD days, building-level training, and collaboration time built into the master schedule. All instructional staff participate, and paraprofessionals join when training connects directly to their roles. Staff feedback indicates that increasing instructional coaching, mentoring for early-career teachers, and training in English language development strategies will support our work as we continue to strengthen instructional confidence and skill. Monitoring the impact of PD through observation and student outcomes is in progress to ensure strong follow-through.</p>
<p><b>Recruitment/Retention of Effective Teachers</b></p>	<p>McCain continues to build staffing stability, though a significant portion of the team is early-career and requires ongoing instructional support. The district's mentoring and onboarding structures, along with a weekly collaboration schedule, provide avenues for professional growth. Staff report that clear expectations, strong relationships, and frequent instructional support help them feel valued and confident in their roles.</p> <p>Recruitment remains competitive in the region, and turnover can impact consistency of instructional programs. Continued focus on coaching,</p>

	mentorship, and leadership visibility will strengthen retention and accelerate professional skill development.
<b>Climate / Culture</b>	Needs Assessment Survey respondents describe McCain as a welcoming place where adults care deeply about learners. Collaboration continues to develop, and positive culture efforts are gaining traction. Feedback indicates that increased consistency across classrooms, shared expectations, and strengthened communication will continue to build trust and reinforce a sense of purpose. Highlighting successes and reinforcing aligned behaviors are supporting the growing culture of belonging and learning at McCain.
<b>Graduation Rate</b>	<p>While graduation tracking occurs at the high school level, McCain plays a critical role in preparing learners for a successful transition into credit-bearing coursework. Academic progress is regularly monitored through benchmark assessments and progress checks during advisory, and learners receive clear communication about expectations and their growth.</p> <p>Counseling services, advisory instruction, and GEAR UP college-and-career readiness activities help learners understand the connection between their current performance and future success. Strengthening foundational academic skills and consistent communication with families will continue to support readiness for high school graduation pathways.</p>
<b>Absenteeism</b>	Attendance is monitored daily, and outreach to families focuses on partnership and problem-solving to support regular attendance. Staff recognize opportunities to improve communication consistency and strengthen interventions that address barriers causing chronic absenteeism. Enhancing advisory support, coordination with counseling teams, and proactive communication strategies are areas we are working on to help ensure learners remain engaged in school each day.
<b>Other</b>	<p>Needs Assessment Survey data and academic performance trends clearly indicate that English Learners need additional instructional support to ensure equitable access to learning. Staff expressed a desire for more training, resources, and coaching to implement language-rich strategies within Tier I instruction. Strengthening schoolwide attention to language development through our improvement plan will further support not only EL learners but the overall clarity and rigor of instruction school-wide.</p> <p>McCain Middle School has a highly committed staff that is eager to improve outcomes for learners. By tightening our instructional systems, strengthening Tier I teaching, and increasing support for English Learners and early-career teachers, we are positioned to make significant progress toward our goals.</p>

#### Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. Goals should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- **Example SMART Goal Template:** By *(month/year)*, *(who/what)* will increase/decrease *(amount)* *(%/points to (desired level))* as measured by *(tool/assessment/data set)*.
- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage points to 33% of our students reaching proficient as measured by the Spring Math ISAT.

#### Prioritized Needs

Need  
1

**SMART**

**Goal:** 250  
characters max

By May 2026, MMS will increase ELA proficiency from 24% to 34% as measured by the 2026 Spring ISAT ELA Assessment.

Remove

**Area of Improvement:**

ELA Achievement / Growth

**Evidence-Based Interventions: Definition of Evidence-based Levels**

<p><b>Strategy</b> # Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? <b>List each strategy in a separate row</b></p>	<p><b>Evidence-Based</b> Well-designed and well-implemented studies to support the strategy listed</p>	<p><b>Measured for Effectiveness</b> Who will monitor this strategy? How often? Using what tool/assessment/data set?</p>	<p><b>Remove</b></p>
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**Evidence Level:**

Strong Evidence

Cite/Link research to support the Evidence level chosen:

• Teacher Clarity – Effect size 0.75  
• Formative Assessment – Effect size 0.90

Both strategies are highly effective for accelerating reading achievement (Hattie, 2023; WWC Formative Assessment Practices)

**Monitoring/Evaluation:**

• Monitored by: Building & District Leadership  
• Frequency: Weekly PLC review & Monthly walkthroughs  
• Tools/Data: Walkthrough feedback, CFU data, student work samples

**Strategy Category:**

Developing Effective Teaching

**Strategy:**

Students below benchmark will receive skill-based intervention for a minimum of 40 minutes each school day. The RTI Team will meet monthly to review progress and make placement decisions based on reading diagnostic and monitoring data.

1-  
1

1- **Strategy Category:**

2 Building Cohesive Curriculum & Instruction

**Strategy:**

Teachers will implement district-adopted curriculum with fidelity using aligned pacing guides and essential standards. Instructional routines will be consistent across classrooms to ensure equitable access to grade-level content for all learners.

**Evidence Level:**

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Marzano, R. (2003). What Works in Schools: Translating Research into Action identifies guaranteed and viable curriculum as the most impactful school-level factor, above other factors like parental

**Monitoring/Evaluation:**

• Monitored by: Building Leadership  
• Frequency: Biweekly curriculum checks & Quarterly data review  
• Tools/Data: Pacing documentation, unit common assessments, i-Ready reading placement trends

involvement and climate.

**Evidence Level:**

Strong Evidence

*Cite/Link research to support the Evidence level chosen:*

Marsh, Pane & Hamilton (2006 / RAND). Discuss data-driven decision making (DDDM) in schools, showing how systematic use of data can inform instructional and organizational decisions.

Marsh (2015). Work on how leaders build teacher capacity to use data supports the idea that structured data use within coaching/PLC models is linked to improved practice and outcomes.

Hoover (2018). Discusses MTSS as a layered, data-based framework (screening, progress monitoring, matched interventions) that can be effective for ELs when implemented with fidelity.

**Monitoring/Evaluation:**

- Monitored by: RTI Team & Building Leadership
- Frequency: Every 6 weeks progress checks & Monthly RTI meetings
- Tools/Data: i-Ready growth data, intervention logs, skill mastery checks

**Strategy Category:**

Interventions / Credit Recovery

1- **Strategy:**

3 Targeted Literacy Intervention with Data-Based Skill Focus for a minimum of 40 minutes each school day.

Need 2

**Area of Improvement:**

Math Achievement / Growth

**SMART**



**Goal:** 250

Remove

characters max

By May 2026, MMS will increase Math proficiency from 20% to 30% as measured by Spring

**Evidence-Based Interventions: Definition of Evidence-based Levels**

#	<p><b>Strategy</b> Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p><b>Evidence-Based</b> Well-designed and well-implemented studies to support the strategy listed</p>	<p><b>Measured for Effectiveness</b> Who will monitor this strategy? How often? Using what tool/assessment/data set?</p>	Remove
2-1	<p><b>Strategy Category:</b> Developing Effective Teaching</p> <p><b>Strategy:</b> Students below benchmark will receive skill-based intervention. The RTI Team will meet monthly to review progress and make placement decisions based on reading diagnostic and monitoring data.</p>	<p><b>Evidence Level:</b> Strong Evidence</p> <p>Cite/Link research to support the Evidence level chosen: • Teacher Clarity – Effect size 0.75 • Formative Assessment – Effect size 0.90</p> <p>Both strategies are highly effective for accelerating reading achievement (Hattie, 2023; WWC Formative Assessment Practices)</p>	<p><b>Monitoring/Evaluation:</b></p> <ul style="list-style-type: none"> <li>Monitored by: Building &amp; District Leadership</li> <li>Frequency: Weekly PLC review &amp; Monthly walkthroughs</li> <li>Tools/Data: Walkthrough feedback, CFU data, student work samples</li> </ul>	<input type="checkbox"/>
2-2	<p><b>Strategy Category:</b> Building Cohesive Curriculum &amp; Instruction</p> <p><b>Strategy:</b> Teachers will implement district-adopted curriculum with fidelity using aligned pacing guides and essential standards. Instructional routines will be consistent across classrooms to ensure equitable access to grade-level content for all learners.</p>	<p><b>Evidence Level:</b> Strong Evidence</p> <p>Cite/Link research to support the Evidence level chosen: Marzano, R. (2003). What Works in Schools: Translating Research into Action identifies guaranteed and viable curriculum as the most impactful school-level factor, above other factors like parental involvement and climate.</p>	<p><b>Monitoring/Evaluation:</b></p> <ul style="list-style-type: none"> <li>Monitored by: Building Leadership</li> <li>Frequency: Biweekly curriculum checks &amp; Quarterly data review</li> <li>Tools/Data: Pacing documentation, unit common assessments, i-Ready reading placement trends</li> </ul>	<input type="checkbox"/>
3	<p><b>Strategy Category:</b> Interventions / Credit Recovery</p> <p><b>Strategy:</b> Targeted Math Intervention with Data-Based Skill Focus for a minimum of 40 minutes each school day.</p>	<p><b>Evidence Level:</b> Strong Evidence</p> <p>Cite/Link research to support the Evidence level chosen: Marsh, Pane &amp; Hamilton (2006 / RAND). Discuss data-driven decision making (DDDM) in schools, showing how systematic use of data can inform instructional and organizational</p>	<p><b>Monitoring/Evaluation:</b></p> <ul style="list-style-type: none"> <li>Monitored by: RTI Team &amp; Building Leadership</li> <li>Frequency: Every 6 weeks progress checks &amp; Monthly RTI meetings</li> <li>Tools/Data: i-Ready growth data, intervention logs, skill mastery checks</li> </ul>	<input type="checkbox"/>

decisions.

Marsh (2015). Work on how leaders build teacher capacity to use data supports the idea that structured data use within coaching/PLC models is linked to improved practice and outcomes.

Hoover (2018). Discusses MTSS as a layered, data-based framework (screening, progress monitoring, matched interventions) that can be effective for ELs when implemented with fidelity.

Need  
3

**SMART**

**Goal:** 250  
*characters max*

By May 2026, MMS will reduce chronic absenteeism by at least 4 percentage points (from ~17.2% to 14.2% or less) through tiered attendance supports, as measured by IC attendance dashboards.

Remove

**Area of Improvement:**

Chronic Absenteeism

**Evidence-Based Interventions: Definition of Evidence-based Levels**

**Strategy**  
# Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?  
List each strategy in a separate row

**Evidence-Based**  
Well-designed and well-implemented studies to support the strategy listed

**Measured for Effectiveness**  
Who will monitor this strategy? How often? Using what tool/assessment/data set?

**Remove**

**3- Strategy Category:**

1 Improving School Culture & Climate

**Evidence Level:**

Moderate Evidence

**Monitoring/Evaluation:**

**Strategy:**

A comprehensive, school-wide attendance initiative will be implemented that includes daily attendance monitoring, positive messaging campaigns about the importance of attendance, classroom-level kickoff activities, and incentives for improved attendance. All staff receive training and a designated attendance team oversees implementation.

*Cite/Link research to support the Evidence level chosen:*

Research shows that attendance interventions for chronically absent students produce strong evidence of improved attendance outcomes.

A meta-analysis of interventions in K-12 schools by Eklud, et. al (2022) found that attendance programs (behavioral, family-school partnerships, academic) produced positive effects on attendance outcomes.

Another systematic review found indicated attendance interventions showed a moderate effect (mean effect size ~0.47) for randomized/quasi-experimental studies. (Maynard, 2012).

**Evidence Level:**

Moderate Evidence ▾

*Cite/Link research to support the Evidence level chosen:*

Meta-analytic studies of truancy and absentee interventions show moderate impact when families are engaged and communication is systematic. For example, Maynard et al. (2012) found indicated truancy programs produced moderate positive effects on attendance

**Evidence Level:**

Moderate Evidence ▾

*Cite/Link research to support the Evidence level chosen:*

**Monitored by:**

Attendance Team  
• Frequency: Monthly attendance data review; classroom check-ins  
• Tools/Data Set: Infinite Campus attendance dashboard; percentage of students with <90% attendance; number of incentive events held

**Monitoring/Evaluation:**

• Monitored by: Building Leadership & Attendance Team  
• Frequency: Frequent checks of outreach logs; monthly review of attendance improvements for students with prior two-day+ absences  
• Tools/Data Set: Outreach tracking spreadsheet; attendance improvement logs per student

**Strategy Category:**

Improving School Culture & Climate ▾

**Strategy:**

3- Implement regular outreach to families  
2 including attendance communication, alerts when students miss days, and personal phone/virtual conferences for students with multiple absences.

3- **Strategy Category:**

3 Interventions / Credit Recovery ▾

**Strategy:**

**Monitoring/Evaluation:**

• Monitored by: Building Leadership, Attendance Team

For students identified as chronically absent (defined as missing  $\geq 10\%$  of days), the school will provide targeted supports: individual attendance conferences, personalized attendance action plans, mentorship or peer-support check-ins, and connections to resources (transportation, health, family support) that address root causes. RTI/Attendance Team will meet monthly to review data, identify persistent cases, and refine intervention supports.

Meta-analytic studies of truancy and absentee interventions show moderate impact when families are engaged and communication is systematic. For example, Maynard et al. (2012) found indicated truancy programs produced moderate positive effects on attendance.

- Frequency: Biweekly check of outreach logs; monthly review of attendance improvements for students with prior two-day+ absences
- Tools/Data Set: Outreach tracking spreadsheet; attendance improvement logs per student; parent workshop attendance records

Need 4

**Area of Improvement:**

Other

**Other Description:** 50 characters max

Stakeholder Engagement and Satisfaction

**SMART Goal:** 250

characters max

By May 2026, MMS will reduce “Strongly Disagree” responses by at least 20% across the 10 primary categories on the Family/Community Climate and Satisfaction survey, as measured by Spring 2026 Payette School District surveys.

Remove

**Evidence-Based Interventions:** Definition of Evidence-based Levels

#	Strategy <i>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</i>	Evidence-Based <i>Well-designed and well-implemented studies to support the strategy listed</i>	Measured for Effectiveness <i>Who will monitor this strategy? How often? Using what tool/assessment/data set?</i>	Remove
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**Strategy Category:**

Improving School Culture & Climate

**Strategy:**

The leadership team will establish structured routines for teacher collaboration (PLCs), shared decision-making, and visible leadership presence to increase teacher confidence, unit coherence, and shared ownership of the school’s culture.

4-1

**Evidence Level:**

Strong Evidence

*Cite/Link research to support the Evidence level chosen:*

Eells, R. J. (2011). Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement. Effect size for collective teacher efficacy ~1.57

**Monitoring/Evaluation:**

- Monitored by: Principal & Leadership Team
- Frequency: Monthly PLC fidelity check
- Tools/Data Set: Teacher survey results of collective efficacy & climate; number of collaborative leadership decisions implemented; correlation with learner-engagement indicators

**Strategy Category:**

Improving School Culture & Climate

**Strategy:**

Schoolwide systems will ensure that all learners and adults feel welcomed and valued, including consistent greeting protocols, visible student and staff recognition displays, and structured community-building events. Family engagement strategies will be integrated into school climate efforts.

4-2

**Evidence Level:**

Moderate Evidence

Cite/Link research to support the Evidence level chosen:

Maxwell, S., et al. (2017). The Impact of School Climate and School Identification on Academic Achievement. Found that positive school climate was strongly associated with teacher and student outcomes.

**Monitoring/Evaluation:**

- Monitored by: Building Leadership
- Frequency: Annual climate survey; monthly walkthroughs of physical environment
- Tools/Data Set: Family/staff/student climate survey scores, number of recognition events

**Strategy Category:**

Improving School Culture & Climate

**Strategy:**

After each school-wide survey, the leadership team will review specific categories where strongly negative responses occur. Action plans will be developed in PLCs, shared with staff, and revisited monthly to ensure progress and accountability.

4-3

**Evidence Level:**

Promising Evidence

Cite/Link research to support the Evidence level chosen:

Darling-Hammond, L., et al. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. Learning Policy Institute. This review emphasizes the link between systems-based feedback loops, adult learning conditions, and improved climate and outcomes.

**Monitoring/Evaluation:**

- Monitored by: Leadership Team & Data Coordinator
- Frequency: Survey administration; monthly action-plan check-ins
- Tools/Data Set: Staff/student/family survey results (categories of “Strongly Disagree/Strongly Dislike”), number of action-plan items completed, trend data over time

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

McCain Middle School faces several resource inequities that limit improvement in student outcomes, including a high percentage of early-career teachers requiring more coaching and mentoring support than current staffing allows, insufficient intervention capacity to meet the large number of learners needing Tier II and III services, and limited language-development resources for English Learners who show the lowest growth schoolwide. Additionally, instructional feedback systems are still emerging and not yet frequent enough to ensure consistent Tier I implementation, and chronic absenteeism disproportionately affects learners experiencing poverty, reducing their access to instruction. Addressing these capacity gaps in personnel, targeted supports, and instructional systems is essential for achieving equitable outcomes for all learners.

3. Where will this improvement plan be publicly available?

On the Payette School District Website on the Strategic and Operational Plans page. <https://www.payettesd.org>

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

The Schoolwide Improvement Plan (SWIP) will be monitored through multiple processes, including classroom observations, walkthrough data, student progress-monitoring results, PLC input, staff feedback, attendance trends, and climate survey data. The Building Leadership Team will review implementation and outcome data monthly, while PLCs will analyze student learning evidence bi-monthly to determine whether instructional strategies are leading to improved achievement. Key data points will also be reviewed quarterly with district leadership and shared with staff to maintain transparency and support adjustments.

The Leadership Team will continuously use guiding questions such as: Are instructional strategies being implemented consistently? Are students making progress toward SMART goal targets? Do teachers have the resources and support needed? What barriers are emerging in attendance or learner engagement? Adjustments will be made if data shows progress is not on trajectory, implementation fidelity is inconsistent, or additional supports are needed. Baseline data is reviewed in the fall, a mid-year effectiveness check occurs in January, and a comprehensive evaluation each spring informs revisions for the following school year.

Annual Budget

Allocation for 2025-2026	\$29,280
Carry-over from previous year as of 9/30/2025	\$0
<b>Total Allocation</b>	<b>\$29,280</b>

Obj.Code	Description	2025-2026
		Amount: \$18,550
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Description: Stipends and substitute costs for professional development at a rate of (\$120 per day) to be used for teacher training on Guaranteed and Viable Curriculum, ISAT-Aligned Unit Design training and development, CFA creation, PLC Facilitation, and data-driven instruction cycles (all stipends during after-school & summer for outside of contracted time work only - all stipend work is outside of contracted hours).
200	Employee Benefits	Amount: \$2,228 Description: Benefits on stipends
300	Purchased Services (non travel)	Amount: \$5,000 Description: PLC/RTI Professional Development and supports; Instructional Coaching, Professional Development and resources; High Impact Instructional Strategies Professional Development, High Impact Leadership Professional Development, and standards-alignment materials
380	Travel Expense	Amount: \$1,000 Description: Required travel for the 3 Annual State Continuous Improvement Plan Convenings/Meetings and to PD trainings.
400	Supplies & Materials	Amount: \$2,087

Description:

Standards/assessment planning materials (templates, printing, anchor charts, binders, etc.), supplemental curricular materials, and teacher collaboration session material.

500 Capital Objects

Amount:

\$0

Description:

Amount:

\$415

Description:

800 Indirect Costs  
Indirect Cost Rate: 1.42 %

Indirect costs are applied at the district's approved restricted rate and represent allowable administrative and operational expenses that are necessary for effective fiscal oversight, reporting, and compliance of the Schoolwide Improvement grant but cannot be charged as direct costs to any single SWIP strategy.

Budget Total

\$29,280

Upload Files

### Files

- o [MMS Bell Schedules 2025-2026.pdf](#)
- o [25\\_26 MMS Schedule.pdf](#)
- o [Leadership Structure.pdf](#)
- o [MMS Professional Development.docx](#)

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: amsmith@payetteschools.org at 1/6/2026 1:19:46 PM