

MURTAUGH SCHOOLS (1344)  
Submitted by: michele.capps@murtaugh.k12.id.us at 1/5/2024 10:02:53 AM

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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 and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Michele Capps	Superintendent/Fed Program Director	michele.capps@murtaugh.k12.id.us	<input type="checkbox"/>
Anita McClure	Elementary Principal	anita.mcclure@murtaugh.k12.id.us	<input type="checkbox"/>
Rod Jones	MS/HS Principal	rod.jones@murtaugh.k12.id.us	<input type="checkbox"/>
Lilia Gil	Migrant Liaison	lilia.gil@murtaugh.k12.id.us	<input type="checkbox"/>
Paige Widmier	Parent	paige.widmier@murtaugh.k12.id.us	<input type="checkbox"/>
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Needs Assessment

School Leadership Team

The school leadership team will meet annually. It will consist of a parent, teacher, District and school level administration. It will be chaired by the Federal Program Director. Decisions will be made based on the addressed needs of the school. Agendas and meeting times will be set by the Chairperson, but can be amended as needed or requested. Formative and summative student data will drive the agenda and needs of the school and all decisions will be evidence based. The Title I teacher will be responsible for communicating with staff, families and other stakeholders any decisions that are made by the school leadership team.

School and Community

The school demographics consist of approximately 50% Hispanic students and 50% Caucasian students. The poverty rate, as based on Free and reduced lunch qualifications is 68%. We have approximately 20% of our students who are limited English and 15% migrant. Administration has been consistent for several years, but we are

adding new staff each year to keep up with the growth.

## Academic Achievement

The School has made significant improvements in test scores in proficiency and closing the achievement gap. School wide, our test scores have been above the state level, 58% proficient in ELA and 56% proficient in Math for the 2022-2023 school year. We were named the Title I Distinguished School for 2017 because of these areas of growth. We provide a full time preschool for four year olds and a full time kindergarten program which has significant benefits for getting our students prepared for school. Our graduation rate has been 100% for several years. We provide one to one devices in K-12 and offer dual credits in many areas at the secondary level. Although we have seen significant growth in math, this continues to be an area of focus for our school.

## Student Learning Needs

ISAT in language and math have been at the State level in most grades. Our students are not prepared for school well at the early childhood level, causing us to focus resources at this level with preschool and full-time kindergarten. A need for paraprofessionals at the elementary grades has assisted us with at risk students and raising ISAT scores. The District has focused on providing two pathways for math with additional intervention at the middle and secondary levels and continues to provide focused professional development in math.

## Core Curriculum

The elementary uses Wonders Reading with a focus on phonics in the early grades using Discover Intensive Phonics and Modern Curriculum Press. We use the Bridges math program for our core math curriculum and for intervention strategies. We also use Imagine Learning for reading/language intervention. All programs are approved by the State and evidence based as established by the publisher. Teachers are provided with training on the programs and create a year long pacing calendar to insure the program is taught with fidelity.

## Core Instruction

Teachers use classroom assessments, IRI, ISAT, Gloss, Imagine Learning and daily assignments to determine student needs. Teachers are able to adjust to meet these individual needs using multiple programs including; Imagine Learning interventions, one to one devices that provide individualized lessons/instruction, additional assistance with paraprofessionals allows us to work with small groups and after school tutoring. Students are grouped in different ways depending

on the grade level, but at some point in the day most classes will group based on instructional need. For their homeroom it is a mixed group. Proficient and advanced students are offered opportunities based on one to one devices as well as dual credit classes and other advanced opportunities.

Because we have one class in some grade levels we have become proficient at alignment by coordinating with teachers at all grade levels instead of just teachers at specific grade levels. Of the few classes and content areas we have more than one teacher they collaborate closely on content and expectations with pacing calendars and teaching programs with fidelity. We often do professional development across content areas with ALL math teachers K-12 or all reading teachers. This proves successful in offering opportunities to collaborate and to receive the same training/strategies to use at each grade level. These strategies allow us to create a scope and sequence in curriculum and expectations across grade levels and subject areas.

## Alignment of teaching and Learning

We do a kindergarten screening at the beginning of the year and at each reporting period. We also screen students using the GLOSS, the Idaho Reading Indicator and Imagine Learning. Students are screened weekly in lower grades with CBM's. All tools have defined cut scores to determine at risk students. Any student identified as an English Learner is screened at entry (unless they have been screened at another school) and is immediately given a license to participate in the Imagine Learning program. They are assessed each year with WIDA.

Screening information is documented in Milepost and shared with parents at reporting periods. The information is used to determine which students need additional assistance. This may be provided with; small group instruction, after school tutoring, Imagine Learning or a short intervention time with the Title I teacher.

Students will receive these services until their next assessment and will be reevaluated at that time.

## Universal Screening

## Tiered Instruction and Academic Interventions

Academic interventions are provided in the areas of math and language. Students will receive intervention based on need three to five times per week. Tiered interventions will be used to focus on foundational skills that support students progress in core instruction by teaching the same

concept/standard at a modified level. Some interventions will be done in small groups in a classroom setting, but students needing a more intense intervention may be pulled out with a small group. Students may also be provided intervention in an after school setting. All interventions will be using evidence based programs including, but not limited to; Imagine Learning and Bridges. These interventions provide alternative lessons and activities that will be effective for students from diverse cultural and linguistic backgrounds. Tiered intervention will be provided by our certified Title I teacher and paraprofessionals. All instructional paraprofessionals will be supervised by a certified teacher and following plans prepared by a certified teacher. Achievement of students will be evaluated by certified teachers including our Title I teacher. Progress is monitored using the provided programs and classroom assessments. Students who do not show progress over given multiple interventions over a period of twelve weeks may be referred for additional testing. All documentations of interventions and progress must be current in Milepost when the student is referred.

**Learning Time**

Murtaugh has a five day schedule. Students attend from 8:10 to 3:20. Intervention is scheduled for three days per week from 3:10 to 4:00 for elementary age students who qualify based on assessment results including the IRI, Gloss, and ISAT. Summer school will not be offered as extended learning time. Extended learning opportunities to provide access to a well rounded education are through the CTE program, and enriched and accelerated curriculums are provided through advanced education opportunities through IDLA. All students who participate in extended learning time will have daily access to grade level content standards. Progress monitoring will be done with students who participate in extended learning time to gauge effectiveness.

**Non-Academic Student Needs**

Non academic student needs are supported with a full time counselor. We work with outside sources including St. Lukes to provide mental health services. All staff is trained on bullying and suicide prevention and how to handle it.

**Well-rounded Education**

Murtaugh addresses well-rounded education by providing a multitude of opportunities to students in a small school. Students are able to be involved in many extra curricular activities, as well as, having one to one devices that allow us



to diversify even further with classes from IDLA. Murtaugh provides courses in all areas listed for well-rounded education including; English, reading and language arts, writing, science and technology, mathematics, foreign languages, civics and government, economics, history, geography, computer science, career and technical education, health and physical education, and other subjects as determined by the State and local educational agency with the purpose of providing all students access to an enriched curriculum and educational experience.

### **Additional Opportunities For Learning**

Students in Murtaugh have multiple opportunities to learn about and prepare for postsecondary education and the workforce. Career and technical education opportunities include programs such as welding, aquaculture, animal science, forestry, woodworking, small engines, business technology, microsoft certifications, adobe certifications, health occupation opportunities including CNA and Surgical Tech programs. Students are able to take dual credits on site in multiple subject areas and any that aren't available site are available through IDLA. Students are taken on tours of all Idaho College campuses by the time they graduate and have been exposed to multiple career opportunities.

### **School Transitions**

We are a K-12 school all in one building so school transitions are smooth. We also provide preschool for all four year olds in our District. Although we are in the same building we provide parent nights and student "welcome" activities at pivotal grades such as 5th to 6th - moving to the middle school and preschool to kindergarten. We also have parent night for all preschool parents before school starts. At the beginning of each school year we also provide families the opportunity to attend a "Meet Your Teacher" open house.

### **Professional Development**

Professional development is provided to all staff annually. Paraprofessionals participate in all professional development in the District. We have a math coach who comes in monthly to work with staff. Teachers collaborate weekly and work with paraprofessionals to give direction on small group interventions. Teachers are involved in study groups with our math coach that involve going to other schools to observe teachers and also being observed by other teachers to improve practice. Professional development decisions are made based on need and requests. Staff are regularly asked for input on professional development needs. Sign in sheets are at all

professional development activities to monitor attendance.

## Family and Community Engagement

We have a District/School Family and Community Engagement policy in place and it is reviewed annually. The community is involved in the review of this plan during our annual Title I meeting in the fall. The plan is disseminated through the District website and in the school newsletter in the fall. The plan includes strategies to increase family and community engagement such as family events, trainings and activities.

## Recruitment and Retention of Effective Teachers

All teachers in the District meet State Certification requirements. In recruiting and retaining effective teachers we have used leadership money to provide signing bonuses, provide excellent professional development opportunities and treat them like professionals. Our teacher retention is high, rarely losing one unless they are retiring or moving.

## Coordination and Integration With Other Programs

This is not applicable to our school.

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.

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