

## DISCOVERY ELEMENTARY SCHOOL (2519)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

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

### Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Ken Marlowe	Principal	<input type="checkbox"/>
Shaun Martin	Instructional Coach	<input type="checkbox"/>
Carla Davenport	Kindergarten Teacher	<input type="checkbox"/>
Kim Julian	Fourth Grade Teacher	<input type="checkbox"/>
Kati Pyper	Sixth Grade Teacher	<input type="checkbox"/>
Susan Poole	Special Education Teacher	<input type="checkbox"/>
Camille Bowler	Parent	<input type="checkbox"/>
Valerie Stewart	Parent	<input type="checkbox"/>
Carla Sainz	Parent	<input type="checkbox"/>

### Needs Assessment

<b>School Leadership Team</b>	<p>The Principal chairs and governs the School Wide Leadership Team. Experienced teachers from all grade levels are assigned to the team, as well as a SPED teacher and the instructional coach . The SLT meets once a month, usually on Wednesday from 3:00pm to 4:00pm. There are times when the team meets by invitation from the Principal when needs arise. The principal sets the agenda. All correspondence and communication, including the agenda, is done via E-mail. Decisions are made through discussion and consensus after all possible variables are weighed and avenues explored. Once school wide decisions are made, the principal takes items from the School Wide Team to the District Leadership Team during monthly administration meetings. The Principal then uses the beginning weekly PLC time, and/or E-mail to disseminate new school wide initiatives. The principal delegates, depending on the situation, to members of the SLT who communicates with other staff, parents and other stakeholders. When decisions are made as a grade level team, these initiatives are presented to the chair. The chair will ensure that these initiatives and protect the integrity of the school culture and mission.</p>
-------------------------------	---

The principal works with the SLT to ensure that decisions are evidence based and work in conjunction with the district vision. Teachers use approved curriculum that is strongly connected to State Standards.

Teachers provide current data from recent formative and summative assessments and the team uses this data to drive decisions to build and maintain school learning climate. Summative assessments include STAR Reading, STAR Math, IRI, ISAT Interim Assessments, and Common Formative Assessments (CFAs). CFAs for specific grade levels and units as well as quick progress checks are used to determine student progress and drives many of the SLT discussions. Communication with families regarding their student progress and proficiency falls to individual teachers.

**School and Community**

Discovery experienced demographic change this year with a 5.9% growth rate. Free and reduced lunch percentage stayed at 44.6%. This year, the number of FTE's have stayed the same.

Over the summer 2019, Discovery has hired 2 new instructional staff members to fill vacated positions. Currently we have 4 teachers who are in their first or second year of teaching and participating in the district mentoring program. Discovery anticipates that over the next 3 years we will hire 2 new teachers and a number of support staff to accommodate anticipated growth. For the 2019/20 school year, all classrooms are occupied, including 2 static trailers (4 classrooms) to accommodate the growth of our school.

With the influx of special education students assigned to the school's Autism unit, we have maintained 5 SPED FTE's for the current school year and increased the number of BI pros, paras and CBRS to ensure the needs of all of our students are met.

We currently have 658 students enrolled at Discovery. This is a 5.6% increase from the previous academic year.

Teacher (24) to Student (658) ratio is 1:27

The grade level population includes:

Kindergarten: 91 (4 sessions)

1st grade: 92 (4 teachers)

2nd grade: 107 (4 teachers)

3rd grade: 95 (4 teachers)

4th grade: 81 (3 teachers)

5th grade: 102 (3 teachers)

6th grade: 89 (3 teachers)

Included in the 657 students, 40 are students with

developmental disabilities and are part of a district wide magnet program here at Discovery. These students participate in both the magnet program and general education classes throughout the day.

The breakdown of student sub groups being:

- Special Education:
- 122 traditional & speech
- 7 students on 504 plans
- Migrant: 0
- LEP: 32
- First year LEP: 1
- Title One: 658 (School-wide)
- Homeless: 0
- Gifted and Talented: 30

Ethnic groups represented at Discovery Elementary include:

- American Indian or Alaska Native: 1
- Asian: 2
- Black or African American: 2
- Pacific Islander: 2
- Caucasian: 542
- Hispanic: 81
- Multi- Race: 26

Discovery is in the epicenter of a home construction boom. The school anticipates continual growth for the foreseeable future. These starter homes help to maintain the current socio-economic levels of our school based community (currently 2.3% unemployment rate). As our school population continues to grow, we will continue to address the needs of our students with additional staff and other resources as directed by the District Leadership Team. We welcome all students that are assigned to our School.

**Academic Achievement**

Due to our free-and-reduced numbers, the Federal Department of Education has classified Discovery Elementary as a school wide Title I school.

The following scores shows proficiency percentages for the past five school years:

- IRI:
- 2015, 2016, 201, 2018, 2019
- K: NA, 87%, 80%, 100%, 91%
- 1st: 74%, 83%, 89%, 87%, 95%
- 2nd: 83%, 73%, 78%, 91%, 87%
- 3rd: 82%, 83%, 84%, 79%, 90%

- ISAT ELA:
- 2015, 2016, 2017, 2018, 2019 (District AVG), (State AVG)
- 3rd 61%, 67%, 65%, 60%, 63% (55%) (50%)

4th 62%, 58%, 60%, 53%, 53% (53%) (53%)

5th 67%, 75%, 56%, 83%, 64% (59%) (57%)

6th 60%, 70%, 80%, 68%, 83% (58%) (55%)

ISAT MATH:

2015, 2016, 2017, 2018, 2019 (District AVG), (State AVG)

3rd 67%, 66%, 72%, 65%, 68% (55%) (53%)

4th 67%, 62%, 60%, 65%, 65% (51%) (50%)

5th 54%, 68%, 56%, 67%, 66% (45%) (45%)

6th 54%, 54%, 64%, 53%, 55% (48%) (43%)

\*STAR READING:

Spring 2017/18 SGP by Grade

2nd 67

3rd 56

4th 56

5th 58

6th 54

\*STAR MATH:

Spring 2016/17 SGP by Grade

2nd 78

3rd 59

4th 65

5th 64

6th 51

\*No NEW Star Data available

The above data shows that the Title I Kindergarten program continues to make a difference to the Kindergarten proficiency scores on the IRI. Kindergarten has also benefited from the adoption of the Lexia Lunch Bunch group in 2016-17, which provides remediation for some students and enrichment for others.

Due to the new IRI format in 2018, we recognize a flux in scores and it is not valuable to compare the 2018/19 scores to previous years. We are also considerate of the fact that changes in State testing regulations will mandate us to test all students using the standardized IRI and ISAT test rather than the alternative test designed for special education students.

Current ISAT data suggests that ELA is an area where the school is the strongest and Math scores are strong based on District and State averages.

STAR scores also suggest that the school average student growth percentage (SGP) in both reading and math has remained the same in the past 3 years.

From the most recent state-wide data, Discovery boasts 91% of students scored a one on the IRI, 5% scored a two, and 3% scored a three. This data reflects 2018/19 Spring IRI scores.

In terms of the ISAT, Discovery had 66% of students score advance or proficient in ELA. 65% of students scored advanced or proficient in math. Even though our school scores are well above District and State average scores, teams are constantly striving to improve proficiency scores in math and ELA by using best practices.

Discovery expects further student growth due to new initiatives such as the Gate program that began during the 2017/18 school year.

**Student Learning Needs**

Discovery Elementary believes that there are many root causes:

Kindergarten readiness is critical in order to have a strong foundation on which to build students' academic, social, emotional/behavioral frame on. Students who are unready to begin Kindergarten have required smaller group interventions. Teachers also have to set up the foundation of prior knowledge before beginning core curriculum.

Parent involvement is also critical to Kindergarten readiness. When registering for Kindergarten, the optional screener the school provides outline skills that need to be improved upon prior to entering school.

Parents must be involved in their child's education across grade levels. Parents have been provided ample opportunity to be involved in various aspects of Discovery's culture and academic programs. Parents, however, choose not to participate as often as needed.

District reading curriculum has not been updated for more than ten years, and does not reflect current common core standards. Teachers are required to supplement this curriculum without much needed resources.

Our school is experiencing significant area growth which in turn, increases student enrollment and staff personnel. Due to teacher turnover and limited applicants in the hiring pool, 17% of teachers are first or second year teachers. Continuous turn over has stretched veteran teachers who are required to mentor these inexperienced teachers. It is also important to note that students with special needs moving into school boundaries has increased causing RTI groups to be stretched. Overcrowding and limited space has

curtailed teachers ability to provide small targeted intervention to specific groups.

Discovery Elementary houses the Districts Autism unit. These identified students are bused in from across the District. On average, 6 new students are referred to the program each year, and each student brings with them a unique set of behaviors. While academics are important, teachers must attend to these specific behaviors first. These behaviors are our priority in order to attend to the academic growth of each student.

Discovery has a strong PLC and RTI process which allows the teachers and leadership to track trends, looking for holes that would suggest why students are struggling. During these times, teachers discuss causes such as academic, socioeconomic, behavior, and attendance.

The RTI process has significantly reduced the amount of non-qualifying referrals to special education. RTI meetings are vertically aligned in order to make current teachers aware of past student history which increases continuity in targeted instruction.

The school sent the Principal and Instructional Coach to an RTI conference during the Summer of 2018. This conference helped refine the schools RTI process.

Interim block ISAT's will allow students to practice for upcoming ISAT's. This is especially critical for third graders who are new to the ISAT format. The Interim block ISAT will also provide another CFA that teachers can use to determine where there students are and begin to design instruction for the future.

We will continue to work on grade level CFA's (such as Lucy Calkins and PEG) to increase writing proficiency which is tied to the ISAT's.

**Core Curriculum**

Bonneville Joint School District 93 has a committee, headed by the Director of Curriculum and Instruction, that ensures that all adopted curriculum is research based and approves such programs for teachers to use.

The following curriculum is considered our core:

- ELA:
- Houghton Mifflin
- Lucy Calkins
- Easy Grammar
- Read Well

Supplemental ELA:  
Accelerated Reading  
Engage New York  
Lexia Core 5 and Lexia Powerup  
Phonics for Reading  
Success Maker  
Drops in a bucket  
Novels and DBQ's  
Close reading strategies

Math:  
Math In Focus

Supplemental Math:  
Imagine Math  
Accelerated Math  
Reflex Math  
Engage New York

Other supplemental materials are used based on strengths or weaknesses of students.

Imagine Learning, an ELL program, helps to provide students who are identified as ELL by the WIDA testing. This test is administered by the ELL Coordinator at the district level. Imagine Learning has also been proven to benefit students with language impairments, such as the students in our developmental program.

Gifted and Talented Education (GATE) is also offered to those students who are identified as needing academic and creative extension opportunities.

Implementation of core curriculum is monitored through administrative walk-through's and teacher evaluations. The principal requires weekly lesson plans from the teacher, and mentor/ peer observations are required to ensure curriculum delivery.

Data is pulled after every STAR test which is used to drive instruction and the RTI process.

**Core Instruction**

Discovery implemented and continues to use a school wide master schedule (built in 2016-2017) that ensures ALL students receive 90 minutes of core instruction in ELA and Math as well as an opportunity to receive (RTI) interventions in those subjects at their academic level. As a result of this schedule, students miss very little to no core instruction when they are out of the homeroom receiving special services.

Each week, teachers use PLC and RTI time to adjust their

instruction to meet the needs of the students in the whole grade.

Differentiation happens differently in each grade:

Kindergarten: Title I paras and parent support helps the teacher differentiate in the core lesson. Questions are structured to meet individual students learning.

1st grade: Teachers lead centers that focus on leveling academic needs of different student groups.

2nd grade: Teachers focus on Phonics for Reading program, individual practice, and parent volunteers in order to level their instruction.

3rd grade: Same as 2nd grade.

4th grade: Done within their classroom, differentiating is left to the teacher to bring in outside grade level materials for practice and to fill in academic holes.

5th and 6th grade: Students are coupled into groups based on ISAT and STAR. These groups are rotated through 65 mins of core instruction in reading, writing and math, with differentiated lessons. This system has afforded smaller groups for struggling students as well as students receiving special education services.

In the fall of 2018, the addition of a third Autism program teacher afforded us an opportunity to differentiate groupings based on skills such as behavior and language so that a greater focus can be directed toward academics.

In the lower grades, teachers use informal formative assessments including fluency and comprehension probes. Students are grouped for instruction based on mixed ability groups that will target their weaknesses and strengths.

Students are given opportunity to have small group differentiated instruction which varies between grades.

The district also has the GATE program to address the needs of the gifted and talented students in 4-6th grade.

**Alignment of teaching and Learning**

The District has set aside 90 minutes every Wednesday for teachers to meet for professional learning community (PLC) time. During this protected time, teachers meet together as a grade level to discuss student data, curriculum and delivery, and plan interventions that meet the needs of the students. Some grade level teams use this time to develop common formative assessments.

For the 2019/20 school year, one of our school wide goals is to continue this collaboration time. Our focus is for all grades to work on CFAs, student data, lesson planning (pacing calendars), vertical and horizontal alignment of skills and

standards, and developing data boards. This year, as a faculty, the SLT is providing professional development by reading an educational book, yet to be determined.

As a body of learners, we focus on the Growth Mindset. We constantly raise the bar, not only on academics but on the needs of the whole child. The whole school is committed to ensuring student get the time they need to master essential standards which supports students with disabilities who often need more time and practice to achieve success

Discovery continues to work towards CFAs to ensure that students receive a consistent learning experience across grade level.

**Universal Screening**

Bonneville School District screens all students for literacy by using STAR Reading and IRI. We screen all students for math using STAR Math assessment. We administer these assessments 3 times a year and use the results to identify who is at risk, on level, or needs enrichment. We use the cut scores provided by the vender to help us make these decisions. Through the PLC process in each school, students are constantly monitored to ensure that their academic needs are being met. All of the student benchmark scores are in Illuminate, as well as the tracking of students that are receiving extra support with interventions and progress monitoring. Teachers have access to all of their students in Mileposts and share the information with parents at Parent Teacher Conferences.

Kindergarten students are screened with the "Get Ready to Read" screener. The screener is used to determine if they need additional support. If they receive a score of 5 or less, they are invited to Summer School. The parents and teachers of each student receive a copy of that screener the day that they take it.

All students whose parents indicate on their registration packet that English is their second language will be screened with the WIDA Placement Test. Any who score below proficient will receive support using either Imagine Learning or iLit. Student scores are put into Mileposts where students, teachers, and parents can view the results and progress.

Students who are at risk socially, emotionally and behaviorally are initially identified by classroom teachers. If teachers have concerns about a particular student they can bring that student to the school MDT team. The team consist of special education teachers, Principal, School Psychologist, School Counselor, and other district resources. Depending upon the concern brought by the teacher we can

screen the student for: academic, cognitive, language, motor-skills, behavior and emotional needs.

With parent permission, students who are identified at risk in the above areas will be screened with District approved standardized assessments. Their scores are put into CASEe. Parents will be notified of the results. Teachers will track student progress throughout the year to determine if more support is needed.

If social concerns arise we can provide assistance with food, clothing, and other basic needs through our school counselor.

**Tiered Instruction and Academic Interventions**

We have daily RTI instruction in the subject areas of ELA and Math. As a result of this, each grade level is able to utilize the 4 part-time Title I paras to help deliver instruction and remediation. We continue to serve students during the 2019/20 school year with consistency of having 4 Title I paras. RTI groups are determined based on data from IRI (I-Station), ISAT interim tests, Star Math, and Star Reading benchmarks administered 3 times per year. Each grade level uses Common Formative Assessments (CFA) that are administered regularly and used to adjust their instruction.

Re-evaluation of the groups occurs regularly (as needed) within each grade level to determine which students need to be moved to new RTI groups based on the skills they have acquired or the skills they are still mastering. Through the remediation and enrichment delivered during these RTI blocks, students are better prepared to meet proficiency standards that are set by the state.

To support those from diverse cultural and linguistic backgrounds, background knowledge and vocabulary is provided through core curricular programs.

Discovery Elementary has three tiers of instruction:

Tier 1 - Whole Group and differentiated instruction for all students. Idaho Core Standards are taught and used to develop instruction for all. For our Math program we use Math In Focus. Grade level teams have created units based on essential Idaho Core Standards. These units include common formative assessments. The District has supplied Houghton Mifflin as our district core curriculum for daily ELA instruction. Teachers also use Easy Grammar and Lucy Caulkins, amongst other programs, to supplement our core reading curriculum.

Tier 2- Focused interventions and enrichment are provided in small groups we call RTI. RTI occurs daily for 30 mins.

Students in grades 1, 2, and 3 are divided into groups based on overall STAR Reading/ I Station(IRI), or on grade level CFAs. After analyzing the data from STAR or CFAs, a teacher may move the student to a different group that will better meet their needs. Kindergarten utilizes Title support by providing students with one to one support. 4th, 5th, and 6th grades have grouped students in 3 levels based on test scores and utilize Title support for the last tier using a push-in model.

Every student at Discovery participates in remediation, extra practice or enrichment, based on their needs. Teachers look at data received from the Instructional Reading or Math Report from STAR (among others) and the IRI. This information guides teachers to areas in which students may not have mastered. Depending on the grade and needs of the students, Title I paras work in the classrooms with the teachers, or deliver small group instruction outside the classroom. When Title I paras are working with students, the groups are kept to 6 or fewer students. A certified teacher plans the instruction to be delivered by the paras. Research-based programs used by the paras include: Lexia, Phonics for Reading, Soar to Success, Imagine Math, and small group instruction using research based strategies. English Language Learners receive instruction in Imagine Learning from an ELL paraprofessional.

Kindergarten has a Title I extended day program taught by a certified teacher to assist those students who are not at grade level.

All students are progress monitored to ensure they are progressing towards grade level growth. Teachers record this data. For students who are not progressing, teachers work as a team, which includes special education teachers, to discuss and initiate action.

With the new IRI scoring all students who received a 2 or 3 on the Fall IRI have a K-3 Literacy Plan in Illuminate. In addition, progress monitoring and intervention data is reported within the plan. For students who received a 2 or 3 on the fall IRI, these students are using a program called Lexia or Phonics for Reading. Units of growth are calculated in Lexia and monitored according to a grade level goal. Phonics for Reading uses a placement test , minutes are recorded and verified by the instructor of the group. When the MDT feels the need to consider a student for special education services, the information collected in Illuminate is used to help make decisions.

All k-3 students are progress monitored using fluency.

Information from this years IRI/IStation data will be used to improve instruction as well as progress monitoring. Teachers also monitor a student's reading progress using AIMSweb probes for RCBM. 4th-6th grade students are monitored using Star assessments and ISAT interim tests by their general education and/or special education teacher, if they are below grade level. Teachers discuss the students' progress during a 90 minute early release time.

Tier 3- Students who have been tested and meet the requirements, have additional support through special education. Students receive academic support based on their current IEP. This includes scaffolded grade level core curriculum and adjusting pacing and instructional delivery based on individual students needs. For special education students who have additional needs outside of the modified general education curriculum, specialized programs are provided and are used as needed.

There is 1 full time resource para who supports the resource teacher in teaching the curriculum provided to them, assisting in progress monitoring the students, and providing general support in the class. Group sizes range from 2 to 7 students.

**Learning Time**

Discovery is a 5-day a week school. The District requires school to be in session for 174 days. The school day begins at 7:45 and ends at 2:20 everyday but Wednesday. Wednesday's adjusted early release schedule is 7:45-12:54.

The school leadership team has developed a master schedule that protects a 90 minute core instruction time for both ELA and Math. Built into the master schedule is a half hour per grade level of targeted intervention and extension time where students work with Title I paras and classroom teachers. PE and Music is also offered to all grades.

Title I kindergarten is offered daily for 3 hours. Students who test into the GATE program, attend this extended learning opportunity from 9am-2pm once a week.

Kindergarten students who scored a 2 on the Fall IRI are invited (but not required) to attend a remediation program called Lunch Bunch. This program is scheduled for 4 days a week for 40 mins per day. Students primarily work on the Lexia Core 5 program, however, paras will perform weekly progress monitoring using AIMS web probes during this time. Once a week, the schools librarian will read stories to the students.

ELL services are offered at Discovery. During the day, students use the Imagine Learning program, supervised by

	<p>an ELL para.</p> <p>District provides Title I, Migrant, and SPED summer school for those who qualify.</p> <p>There are extended learning opportunities to provide access to a well-rounded education in the following ways: Gate, band, orchestra, music, PE, life sports, and family fun night. Every three years, the 4th-6th grades travel to Yellowstone as an extension to the science curriculum. (This effects about 300-350 students).</p>
<p><b>Non-Academic Student Needs</b></p>	<p>Our school has activities and strategies in place to support our non-academic needs.</p> <p>We have a school counselor who provides individual student support, as well as school-wide programs. These programs include, classroom social skills instruction, Hope Squad, Lunch Bunch and other friendship groups. The counselor also provides families with needed resources including food and supplies.</p> <p>The Hope Squad is a group of students that have been identified by their peers as approachable and friendly. These students help support their peers, and report any issues that need intervention by an adult.</p> <p>The District has made available: SLP, OT, PT, Psychologist, Social Worker, BI pro, CBRS for any students that qualify for such services.</p>
<p><b>Well-rounded Education</b></p>	<p>At Discovery our students are given many opportunities to get a well-rounded education.</p> <p>The 4th grade students are able to learn how to cross-country ski, weather permitting.</p> <p>Our school district has a program, GATE, which is an accelerated and enrichment program for 4th-6th grades. Students can test into the GATE program, and then participate in this program from 9:00 am to 2:00 pm on Fridays.</p> <p>Other opportunities offered at Discovery, in addition to core subjects, include:</p> <ul style="list-style-type: none"> <li>Classroom based STEM activities</li> <li>Grade level field trips to various places</li> <li>District driven PE and Music programs</li> <li>Hope squad</li> <li>Family Fun Nights</li> </ul>
<p><b>Additional Opportunities For Learning</b></p>	<p>Not applicable for an Elementary setting.</p>

**School Transitions**

The school assists the families with a smooth transition from Head Start or other early childhood programs, by holding a transition meetings that the parents are invited to attend with the teacher who is sending the student and the teacher who is receiving the student.

In March, the District provides Kindergarten registration where students can be screened, get to see the school, and meet the teachers. Any student who scores below a 5 on the screener will automatically be invited to Title I summer school, a 4 week program that focuses on Kindergarten readiness.

A team of Middle school teachers, counselors, and administrators come to Discovery to present a program to expose students to programs available at the middle school level. A few weeks later, Sixth graders are offered opportunity to tour the middle school, have lunch there, and view the annual musical. They are given opportunities to practice opening a locker, meet school personnel. Sixth graders will also begin to consider what electives and other opportunities exists and start to make choices in anticipation of the new school year.

For every 6th grade student on an IEP or 504, transition meetings are held together with SPED staff at both schools.

**Professional Development**

The District's Department of Curriculum and Instruction is committed to the ongoing professional support and growth of the teachers and paraprofessionals. Educators working in Bonneville Joint School District 93 are provided with professional development opportunities, including workshops, time to collaborate, and mentoring in an effort to enable all students to meet or exceed academic standards.

SPED Paraprofessionals participate in professional development every week and are invited to the same opportunities teachers are invited to. The Title I paraprofessionals attend three PLC sessions a year to enhance their instructional delivery and to learn new programs, guided by the Districts Title I coordinator. The District and Title II funds given by the state are dedicated to professional development.

The district has allowed time for collaboration by scheduling a weekly 90 min. early release. PLCs are well established and functioning during protected time on Wednesdays. During our LT meetings, the teachers bring ideas and give input to the leadership team on development of the school vision. The leadership team meets with the principal monthly (or as necessary) to discuss and then implement the direction the school is using to fulfill the school improvement

plan.

The Title I paraprofessionals and our school's instructional coach, work with the teachers to implement the differentiated instruction needed for the students.

Sign in sheets are completed for each professional development activity for accountability purposes.

Specific opportunities to improve include:

JPAS (annual educator evaluation)

Principal's walk through

Recording teacher instruction for reflection and instructional coaching purposes.

Instructional coach mentoring and co-teaching best practices

State of Idaho Coaching Network

District mentoring program

Math and Language Arts champions

Various professional development online (webinars)

Various district level classes taught by district employees

School wide book studies

Discovery has a shared instructional coach who has monthly coaches PLCs and receives training through outside agencies.

A district specialist provides training and support for English learner students.

**Family and Community Engagement**

The LEA and Discovery both have a Title I Parent Engagement Policy. Discovery also has a Home/ School Compact. These are reviewed and revised each year. At the beginning of each year the district invites parents from each Title I school to review the District Policy. In addition, each school invites parents to review their Plan and Compact. The District Parent Engagement Policy is displayed on the school district website for patrons to view. The Parent Engagement Plan and Parent/School Compact are sent home once a year after they've been approved. Throughout the year, Discovery invites parents to attend at least two parent meetings (family nights, back to school nights, parent/teacher conferences, etc.). During these meetings parents, are given information on how they can be engaged in their child's learning.

Parents are invited to attend PTO meetings monthly, and Title I parent planning meetings to participate in decision making opportunities for our school. Parent opinions are obtained by multiple surveys throughout the year, and e-mails to teachers and staff as needed by parents. Teachers and parents reciprocate feedback during biannual parent-

teacher conferences.

Discovery attempts to engage the families of our students in the following ways:

- Title I parent night
- Three family fun nights (1 per semester)
- PTO
- School carnival
- Back to school night
- Veteran's day assembly
- Christmas performance
- Ski school
- DARE
- Hope squad
- Idaho history day
- Wax museum
- Field trips
- 5th grade bike ride
- 6th grade field day
- District summer lunch program

The school relies on the Remind app, texts, flyers and E-mail to disseminate information about upcoming events in the hopes that the more we advertise, the more family and community support we will receive.

Discovery collaborates with IF public library for summer reading program. Discovery also participates with Scholastic book fairs to get books into the hands of children.

**Recruitment and Retention of Effective Teachers**

100% of Discovery teachers meet state certification requirements.

The School district facilitates job fairs for new teachers who are looking for jobs each spring. This allows each principal in the District the opportunity to interview and hire the best and brightest teachers who are new to the profession or new to the area. Our school district holds a classified job fair at least twice a year which focuses on finding highly qualified paraprofessionals.

The training that the district provides includes: Tools for Teaching, Love and Logic, and JPAS. Each new teacher is assigned a mentor to guide them through their first two years. New teachers are also supported by the schools Instructional Coach and the Districts Curriculum Specialist.

In the case of SPED, our district has set aside money to help pay for paraprofessionals to become SPED teachers. We coordinate this program with ISU.

	<p>Discovery has partnered with BYU's Education Department and have an agreement to work with practicum college students and student teachers during the academic school year. This helps the school to gauge future candidates to recruit.</p>
<p><b>Coordination and Integration With Other Programs</b></p>	<p>The Bonneville School District Title One Program coordinates with the following:</p> <ul style="list-style-type: none"> <li>· Helping Children Workshop - One of our Title One schools is attending this conference which will help the school develop positive relationships with the students.</li> <li>· Homeless – A portion of our Title One money is set aside to assist with our homeless population. This money pays for a district Homeless Coordinator who purchases school supplies, clothing, bedding, transportation to school, and assures that all students can participate in any school function, i.e. school activities and trips. Our Homeless Coordinator provides homeless families information to access state and federal support for additional services outside of the school day.</li> <li>· Federal Lunch Program – Our Title One program coordinates with the Federal Lunch Program to provide breakfast and lunch during our various Federal Programs Summer Schools.</li> <li>· Parent Involvement – Our Title One program sets aside money for each Title One school to use in order to engage parents.</li> <li>· Migrant and EL – Our Title One program coordinates regularly with our EL and Migrant Coordinators to ensure that students that qualify in these areas are receiving the necessary supports. For example: Title One pays for 2, all-day, EL paraprofessionals.</li> </ul>

### Plan Components

**1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.**

Prioritized Needs			
Need	Need Description:	SMART Goal:	
1	After reviewing Fall 2019 IRI scores in grades K-3, 135 of the 341 (36%) students were reading	Discovery will increase the number of 1's on the IRI in Kindergarten through third grade to 90% by the spring benchmark. On the fall IRI benchmark test, 135 students (36%) were below grade level (scored a	<input type="checkbox"/> Remove

below grade level proficiency.

2 or 3 on the IRI). On the spring IRI benchmark, the number of students below grade level will be 40 students or less.

**Evidence-Based Interventions:** Discussion Topics

#	<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
1-1	Lexia Core5 will be used to provide intervention for students K-3 who achieve a 2 or a 3 on the fall IRI. This includes both web based instruction and assessments and paper based lessons and skillbuilders.	Moderate Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	Monthly progress monitoring will be entered into Educlimber by the teacher. This data will be used as part of PLC and RTI conversations.	<input type="checkbox"/>
1-2	Imagine Learning will be administered by an ELL paraprofessional, 4 days a week, 30 mins per day to students identified as ELL.	Strong Evidence ▼	This program has statistically significant positive effects for ELLs.	Monthly progress monitoring will be entered into Educlimber by the teacher. This data will be used as part of PLC and RTI conversations.	<input type="checkbox"/>
1-3	Waterford will be used in the Title Kindergarten classroom daily.	Promising Evidence ▼	Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.	The Title Kindergarten teacher will use ESGI to monitor student learning. This data will be entered into Milepost.	<input type="checkbox"/>
1-4	Phonics for Reading taught by both teachers and Title I paraprofessionals, 4 days a week, 30-	Moderate Evidence ▼	Phonics for Reading reflects the findings of major national research publications on reading, including Becoming a Nation of Readers,	Monthly progress monitoring decided by the individual grade level teams	<input type="checkbox"/>

<p>45 mins a day (depending on RTI schedule and grade level) will be taught to selected students.</p>		<p>Preventing Reading Difficulties in Young Children, and The National Reading Panel Report. Finally, the efficacy of Phonics for Reading is backed by the Florida Center for Reading Research's review, which noted a wide array of strengths and no weaknesses.</p>	<p>(RCBMs for example) and entered into Milepost.</p>	
<p>1-5 Special Education students will use A to Z reading program as their core curriculum. This includes both electronic (Head Sprouts) and print resources.</p>	<p>Promising Evidence ▼</p>	<p>Based on What Works Clearinghouse (ies.ed.gov/ncee/wwc/), this program received potentially positive ratings...evidence that intervention had a positive effect of outcome with no overriding contrary evidence.</p>	<p>Special Education teachers will use the Core Phonics alternative assessment (or an assessment similar to progress monitor students with disabilities. Teachers will use data to drive their individual instruction and for IEP purposes.</p>	<input type="checkbox"/>

Need 2

**Need Description:**

After reviewing 2019 ELA ISAT scores for grades 3-6, we recognize a 58% gap between general education and special education students who scored proficient and above.

**SMART Goal:**

Based on 2019 ELA ISAT data, we will increase our average ELA ISAT basic scores by 8% with students with disabilities in grades 3-6. This will decrease the gap between general education and special education to 34% proficiency by 2025.

Remove

**Evidence-Based Interventions:** Discussion Topics

<p><b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p><b>What evidence level of criteria does this strategy meet?</b></p>	<p><b>How the intervention meets the definition of "Evidence Based"</b></p>	<p><b>Describe how the intervention will be monitored and evaluated for effectiveness.</b></p>	<p><b>Remove</b></p>
<p>#</p>				<p><input type="checkbox"/></p>

2-1	<p>Teachers will use the ISAT interim assessments to provide more focused practice in the form of performance tasks. Teachers will use student scores to guide instruction to better prepare all students.</p> <p>The school will be assisted by District Assessment staff in order to initiate and execute the assessments, and then to analyze the results afterwards.</p> <p>We will use the data from weekly/ or monthly ISAT interim blocks to direct more intentional instruction to students identified on an IEP.</p>	<p>Moderate Evidence ▼</p>	<p>Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).</p>	<p>Teachers will begin using Interim ISAT assessments this school year for a period of 8 weeks in preparation for the upcoming ISAT season.</p> <p>For the 2019/20 school year, teachers will start using ISAT interim assessments earlier in the school year in order to use the data as another progress monitor piece.</p>	<input type="checkbox"/>
2-2	<p>Imagine Learning will be administered by an ELL para, 4 days a week, 30 minutes a day to ELL students.</p>	<p>Strong Evidence ▼</p>	<p>This program has statistically significant positive effects for ELLs</p>	<p>Monthly progress monitoring and yearly WIDA testing to show growth</p>	<input type="checkbox"/>

Need 3

**Need Description:**

After reviewing 2019 Math ISAT scores for grades 3-6, we recognize a 50% gap between general education and special education students who scored proficient and above.

**SMART Goal:**

Based on 2019 Math ISAT data, we will increase our average Math ISAT below basic scores by 8% with students with disabilities in grades 3-6. This will decrease the gap between general education and special education to 34% proficiency by 2020.

Remove

**Evidence-Based Interventions:** Discussion Topics

#	Intervention	What evidence level of	How the intervention meets	Describe how	Remove
---	--------------	------------------------	----------------------------	--------------	--------

	<p><b>Strategy</b> Please include a detailed description of who is going to do what, where, when and people involved.</p>	<p><b>criteria does this strategy meet?</b></p>	<p><b>the definition of "Evidence Based"</b></p>	<p><b>the intervention will be monitored and evaluated for effectiveness.</b></p>	
<p>3-1</p>	<p>Teachers will use the ISAT interim assessments to provide more focused practice in the form of performance tasks. Teachers will use student scores to guide instruction to better prepare all students.</p> <p>The school will be assisted by District 1 Assessment staff in order to initiate and execute the assessments, and then to analyze the results afterwards.</p> <p>We will use the data from weekly/ or monthly ISAT interim blocks to direct more intentional instruction to students identified on an IEP.</p>	<p>Moderate Evidence ▼</p>	<p>Black and Wiliam (1998b) argue that formative assessment, properly employed in the classroom, will help students learn what is being taught to a substantially better degree. They support this argument with evidence from their research review (1998a), a meta-analysis in which they conclude that student gains in learning triggered by formative assessment are "amongst the largest ever reported for educational interventions" (p. 61).</p>	<p>Teachers will begin using Interim ISAT assessments this school year for a period of 8 weeks in preparation for the upcoming ISAT season.</p> <p>For the 2019/20 school year, teachers will start using ISAT interim assessments earlier in the school year in order to use the data as another progress monitor piece.</p>	<p><input type="checkbox"/></p>
<p>3-2</p>	<p>Think Through Math and/or Accelerated Math will be used to supplement the district approved math curriculum.</p>	<p>Promising Evidence ▼</p>	<p>The What Works Clearinghouse (WWC) identified six studies of Accelerated Math® that both fall within the scope of the Primary Mathematics topic area and meet WWC group design standards. Two studies meet WWC group design standards without</p>	<p>Teachers will use Star Math benchmarks to see areas of growth.</p>	<p><input type="checkbox"/></p>

reservations, and four studies meet WWC group design standards with reservations.

Together, these studies included 5,206 students in grades 2–9 in more than 223 classrooms across 27 states.

Accelerated Math® had mixed effects on the mathematics test scores of students in primary mathematics courses.

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

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

Continued training will provide teachers and staff with the knowledge to effectively implement both print and electronic programs with fidelity. We also rely on Title I paras to assist with the instructional delivery and progress monitoring of the approved interventions. Parent volunteers are also a great resource for our school to closely monitor student reading fluency and comprehension (K-3) and to provide supervised practice.

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

### Needs:

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

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

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

<http://www.discoverydragons.org/>

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

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

*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.