

Title I-A Improving Basic Programs for fiscal 2020-2021 LAPWAI DISTRICT(341)

The purpose of Title I-A is to provide sub-grants to Local Education Agencies (LEAs) to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESSA Section 1001)

District Address:

404 South Main Street
Lapwai, ID 83540-6131

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission.

Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*.

Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title I-A Improving Basic Programs Coordinator	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org
Consolidated Grants Manager	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org
Business Manager	Ivan Nathan Weeks	Main Business: (208) 843-2622 x1200	nweeks@lapwai.org
Title IX-A McKinney-Vento Homeless Education Coordinator	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org
Title IX-A McKinney-Vento Liaison	Lori Ravet	Main Business: (208) 843-2960 x3777	lravet@lapwai.org

Allocations & Set Asides

Allocations

	Title I-A	
Allocation for 2020-2021	\$169,272	
Carryover (remaining balance) From Previous Year as of 9/30/2020	\$0	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2019-2020	\$0	
Transferred from other programs in Title V-A	\$0	
Total Allocations	\$169,272	Total available for 2020-2021 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$500	Homeless Education set-aside amount must be sufficient to provide services to homeless children and youth to assist them in effectively taking advantage of educational opportunities
Neglected	\$0	Based on the number of identified students living in residential facilities located within the district geographical boundaries during the annual fall Neglected, Delinquent, and At-Risk count. Funds can be used for LEA programs for identified LEA "At-Risk" students or for LEA/facility partner programs.
Parent and Family Engagement	\$0	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$0	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$0	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$0	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec.1117(a) (4) (A)(i))
Indirect Costs	\$0	Must be budgeted in the Title I-A Budget tab.

	Title I-A	
Other Activities Description:	\$0	i.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$500	

Amount Available to Schools

Title I-A	
\$168,772	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

Allocation to Schools

Section B1: Public Schools

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program	Total PPA	Allocation
Name: LAPWAI ELEMENTARY SCHOOL (0844) Grades: EC,PK,KG,1,2,3,4,5	Low Income Students: 247 Children in Attendance Area: 247 % Low Income: 100.00 %	School Eligibility: Eligible Program Type: Schoolwide	\$675	\$166,772
Name: LAPWAI MIDDLE-HIGH SCHOOL (0583) Grades: 6,7,8,9,10,11,12	Low Income Students: 266 Children in Attendance Area: 266 % Low Income: 100.00 %	School Eligibility: Eligible Program Type: Schoolwide	\$7	\$2,000
Totals:	Low Income Students: 513 Children in Attendance Area: 513 % Low Income: 100.00 %		\$682	\$168,772

Title I-A Budget

Allocation for 2020-2021	\$169,272
Carry-over From Previous Year	\$0
Re-allocation from 2019-2020	\$0
Transferred from other programs in Title V-A	\$0
Total Allocation	\$169,272

Obj. Code	Description	Regular Term	Summer Term
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Obj. Code	Description	Regular Term	Summer Term
100	Salaries <i>Include Administrative Costs from Allocation & Set-Asides tab</i>	Amount: \$116,367 Description: 1.0 FTE Title I Teacher and 2.25 FTE Para-educators. Please note we have selected to fund the middle and high school below the minimum amount due to the existing support already available including Upward Bound - University of Idaho, Educational Talent Search - Lewis-Clark State College, and GearUp. These programs have staff and offices in the building and are already providing services to students. Salaries are also paid for Title I staff to attend in-house professional development programs consisting of extended hours twice a week. This professional development exceed the set aside amount with the remainder being paid by Title 1A and General Fund Dollars	Amount: \$0 Description:
200	Employee Benefits <i>Include Administrative Costs from Allocation & Set-Asides tab</i>	Amount: \$52,405 Description: Benefits for the salaries above.	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$0 Description:	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:
	Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: \$0 Description:	Amount: \$0 Description:
	Homeless Set-Aside <i>Include any personnel (Job Title and FTEs) paid with Title I-A Homeless Set-Aside funds</i>	Amount: \$500 Description: Services for homeless families	Amount: \$0 Description:
	Neglected Set-Aside <i>Include any personnel (Job Title and FTEs) paid with Title I-A Neglected Set-Aside funds</i>	Amount: \$0 Description:	Amount: \$0 Description:
	Parent and Family Engagement Set-Aside	Amount: \$0 Description:	Amount: \$0 Description:

Obj. Code	Description	Regular Term	Summer Term
800	Indirect Cost Rate: 2.2%	Amount:	Amount:
		\$0	\$0
		Description:	Description:
Totals		\$169,272	\$0

Action Plan

Schoolwide Program (ESSA Section 1114)
 mark NA if the LEA does not have any Schoolwide Programs

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Strategies are implemented to provide opportunities for all children to meet academic standards, with a particular focus to subgroups of students, including economically disadvantaged, major racial and ethnic groups, students with disabilities, and English Learners.
<input checked="" type="radio"/>	<input type="radio"/>	The Schoolwide Program uses methods and instructional strategies to strengthen the academic program, increase the quality and amount of learning time, help provide an enriched and accelerated curriculum, which may include programs, activities, and courses for a well-rounded education.
<input checked="" type="radio"/>	<input type="radio"/>	The Schoolwide Program addresses the needs of all the children in the school, but particularly those at risk of not meeting the academic standards through allowable activities.
<input checked="" type="radio"/>	<input type="radio"/>	All schoolwide programs have developed and submitted a Schoolwide Improvement Plan (SWIP) or amended a plan.
<input checked="" type="radio"/>	<input type="radio"/>	All schoolwide programs regularly evaluate the effectiveness of the program in increasing student achievement through the SWIP app or other schoolwide plan review process.

Explain any strategies marked No

Targeted Assistance Schools

Targeted Assistance Schools (ESSA Section 1115)
 mark NA if the LEA does not have any Targeted Assistance Schools

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	Children in a Targeted Assistance School Program are identified and ranked using multiple educationally related objective criteria. (Certain groups of children are automatically eligible for Title I services, including children participating in Head Start or Title I Preschool service within the past two years; children attending a community day program or living in a state or local institution for neglected or delinquent; children served in the previous two years under the Migrant Education Program; children who are homeless. Selection for services is based on low achievement.)
<input type="radio"/>	<input type="radio"/>	The participating schools assist participating children meet the challenging state academic standards.
<input type="radio"/>	<input type="radio"/>	The participating schools use methods and instructional strategies to strengthen the academic program of the school.
<input type="radio"/>	<input type="radio"/>	Professional development is provided for teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other school personnel who work with eligible children in the Title I program or in the regular education program.
<input type="radio"/>	<input type="radio"/>	Participating schools implement strategies to increase the involvement of parents of eligible children.
<input type="radio"/>	<input type="radio"/>	Participating schools coordinate and integrate with federal, state, and local services and programs, including programs supported under ESSA, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and Comprehensive or Targeted Support and Improvement activities as appropriate and/or applicable.
<input type="radio"/>	<input type="radio"/>	Participating schools provide an accelerated, high-quality curriculum.
<input type="radio"/>	<input type="radio"/>	Participating schools minimize the removal of children from the regular classroom during regular school hours for Title I instruction.
<input type="radio"/>	<input type="radio"/>	Participating schools will review the progress of eligible children and revise the program, if necessary, to provide additional assistance to enable children to meet the challenging academic standards.

Explain any strategies marked No

School Improvement (ESSA Section 1003)

mark NA if the LEA does not have any Schools in improvement

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	Any CSI Up and/or CSI Grad schools will develop and implement a Schoolwide/Improvement Plan. This plan must be completed in the SWIP app, submitted by the LEA, and approved by the SDE
<input type="radio"/>	<input type="radio"/>	Any TSI and/or ATSI schools will develop and implement a Schoolwide/Improvement Plan with all the required elements. The LEA is responsible for approving and monitoring these plans.

Explain any strategies marked No

Equitable Services to Private Schools

mark NA if the LEA does not have any Private Schools

Yes	No	Strategy
<input type="radio"/>	<input type="radio"/>	The LEA has consulted with private school official(s) about the Intent to Participate (Intent to Participate Form has been sent to SDE)
<input type="radio"/>	<input type="radio"/>	Allocation of funds for equitable services is part of the consultation process and allocations are based on the proportionate share.
<input type="radio"/>	<input type="radio"/>	A needs assessment is conducted for each private school to determine the private school's program design
<input type="radio"/>	<input type="radio"/>	Parental involvement activities are discussed with private school officials as part of the consultation process

<input type="radio"/>	<input type="radio"/>	Professional development activities are planned
<input type="radio"/>	<input type="radio"/>	A program assessment is designed to assess the progress of the program
<input type="radio"/>	<input type="radio"/>	The Affirmation of Consultation Form has been sent to SDE

Explain any strategies marked No

Parent and Family Engagement Activities

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input checked="" type="radio"/>	<input type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input checked="" type="radio"/>	<input type="radio"/>	If the Local Education Agency (LEA) has set aside Parent and Family Engagement funds, 90% of these funds are distributed to participating schools.

Explain any strategies marked No

Parents Right-to-Know Requirements

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	At the start of each school year, the Local Education Agency (LEA) notifies parents in all participating schools that they may request information regarding the professional qualifications of student's classroom teachers and paraprofessionals.
<input checked="" type="radio"/>	<input type="radio"/>	At the beginning of each school year, the LEA notifies parents in all participating schools that they may request information regarding any State or local education agency policy regarding student participation in mandated assessments and include a policy, procedure, or parental right to opt the child out of such assessment.

Explain any strategies marked No

Other Set-Asides

mark NA if the LEA does not have any Other Set-Asides identified on the Allocation & Set-Asides tab, Other Activities section

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Summer School
<input type="radio"/>	<input checked="" type="radio"/>	Extended Day
<input type="radio"/>	<input checked="" type="radio"/>	Extended Year
<input type="radio"/>	<input checked="" type="radio"/>	Instructional Coach
<input type="radio"/>	<input checked="" type="radio"/>	Additional Professional Development or professional development for teachers and paraprofessionals and/or private schools
<input type="radio"/>	<input checked="" type="radio"/>	Other

Briefly describe any Activity marked Yes above

These activities do take place but are not funded with Title I funds. The funding to cover those programs are within the general fund or other utilizing other funds such as Grants.

Teacher Incentive Set-Asides (Optional)

Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.

mark NA if the LEA has not set-aside any funds for Teacher Incentive on the Budget Page

Briefly describe how the teacher incentive set-aside funds are being used

Foster Care

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Designate staff personnel to be the Foster Care Liaison to work collaboratively with Idaho Health & Welfare representatives in making the best interest determination for a foster care student.
<input checked="" type="radio"/>	<input type="radio"/>	Provide educational stability for students in foster care by keeping these students in their schools of origin, unless it is collaboratively determined to be in their best interest to change schools.
<input checked="" type="radio"/>	<input type="radio"/>	Each foster care student is individually assessed on a case by case basis through a structured decision making process that includes the Local Education Agency (LEA) Foster Care Liaison, Idaho Health & Welfare Social Worker, pertinent school personnel, foster parent/guardian, and the student.
<input checked="" type="radio"/>	<input type="radio"/>	Collaborate with Idaho Health & Welfare to ensure that transportation for students in foster care is provided, arranged, and funded.
<input checked="" type="radio"/>	<input type="radio"/>	Ensure that a student in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must contact the student's prior school for relevant records.
<input checked="" type="radio"/>	<input type="radio"/>	Manage transportation and certify that student in foster care remains in his or her school of origin while disputes are being resolved.

Explain any strategies marked No

Additional Plan Provisions

Required for all Schoolwide and Targeted Assistance schools, ESSA Sec 1112 (b)

Yes	No	Strategy
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<input checked="" type="radio"/> <input type="radio"/>	The LEA monitors students' progress in meeting the state standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students, identifies students who may be at risk for academic failure, provides additional educational assistance to individual students which the LEA/school determine need help in meeting the state standards, and identifies and implements instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.
<input checked="" type="radio"/> <input type="radio"/>	The LEA will identify and address any disparities that result in low-income students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.
<input checked="" type="radio"/> <input type="radio"/>	LEAs with Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools have completed the Schoolwide Improvement Plan (SWIP) application.
<input checked="" type="radio"/> <input type="radio"/>	The LEA will support, coordinate and integrate services with early childhood education programs at the LEA/school, including plans for the transition of participants into elementary school.
<input checked="" type="radio"/> <input type="radio"/>	The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school, and from high school to postsecondary education, including through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.
<input checked="" type="radio"/> <input type="radio"/>	The LEA has identified how it will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
<input checked="" type="radio"/> <input type="radio"/>	The LEA has identified how it will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies.
<input checked="" type="radio"/> <input type="radio"/>	All teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification ESSA 1111.(g)(2)(J).
Explain any strategies marked No	

Certification

Title I-A Improving Basic Programs Sec 1112 (c)(1)-(7) and Sec 8538.

Certified By: nweeks@lapwal.org

Certified Date: 5/15/2020

The Local Educational Agency will commit to the following obligations-

1. Migrant Student Eligibility for Part A- ensure that eligible migratory children and formerly migratory children are selected to receive Title I, Part A services on the same basis as other children;
2. Private School Students- provide services to eligible children attending private schools, and engage in timely and meaningful consultation with private school officials, in accordance with Section 1117;
3. NAEP- participate in the National Assessment of Educational Progress in reading and math in Grades 4 and 8, if selected;
4. Coordination and Integration of Services- Coordinate and integrate Title I, Part A services with other educational services at the district or school level for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless youth in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Students in Foster Care- Collaborate with the state or local child welfare agency to designate a point of contact (if required) and develop and implement a clear written procedure on providing transportation to keep foster children in their school of origin when in their best interest, in accordance with statutory requirements;
6. Teacher and Paraprofessional Qualifications- ensure that all teachers and paraprofessionals working in a Title I program meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. Early Childhood Education- ensure any applicable early childhood education services to low-income children comply with the performance standards under Head Start.
8. Timely and Meaningful Consultation. Sec. 1112 (a) (1) (A) (B)- The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
9. Timely and Meaningful Consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. Sec 8538.- The LEA assures it has had timely and meaningful consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. This applies to LEAs which either:
 - a. has 50 percent or more of its student enrollment made up of AI/AN students
 - or
 - b. received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000
Link to the ESSA Dear Colleague Letter on Tribal Consultation <http://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>
10. Any Local Education Agency (LEA) receiving funding under Title I, Part A, must file with the State Educational Agency an approved plan that is coordinated with the McKinney-Vento Homeless Assistance Act ((20 U.S.C. 1400 et seq.) (Title I-A Section 1112(b).

Title II-A Supporting Effective Instruction for fiscal 2020-2021

LAPWAI DISTRICT (341)

The purpose of Title II-A is to provide sub-grants to Local Education Agencies (LEA) to –

1. Increase student academic achievement consistent with the challenging state standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders. (2001)

District Address:

404 South Main Street
Lapwai, ID 83540-6131

Contact Info

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Role Title	Name	Phone(s)	Email Address
Title II-A Supporting Effective Instruction Coordinator	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org
Consolidated Grants Manager	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org

Activities

Description of the activities to be carried out by the Local Education Agency (LEA) under this section and how these activities will be aligned with challenging State academic standards. (2102(b)(2)(A))

	Activity Description	Description of how the activity is expected to improve student academic achievement (<u>measurable objectives</u>).	What evidence level of criteria does this strategy meet?	Delete Activit
Activity 1	<p>School Leadership Teams meet for two full days over the summer and monthly during the school year for a total of 45.5 hours minimum. Goal setting in Leadership Teams is based on school-level achievement data.</p> <p>Our leadership teams facilitate the process of scheduling and delivering collaboratively determined, job-embedded professional development.</p> <p>The District Leadership Team will meet a minimum of two times per year. The team is comprised of instructional staff, administrators, Nez Perce Tribe department representatives, and parents. This team reviews school and district level data and has direct input in our Continuous Improvement Plan.</p>	<p>Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building and District Level Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.</p> <p>Each professional learning community and leadership team district-wide is engaged in scientifically based research related to their clear and measurable targets outlined in the Continuous Improvement Plan.</p>	<p>Strong Evidence <input type="button" value="v"/></p>	<input type="checkbox"/>

Description of the activities to be carried out by the Local Education Agency (LEA) under this section and how these activities will be aligned with challenging State academic standards. (2102(b)(2)(A))

	Activity Description	Description of how the activity is expected to improve student academic achievement (<u>measurable objectives</u>).	What evidence level of criteria does this strategy meet?	Delete Activit
Activity 2	<p>Both schools hold weekly Professional Learning Community meetings each Wednesday morning from 7:00 a.m. to 8:00 a.m. to advance SMART goal attainment. This collaborative time is board approved and built into the school calendar. Title IIA funds allow for our classified, para-educator staff to participate in these weekly meetings.</p>	<p>Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building and District Level Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.</p> <p>Each professional learning community and leadership team district-wide is engaged in scientifically based research related to their clear and measurable targets outlined in the Continuous Improvement Plan.</p>	<p>Strong Evidence <input checked="" type="checkbox"/></p>	<input type="checkbox"/>
Activity 3	<p>Job-embedded, research based, data driven professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for collaborative learning and data analysis is board approved and built into the school calendar. Title IIA funds allow for our classified, para-educator staff to participate in this weekly collaboration.</p>	<p>Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building and District Level Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.</p> <p>Each professional learning community and leadership team district-wide is engaged in scientifically based research related to their clear and measurable targets outlined in the Continuous Improvement Plan.</p>	<p>Strong Evidence <input checked="" type="checkbox"/></p>	<input type="checkbox"/>
Activity 4	<p>The Nez Perce Tribal Education Partnership (STEP) Project is providing professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. The project focuses on improving the academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of the Nez Perce Tribe Education Standards, aligned to the Idaho Common Core State Standards, we are working collaboratively to define what "culturally relevant" education means for today's tribal students. This partnership has become a critical component to our success.</p> <p>This collaboration includes family engagement, native culture and language, and pedagogy teams. The Native Culture and Language Team includes a culturally competent pedagogy focus and is co-facilitated by the superintendent.</p>	<p>Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement Plan. Building and District Level Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.</p> <p>Each professional learning community and leadership team district-wide is engaged in scientifically based research related to their clear and measurable targets outlined in the Continuous Improvement Plan.</p>	<p>Strong Evidence <input checked="" type="checkbox"/></p>	<input type="checkbox"/>

Program Description

1. Description of Local Education Agency's (LEA) system of professional growth and improvement (induction for teachers,

principals, other school leaders for building teacher leadership)(2102(b)(2)(B)).

Our leadership teams have defined the process of delivering collaboratively determined, job-embedded professional development:

Weekly Professional Learning Community meetings each Wednesday morning from 7:00 a.m. to 8:00 a.m. to advance SMART goal attainment are board approved and built into the school calendar.

Weekly professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for research-based learning and data analysis is board approved and built into the school calendar. Professional development currently involves all instructional staff including para-educators and tutors.

School Leadership Teams meet for two full days over the summer and monthly during the school year for a total of 45.5 hours minimum. These teams include support from district administrators, including the superintendent.

Job-embedded, research based, data driven professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for collaborative learning and data analysis is board approved and built into the school calendar. Title IIA funds allow for our classified, para-educator staff to participate in this weekly collaboration.

The Nez Perce Tribal Education Partnership (STEP) Project is providing professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. The project focuses on improving the academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of the Nez Perce Tribe Education Standards, aligned to the Idaho Common Core State Standards, we are working collaboratively to define what "culturally relevant" education means for today's tribal students. This partnership has become a critical component to our success. This collaboration includes family engagement, native culture and language, and pedagogy teams.

2. Description of how Local Education Agency (LEA) will prioritize funds to schools implementing Comprehensive Support and Improvement and/or Targeted Support and Improvement activities. (2102(b)(2)(C)).

Several existing resources currently provide college and career readiness activities, credit recovery, extended-day instruction, in addition to Reading, Math, and English Language Arts tutoring at Lapwai Middle-High School. These funding sources and programs include Title VI Indian Education, Johnson-O' Malley, Upward Bound - University of Idaho, Educational Talent Search - Lewis-Clark State College, Indian Demonstration Grant - Native Youth Community Project, and GearUp. These programs have staff and offices in the building and are already providing services to students. These existing resources allow us to place higher priority at Lapwai Elementary with Title funds. It is our objective to ensure all students are reading at grade level by the third grade.

3. Description of how LEA will use data and consultation to update and improve activities in this program (2102(b)(2)(D)).

The school and district-level leadership teams in Lapwai share a common language and vision solely focused on improved pedagogy, with a research-based approach to building teacher capacity and effectiveness. Our concentration on pedagogy has included building policies and system-level strategies that deepen student learning and remove barriers to change.

Our leadership teams have defined the process of delivering collaboratively determined, job-embedded professional development:

Weekly Professional Learning Community meetings each Wednesday morning from 7:00 a.m. to 8:00 a.m. to advance SMART goal attainment are board approved and built into the school calendar.

School Leadership Teams meet for two full days over the summer and monthly during the school year for a total of 45.5 hours minimum. These teams include support from district administrators, including the superintendent.

Job-embedded, research based, data driven professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for collaborative learning and data analysis is board approved and built into the school calendar. Title IIA funds allow for our classified, para-educator staff to participate in this weekly collaboration.

The Nez Perce Tribal Education Partnership (STEP) Project is providing professional development, coaching, and resources related to culturally-relevant instructional strategies and increasing family engagement. The project focuses on improving the academic achievement of tribal students by meeting their unique educational and cultural needs. Through use of the Nez Perce Tribe Education Standards, aligned to the Idaho Common Core State Standards, we are working collaboratively to define what "culturally relevant" education means for today's tribal students. This partnership has become a critical component to our success. This collaboration includes family engagement, native culture and language, and pedagogy teams.

STEP Family Engagement Teams in both schools meet monthly providing input and creating action plans to increase family engagement and involvement in the education of their children. The teams are comprised by the building principal, school staff, parents and a consultant from the Nez Perce STEP program. The meetings include involvement from the superintendent where appropriate and as requested.

Success will be measured by meeting S.M.A.R.T. goals (measurable objectives) identified in our Continuous Improvement

Plan. Building and District Level Leadership Teams meet monthly to monitor the progress toward goal attainment with data. Professional learning communities meet weekly to monitor the progress toward goal attainment with data. The Leadership Teams are facilitated by the principals and include teachers, pupil personnel, the special education director, and superintendent. The School Leadership Teams will regularly review data gathered from universal screens, progress monitoring, benchmark data, perceptual data, school climate, and parental involvement. Professional development will be directly tied to needs related classroom observations and analysis of student learning data.

Each professional learning community and leadership team district-wide is engaged in scientifically based research related to their clear and measurable targets outlined in the Continuous Improvement Plan.

Budget

Allocation for 2020-2021	\$21,344	
Carry-over From Previous Year as of 9/30/2020	\$0	Reasonable and necessary – up to 25% of 2019-2020 allocation. Click here to use the Carryover Calculator.
Re-allocation from 2019-2020	\$0	
Transferred to other programs	\$0	Transferred to other programs via Title V-A Funding Transferability
Total Allocation	\$21,344	Total available for 2020-2021 Title II-A program.

Obj. Code	Description	2020-2021
100	Salaries	Amount: \$17,000 Description: To fund Title IA para-educators and other instructional staff to attend professional learning community meetings that are not contracted during this time.
200	Employee Benefits	Amount: \$4,344 Description: The benefits related to the salaries of Title IA para-educators and other instructional staff to attend professional learning community meetings that are not contracted during this time.
300	Purchased Services (non travel)	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:

Obj. Code	Description	2020-2021
	Equitable Services for Private Schools <i>Provide specific budget details for each private school</i>	Amount: \$0 Description:
800	Indirect Cost Rate: 2.0%	Amount: \$0 Description:
Totals		\$21,344
Administrative Costs		Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. In addition, allocation - admin costs = basis for Equitable Services for Private Schools. THIS AMOUNT IS INCLUDED IN ONE OR MORE OF THE ABOVE BUDGET ITEMS. Amount: \$0 Description:

Certification

Certified By: daiken@lapwai.org

Certified Date: 5/15/2020

The Local Educational Agency will commit to the following obligations-

1. Professional Development. Sec 2102 (b)(2) (F)
The Local Educational Agency will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.
2. Timely and Meaningful Consultation. Sec. 2102 (b) (3)
The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title.
Seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency's activities to meet the purpose of this title; and coordinate the local educational agency's activities under this part with other related strategies, programs, and activities being conducted in the community.
3. Equitable Services. Sec. 8501 (a)
The LEA will annually contact the officials of private schools and make an offer for services with an opportunity to ask questions and will provide eligible private school children with services eligible under the Title II, Part A program.

Title IV-A Student Support and Academic Enrichment for fiscal 2020-2021 LAPWAI DISTRICT(341)

The purpose of Title IV-A is to provide sub-grants to Local Education Agencies (LEAs) to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities.

The grant has three main priorities:

1. to provide all students with access to a well-rounded education;
2. to improve school conditions for student learning; and
3. to improve the use of technology in order to improve the academic achievement and digital literacy of all students.

LEAs may enter into a consortium with other LEAs and apply for funding through a single application.

LEAs must prioritize the distribution of funds to schools based on one or more of the following criteria:

- Are among the schools with the greatest needs (a needs assessment is required for those LEAs or consortiums of LEAs receiving an allocation of \$30,000 or more)
- Have the highest percentages or number of children counted for the purposes of Title I-A
- Are identified for comprehensive support and improvement (i.e. are among the lowest-achieving schools)
- Are implementing targeted support and improvement plans (i.e. have consistently underperforming student subgroups)
- Are identified as a persistently dangerous public elementary or secondary school

District Address:

404 South Main Street
Lapwai, ID 83540-6131

Contact Info

The below **REQUIRED** information is generated using your district's most recent ISEE Directory Program Contacts file submission. Any changes, additions, or deletions must be made by resubmitting these files *which can be done at any time*. Please contact your Region's ISEE Technology Coordinator at RegionalCoordinators@sde.idaho.gov, if you need assistance.

Role Title	Name	Phone(s)	Email Address
Title IV-A Student Support and Academic Enrichment Coordinator	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org
Consolidated Grants Manager	David Michael Aiken	Main Business: (208) 843-2622 x1202	daiken@lapwai.org

Multiple LEAs may apply for Title IV-A funds as a consortium in a single application to leverage a scale of economy and maximize resources. One district designated as the Fiscal Agent will be responsible for completing the application. The other districts in the consortium will only complete their respective Certifications.

<input type="radio"/> Yes <input checked="" type="radio"/> No	This district is participating in a consortium.
<input type="radio"/> Yes <input checked="" type="radio"/> No	This district will act as the Fiscal Agent for the Consortium.

LEAs receiving \$30,000 or more in Title IV-A funds must use:

- At least 20% of funds for activities to support well-rounded educational opportunities;
- At least 20% of funds for activities to support safe and healthy students; and
- A portion of funds for activities to support the effective use of technology.

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

- Well-Rounded Educational Opportunities
- Safe and Healthy Students
- Effective Use of Technology

Allowable activities include (but are not limited to) improving access and or strengthening instruction and support around foreign language, arts, music, American history, civics, economics, geography, government, college / career advising, health, physical activity

and environmental education. Allowable activities also include curriculum expeditions (field trips) to strengthen instruction.

1. Describe how the LEA or consortium of LEAs will periodically conduct an evaluation of effectiveness of the activities proposed to strengthen and refine programming.

The Lapwai School District has identified Safe and Healthy Students as our highest priority for the 2020-2021 school year:

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

2. Describe activities to be funded to establish well-rounded educational opportunities.

The Lapwai School District has identified Safe and Healthy Students as our highest priority for the 2020-2021 school year:

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

3. Describe any partnerships planned to implement the activities.

The Lapwai School District has identified Safe and Healthy Students as our highest priority for the 2020-2021 school year:

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

4. Identify the program objectives (steps to achieving a goal).

The Lapwai School District has identified Safe and Healthy Students as our highest priority for the 2020-2021 school year:

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

5. Identify the outcomes (expected results) the activities are expected to realize.

The Lapwai School District has identified Safe and Healthy Students as our highest priority for the 2020-2021 school year:

LEAs receiving less than \$30,000 are not required to allocate specific amounts in the priority areas listed above, however the LEA must allocate funds on at least one of the three priority areas.

6. The LEA will use Title IV, Part A funds for the following types of programs and activities, in order to provide students with access to well-rounded educational opportunities (check all that apply)

- College and career counseling
- Music and arts education
- Science, technology, engineering, and mathematics (STEM), including computer science
- Accelerated learning programs, including Advanced Placement (AP) and International Baccalaureate (IB) programs
- Dual or concurrent enrollment programs and early college high school courses
- American history, civics, economics, geography, or government
- Foreign language instruction
- Environmental education
- Volunteerism and community involvement
- Multi-disciplinary programs
- Social emotional learning
- Career and technical education

1. To what degree did the LEA or consortium make progress towards meeting the Title IV-A objectives and outcomes from the 2019-2020 year?

- Did not meet
- Partially met
- Met

2. What amount of your Title IV-A funds did you spend on Well-Rounded Educational Opportunities during the 2019-2020 year?

3. What amount of your Title IV-A funds did you spend on Safe and Healthy Students during the 2019-2020 year?

4. What amount of your Title IV-A funds did you spend on Effective Use of Technology during the 2019-2020 year?

Allocations		
Allocation for 2020-2021	<input type="text" value="\$17,896"/>	
Carry-over From Previous	<input type="text" value="\$0"/>	Reasonable and necessary -- up to 25% of

Year as of 9/30/2020		2019-2020 allocation.
Re-allocation from 2019-2020	\$0	
Transferred to other programs	\$0	Transferred to other programs via Title V-A Funding Transferability
Total Allocation	\$17,896	Total available for 2020-2021 Title IV-A program.

Budget


Description	2020-2021	Instructions
Personnel Salaries	Amount: \$13,537 Description: .5FTE Community Resource Specialist and Truancy Interventionist	List position title/s and FTE percentage dedicated to Title IV-A
Fringe Benefits	Amount: \$4,359 Description: Benefits for Community Resource Specialist and Truancy Interventionist	List position title/s and percentage dedicated to Title IV-A
Professional Development	Amount: \$0 Description:	List conferences / trainings and costs
Direct Services to Students	Amount: \$0 Description:	Describe programs / activities and costs
Supplemental Educational Resources and Equipment	Amount: \$0 Description:	Describe resources, equipment and costs
Equitable Services for Private Schools	Amount: \$0 Description:	Transferred from Equitable Services Provide specific budget details for each private school
Other	Amount: \$0 Description:	
Indirect Cost Rate: 2.0%	Amount: \$0 Description:	
Administrative Costs	Amount: \$0 Description:	Up to 2% of allocation.
Totals	\$17,896	

Funding Distribution

Identify the dollar amounts budgeted for the below Program Activities. (Note: these amounts are already included in the above budget items)


Program Activity	Amount	Percent of Total Allocation
Providing a well-rounded education	\$0	0.0000%
Supporting safe and healthy students	\$17,896	100.0000%
Implementing the effective use of technology	\$0	0.0000% <i>May not exceed 15% of Total Allocation</i>
Total	\$17,896	

Certification

 The Local Educational Agency will commit to the following obligations-

1. The LEA, or consortium of LEAs, shall prioritize the distribution of funds to schools based upon:
 - o The greatest needs as determined by the LEA or consortium of LEAs
 - o The highest percentage or number of children from families below the poverty level
 - o The highest percentage or number of children identified as neglected and delinquent
 - o The highest percentage or number of children in foster care
 - o Schools identified for comprehensive support
 - o Schools identified for targeted support
 - o Schools identified as a persistently dangerous public elementary school or secondary school under section 8532 of ESSA.
2. The LEA shall consult with private schools to assure equitable participation by their students and teachers.
3. The LEA shall use not less than 20% of funds received to support a well-rounded education.
4. The LEA shall use not less than 20% of funds received to support safe and healthy students.
5. The LEA shall use a portion of funds received to support the effective use of technology.
6. The LEA shall annually report to the SEA how funds are being used to support items 3, 4, & 5 listed above.
7. Special rule- Any LEA, or consortium of LEAs receiving an allocation in Title IV-A totaling less than \$30,000 shall be required to report on only one category (items 3, 4 or 5).
8. The LEA has policy in place that complies with state law regarding students who bring firearms on school campus, which requires expulsion for at least 12 months.
9. The LEA has policy in place that requires referral to the criminal justice system or juvenile delinquency system for any student who brings a firearm on school campus.
10. Special Rule- LEAs transferring the entirety of their Title IV-A allocation to another title program are exempt from certification items 1 through 7.

Certification

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1. The LEA, or consortium of LEAs, shall prioritize the distribution of funds to schools based upon:
 - o The greatest needs as determined by the LEA or consortium of LEAs
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