

## INSIGHT SCHOOL OF IDAHO (1302)

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*

### SWIP Purpose

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

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

### Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Kelly Edginton	Executive Director	kedginton@k12.com	<input type="checkbox"/>
Jenny Whelan	Director of Academics	jwhelan@k12.com	<input type="checkbox"/>
Amber Hatrock	6-12 Principal	ahatrock@idahova.org	<input type="checkbox"/>
Andrea Wells	CTE Administrator	awells@idahova.org	<input type="checkbox"/>
Jessica Lecertua	Counseling Administrator	jlecertua@idahova.org	<input type="checkbox"/>
Jesse Altsuler	Counselor	jaltsuler@idahova.org	<input type="checkbox"/>
Corrie Munson	Parent of former IDVA students	comunson@idahova.org	<input type="checkbox"/>
Heidi Curtis	NNU Professor	hlcurtis@nnu.edu	<input type="checkbox"/>

### Needs Assessment

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

### [Needs Assessment Guidance](#)

Topic	Summarize your current reality in this area.
	What are some barriers/challenges you have in this area?
	What are the opportunities for growth in this area?
School Leadership Team	Who chairs the team? The Executive Director chairs the CSI-Grad team.

How are decisions made? Decisions are and will be made based on data and in collaboration with the team.

How frequently does the team meet? 2-4 times per year.

What is the process for communicating with district leadership? NA

How are agendas set? Agendas are set based on data and in collaboration with the team.

How is formative and summative student data used for decision making? The team will review graduation rates over the last several years and the plans we have put in place during this time to determine if our work has been beneficial and areas where we can improve. The team will also review student credit information to understand where our deficits are and work to improve. We use PowerSchool graduation plans. Additionally, PowerSchool reports are generated by our SIS Manager to track aggregate credit information after each term and monitor progress.

How do they ensure that decisions are evidence-based? The practices we have implemented to increase graduation rate over the last few years have produced positive results, so we do have evidence that they work. The team will also seek out new practices with proven results as we work towards improving graduation rate.

Who is responsible for communicating with staff, families, and other stakeholders? Teachers, Counselors, Principal, Executive Director

#### Academic Achievement

What percentage of students are proficient on the Math ISAT? 25% (2025 continuously enrolled) ELA ISAT? 51% (2025 continuously enrolled) IRI? (NA) WIDA ACCESS? 14% (2025)

What other assessments do you currently use? Course assessments, IXL

What is the purpose of each assessment? Course assessments provide information to teachers on individual and group mastery and help drive instruction. IXL assessments are administered at the beginning of the year, mid-year, and the end of the year and are used as benchmarks and growth measures.

Which students are being assessed with each of these? All

How often do you progress monitor math & ELA? Progress monitoring takes place during the instructional cycle and at the conclusion of the instructional cycle. Students engage in monthly IXL snapshot assessments.

How is data documented and analyzed? With whom is data discussed? Teachers collaboratively review data with administration and identify additional support for students or identify students who are ready to be exited from intervention. Additional monitoring is involved for students identified as Tier 2 or Tier 3.

What data is shared with the School Board? Aggregate passing rates; aggregate IXL proficiency and growth; aggregate state test data. Parents? Aggregate state test data; their student's individual assessment data.

What does the data suggest are strengths & weaknesses in student learning? Math has been identified as a weakness, overall, and specific new programs have been developed to address this need as a result.

What are the root causes for any identified weaknesses? The state's math proficiency is traditionally low (42.3% in 2025), and that plays into the root cause. Our students must meet state at-risk qualifications to enroll in

**Tier 1 Instruction  
(Core)**

ISID. They are at-risk for various reasons. These students come from other schools, and many have been to multiple schools (mobility). Some of these students have dropped out and returned. Some students are parents. Some have mental health issues. Many have been harassed and bullied. In Maslow's Hierarchy of needs education may not be at the top of their list.

**ISID Goal**

All K12 schools will adopt a systematic approach to tiered instruction that intensifies as student needs increase and utilize data analysis to determine individualized support, guidance program enhancements for improved student outcomes aligned to measurable state/local targets.

**Tiered Support**

- Implement a model that includes academic and behavioral tiered support for all learners.
  - Establish well defined criteria for placement in/out of tiers using data to group students for remediation and enrichment
  - Define and execute measures for monitoring students' performance against grade level standards using interim assessment data, including state-defined subgroups
- T1 Instruction

Tier One (100%): considered the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program. Usually, the Tier 1 instructional program is synonymous with the core reading/ELA or math curriculum that is typically aligned with state standards. The intent of the core program is the delivery of a high-quality instructional program in reading/ELA or math that has established known outcomes that cut across the skill development of the targeted area.

Instruction ISID students will be placed in grade level math and ELA K12 courses. To ensure high quality instruction, student engagement in math and ELA lessons will be carefully monitored, and students will receive high quality instruction during math and ELA class connect sessions. Both the K12 curriculum and class connect sessions will be aligned to the Idaho state standards.

**Identification**

At the start of the school year and upon enrollment, students will complete the required testing and screening (math and ELA IXL diagnostic).

Individual student results will be evaluated to ensure appropriate course placement. This data will be used to identify students who need academic intervention, enrichment or advanced courses.

All students are required to attend live classes which are based on state standards and aligned to the curriculum. Teachers engage in instructional mapping of the curriculum to ensure state grade level standards are covered. Additionally, we analyze baseline data (beginning of year local assessments and state test data) to determine students in need of academic intervention. Students identified as needing academic intervention are assigned to additional live small group targeted instruction classes and/or remedial courses. In addition to our beginning, mid-, and end of year benchmark assessments, students take interim assessments and teachers conduct formative assessments continually. We use a research-based supplemental program, IXL, for Math and ELA, as well. Teachers analyze the data and identify or re-identify students for the next cycle of small group targeted instruction. Our students with disabilities are provided

## **Tier 2/3 Instruction (Interventions)**

instruction based on their individual education plans. This instruction often includes participation in small group targeted instruction.

### **T2 Instruction**

Tier Two (15%): consists of children who fall below the expected levels (do not master essential grade level standards) and are at some risk for academic failure, but who are still above levels considered to indicate a high risk of failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in smaller groups than Tier 1.

#### **Instruction**

Teachers will carefully review the results of monthly progress monitoring (IXL) and will provide more time and support to students who are not demonstrating mastery of grade level standards. Students may be required to attend small group intervention Class Connects and/or students may be required to complete additional individualized lessons in supplemental programs.

#### **Identification**

Teachers will carefully review the results of monthly progress monitoring (IXL) to identify students who need more time and support to master grade level standards. Students who received high-quality T1 instruction and did not master the standard will be identified for T2 instruction. \*\*Students may be considered for a Care Team Referral.

### **T3 Instruction**

Tier Three (5%): Serves about 5% of the general student population and special education intervention. If a child demonstrates that they are 2-3 grade levels below on assessments, the child shall begin receiving Tier 3 intervention as outlined by the instructional support team.

#### **Instruction**

Students will be offered individual/small group help sessions as needed. Special education teachers will provide explicit academic instruction tailored to support students with disabilities, ensuring they have equitable access to the general curriculum. This support includes individualized and intensive teaching strategies with 1:1, small group, push in, and co-taught support. Students also receive accommodations and modifications based on each student's unique learning needs as outlined in their Individualized Education Program.

#### **Identification**

Teachers will utilize the results of the required assessments and screeners to identify students who are scoring 2-3 grade levels below. Students receiving special education support are identified through the child-find process.

**Behavior Interventions: Engagement and Attendance** T1 Essential Behavior Instruction Counselor/homeroom teachers will teach tier 1 classes that focus on essential behaviors to support student learning. T2 Essential Behavior Interventions

Counselors/homeroom teachers will provide more time and support to students who have not mastered essential behaviors. This support will be in the form of phone calls and/or help sessions. T3 Essential Behavior Intensive Interventions The intervention team will review data to

**Professional  
Development**

determine appropriate intensive interventions.

**Measure Progress**

Define and execute measures for monitoring students' performance against grade level standards using interim assessment data, including state-defined subgroups. Progress monitoring will take place monthly during the instructional cycle and at the conclusion of the instructional cycle. Each instructional cycle will be 6-8 weeks. Teachers will collaboratively review data with administration at the end of the instruction cycle and will identify additional support for students or will identify students who are ready to be exited from intervention.

**Teacher Training**

Ensure understanding of growth measures within a tiered system of support aligned to student data

**Staff Training Plan**

- Back to School PD Departmental Trainings (Playbook Plans)
- New staff will be trained in supplemental/remediation programs
- Training provided during instructional cycle data conferences by school administration
- Professional Learning Communities

We adhere to the Danielson rubric and the state teacher evaluation process. All of our academic administrators have earned the required 3 credits in state approved Danielson training. Principals conduct formal and informal classroom observations and provide feedback in alignment with the Danielson model. All academic administrators conduct informal classroom observations weekly. Teachers are scored in aggregate and this is reported to administration for PD focus. Additionally, the K12/Stride Teacher Development program offers PD opportunities for all teachers throughout the school year.

In addition to the observation and feedback process, our school operates in Professional Learning Communities (PLCs) as defined by Richard DuFour. Copy and paste this link into your browser for DuFour's PLC definition: [www.washougal.k12.wa.us/teach\\_learn/images/plc\\_article.pdf](http://www.washougal.k12.wa.us/teach_learn/images/plc_article.pdf). Teachers have received PD through PLC Institutes and Solution Tree speakers, including PD on using data to improve instruction and to align curriculum and teaching and learning progressions across grade levels and subject areas.

Are PLCs well established and functioning? Yes, IDVA began implementing PLCs in 2013/14 and have progressed each year.

Is collaboration time built into the master schedule and the contract? Yes.

How often do teachers and other instructional staff participate in school-based professional development? All staff meet for our face to face Back to School PD at the beginning of the school year. Departments may meet face to face during the year for PD. Individuals participate in various PD opportunities throughout the year. PLCs operate regularly.

Who provides professional development? We have a professional development committee comprised of school staff who conduct a needs

assessment, review data, and develop PD. Administration also conducts an end of year needs assessment, reviews data, and develops PD topics. Delivery of PD depends on the topic and may be delivered by an outside source, administration, teachers, or other school staff.

In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? NA

What is the expectation of school leadership for participation in professional development activities? Everyone is expected to participate.

How is this expectation communicated? Administration communicates and it is part of staff schedules.

Job descriptions Is there an instructional coach (or similar position)? Yes.

How are professional development decisions made? Who is involved? We conduct needs assessments, review data, and develop PD. Administration and teachers are involved.

What is the relationship between professional development provided at the building level and the district? There is no differentiation.

How are professional development activities tied to students' academic achievement needs? We analyze state assessment data, interim assessment data, student trackers which include course and class engagement data to determine where our needs exist and develop PD accordingly.

How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? Sign in sheets are required each day of face to face PD. Staff attendance is automatically recorded in the web conference platform for online PD.

What professional development does the district/school offer teachers/staff for English learner students? Our EL teacher provides PD for our teachers

What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?

100% of our teachers meet state certification requirements. We are committed to recruiting and retaining effective teachers. We utilize Title IIA funds to offer tuition reimbursement, so teachers can continue their individual professional development and meet re-certification requirements without undue financial burden on them. We offer leadership opportunities in the form of department heads, master teachers, committee lead positions, and specific committee opportunities. Lead and Master teacher stipends are funded through Title IIA. We work to provide career opportunities and advancement in the teacher's expertise area through professional development. K12 offers principal development opportunities, and we have had several staff members participate. All of our current principals and the Executive Director were former IDVA teachers.

## **Recruitment/Retention of Effective Teachers**

## Climate / Culture

Our ISID staff is small. Most have been with ISID since the school opened. As a virtual school, students don't enter a physical building. They enter teacher's online classrooms, online school assemblies, and online school social opportunities.

ISID staff work together collaboratively. They are a tight-knit group especially attuned to at-risk students. They choose to work with this group of students and become very close to many of their students, sometimes helping them not only with academic but also with other issues. ISID staff are committed to success for all students and see them as "our" students. Through the PLC process, ISID staff learn and grow together regularly. There is a strong foundation of trust as evidenced by the dialogue you hear between them during PLC and the fact that they consult with one another to determine best strategies for their students.

## Graduation Rate

How do you track credits? Yes, we use PowerSchool and develop graduation plans for all students. From the beginning, our counselors work with students to develop a graduation plan. Counselors track credit attainment and maintain contact at least quarterly to monitor progress together.

How do you provide credit recovery opportunities? ISID operates on a block and quarter system which gives students the opportunity to earn more credits during the year than they would in a traditional schedule. We have a wide variety of credit recovery courses, and we offer summer school for additional credit recovery opportunities.

How frequently do you meet with students to discuss their path to graduation? Counselors track credit attainment and maintain contact at least quarterly to monitor progress together.

How do you handle the appeals process for graduation rate? We have a graduation rate tracking team. Team members contact missing students who have left our school to obtain "next school" documentation. The Executive Director files the appeals and works with the Operations Manager if ISEE exit codes need to be updated.

## Absenteeism

What messaging do you provide parents around absenteeism? Each parent and student are required to participate in orientation before the student starts school with us. During orientation, they attend a session with a teacher, and the importance of attendance is discussed. Additionally, our monthly newsletters often have information about the importance of attendance.

Is that messaging punitive or informative? Informative

What is your process for identifying students who are chronically absent? Teachers monitor attendance in live classes and contact families when students don't attend. Additionally, teachers use online school engagement reports to monitor attendance and contact families when attendance wanes. We have a Student Attendance Specialist who identifies and works with students, as well.

What are the root causes of chronic absenteeism in your school? Our students must meet state at risk qualifications to enroll in ISID. Some have serious mental health issues preventing them from engaging in school. Others may be parents with young children distracting them from school engagement. Some are working to help make ends meet for their family. Many are behind in their learning so may feel defeated.

What supports do you have in place to address the root causes of absenteeism? Teachers work with families to provide support. Each student has a counselor for support. Our Student Attendance Specialist is an additional support for our students.  
Are the supports specific to each individual student? Yes  
Is attendance a priority at your school? Yes

## Other

Insight School of Idaho (ISID) is an alternative high school under the IDVA LEA. ISID students are from all areas of the state and attend school virtually. As a virtual, alternative school, our student population is highly mobile. ISID is, often, the last chance to earn a high school diploma for many students. We accept Insight students at the beginning of the year, throughout the year at the beginning of each block, and for summer school. Insight enrollment has grown and averages about 350 students. SWD population has ranged between 8% and 15% over the last several years and often exceeds the state average. Low-income population varies and averages 45-60%. Our 6-12 Principal leads IDVA and ISID. We have two dedicated ISID Counselors and 6 dedicated ISID teachers. Two of our Board Directors have served 9+ years and another 8+ years. One Director joined the Board in May 2025, and we have one open position as of September 2025. The Board consists of 2 parents of current IDVA students, a parent of 4 IDVA graduates, and a former Idaho legislator.

## Plan Components

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

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

## Prioritized Needs

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

3. Where will this improvement plan be publicly available?

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

## Upload Files

### Files

## Validation Issues

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

### Plan Components

- Error: Not Started