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
- [x] 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	☐
Jenny Whelan	Director of Academics	jwhelan@k12.com	☐
Amber Hatrock	6-12 Principal	ahatrock@idahova.org	☐
Andrea Wells	CTE Administrator	awells@idahova.org	☐
Jessica Lecertua	Counseling Administrator	jlecertua@idahova.org	☐
Jesse Altsuler	Counselor	jaltsuler@idahova.org	☐
Corrie Munson	Parent of former IDVA students	comunson@idahova.org	☐
Heidi Curtis	NNU Professor	hlcurtis@nnu.edu	☐

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	Current Reality

	The CSI-Grad School Leadership Team is led by the Executive Director and includes school leaders, staff members, and community members. The team meets multiple times throughout the school year to review graduation rate data, credit attainment, cohort progress, student engagement indicators, and other relevant academic and attendance data. Team members collaborate to identify barriers to graduation and evaluate the effectiveness of current intervention strategies. The school utilizes PowerSchool graduation plans, credit-tracking reports, attendance data, and other student performance indicators to monitor progress toward graduation. Student-level and aggregate data are reviewed to identify trends, target interventions, and guide resource allocation. Decisions are based on available evidence, historical outcomes, and the specific needs of Insight students. Information regarding graduation initiatives, student support efforts, and data trends is communicated to staff through leadership meetings, staff meetings, email communications, and ongoing collaboration among administrators, counselors, teachers, and support staff. Barriers/Challenges Insight serves a highly mobile and at-risk student population, making it challenging to consistently improve cohort graduation rates. Many students enroll significantly credit deficient and require intensive support to remain on track for graduation. Student attendance, engagement, and persistence continue to impact graduation outcomes. Multiple competing priorities can make it challenging to maintain a continual focus on graduation initiatives while also addressing other academic and operational needs. Opportunities for Growth Increase the frequency and structure of graduation-focused data reviews throughout the school year. Continue refining early identification processes for students who are at risk of falling behind in credits, attendance, or course completion. Strengthen collaboration among administrators, counselors, teachers, and student support staff to ensure timely interventions. Expand the use of data dashboards and progress monitoring tools to provide more real-time information for decision making. Continue evaluating the effectiveness of current graduation initiatives and implementing evidence-based practices that have demonstrated positive results for alternative school students.
Academic Achievement	Current Reality Insight School of Idaho utilizes a comprehensive assessment cycle that includes state assessments, course-based assessments, IXL diagnostic and benchmark assessments, course completion data, credit attainment data, attendance and engagement indicators, and progress monitoring throughout the instructional cycle. Academic progress is reviewed regularly by teachers, counselors, and administrators to identify students in need of additional support and to monitor the effectiveness of instructional

interventions.

Student performance data is analyzed at both the individual and aggregate levels. Teachers use formative assessments and course performance data to guide instruction, while IXL benchmark assessments are used to measure growth and identify skill gaps. Students receiving Tier 2 and Tier 3 supports receive additional monitoring and intervention. Academic progress and performance information are shared with students and families through ongoing communication, progress reports, conferences, and access to course and grade information.

State assessment results indicate that academic achievement in mathematics remains an area of need. The majority of students enter the school performing below grade level and requiring credit recovery, academic intervention, and individualized support.

Barriers/Challenges

Insight serves students who meet state at-risk enrollment criteria and often have experienced significant academic challenges prior to enrollment.
Many students enroll credit deficient, behind grade level academically, or after periods of disengagement from traditional schooling.
Student mobility, interrupted educational experiences, chronic absenteeism, and inconsistent engagement impact academic progress.
Many students face external challenges, including employment responsibilities, parenting responsibilities, social-emotional needs, mental health concerns, housing instability, or other life circumstances that can affect academic performance and persistence.
Students often enter the program with substantial gaps in foundational mathematics and literacy skills, requiring remediation alongside credit recovery and grade-level coursework.
The varied academic backgrounds and learning needs of students require highly individualized instructional approaches and interventions.

Opportunities for Growth

Continue strengthening the use of assessment and progress-monitoring data to provide timely and targeted interventions.
Increase opportunities for early identification of students demonstrating academic skill deficits, course performance concerns, or disengagement.
Expand strategies that support mathematics achievement through targeted instruction, intervention resources, and individualized learning pathways.
Strengthen collaboration among teachers, counselors, administrators, and support staff to ensure that academic, behavioral, and social-emotional needs are addressed holistically.
Further leverage IXL data, course performance data, and credit attainment data to personalize instruction and monitor growth throughout the school year.
Increase student ownership of learning through goal setting, regular progress reviews, and communication regarding academic achievement and graduation progress.
Continue evaluating instructional practices and interventions to identify evidence-based strategies that improve academic performance and support graduation outcomes for at-risk students.

Tier 1 Instruction (Core)	Current Reality Insight School of Idaho provides standards-aligned Tier 1 instruction to all students through the approved K12 curriculum, live synchronous instruction, teacher-led interventions, and individualized student support. All students are enrolled in grade-level coursework and participate in instruction aligned to Idaho Content Standards. Teachers utilize formative assessments, course performance data, attendance and engagement data, and progress monitoring tools to identify student needs and adjust instruction accordingly. Student engagement is monitored through class attendance, participation in live instructional sessions, assignment completion, course progress, and communication with teachers and support staff. Teachers provide differentiated instruction and individualized support to address varying academic skill levels and learning needs. Instructional staff collaborate regularly to review student performance data and identify students requiring additional support through targeted interventions. Implementation of the approved curriculum is supported through instructional planning, administrator oversight, professional development, and ongoing monitoring of student outcomes. Feedback is provided to teachers through classroom observations, instructional reviews, coaching conversations, staff meetings, and regular collaboration with school leadership. Barriers/Challenges Many students enter Insight significantly behind in credits and academic skills, requiring remediation while simultaneously completing grade-level coursework. Student attendance and engagement can fluctuate due to external factors including employment, parenting responsibilities, mental health concerns, family obligations, and other life circumstances common among at-risk youth. Students often have experienced previous academic difficulties, interrupted schooling, or negative educational experiences that affect motivation and participation. The virtual learning environment requires students to demonstrate a high degree of self-management and independent learning skills, which can be challenging for some students. Wide variations in student academic preparedness require teachers to balance grade-level instruction with individualized support and intervention. Opportunities for Growth Continue strengthening instructional practices that increase student engagement during live instruction and independent coursework. Enhance monitoring systems that identify disengagement and academic concerns early, allowing for proactive intervention. Continue providing professional development focused on differentiation, student engagement, and effective instructional strategies in the virtual environment.

	Strengthen alignment between Tier 1 instruction, intervention supports, and graduation-focused goals to ensure students receive the academic support necessary to complete coursework and remain on track toward graduation. Increase opportunities for students to monitor their own academic progress and set goals related to course completion, credit attainment, and graduation readiness.
Tier 2/3 Instruction (Interventions)	T2 Instruction Tier Two 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 If a student is not responding to Tier 2 intervention, a Care Team will meet to determine if the student qualifies for Tier 3 intervention. 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 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.
Professional Development	Current Reality Insight School of Idaho provides ongoing professional development opportunities throughout the school year for teachers, administrators, counselors, and other staff members. Professional learning is delivered through back-to-school professional development, professional learning communities (PLCs), instructional team meetings, data review meetings, in-service training opportunities, K12/Stride professional learning offerings, and role-specific training. Professional development priorities are determined through a review of student achievement data, graduation data, attendance and engagement data, school improvement goals, staff feedback, and identified instructional needs. Training topics are aligned with school and state priorities and support implementation of evidence-based instructional practices, student engagement strategies, intervention systems, graduation supports, and the effective use of student data. Collaboration is embedded into the school structure through PLCs, staff meetings, and ongoing communication among teachers, counselors, administrators, and support staff. School leadership uses observations, feedback cycles, and teacher evaluation processes to identify strengths and areas for growth. Professional development participation is monitored through attendance records, sign-in sheets, meeting participation, and completion of required training activities. Teachers receive regular feedback through formal evaluations, informal observations, coaching conversations, PLC collaboration, and instructional support provided by administrators and instructional leaders. Professional learning is evaluated based on implementation, staff feedback, and student outcome data. Barriers/Challenges The diverse needs of an alternative school population require staff to be knowledgeable in a wide range of academic, behavioral, engagement, and social-emotional support strategies. Staff members support students with widely varying academic skill levels, credit deficiencies, and barriers to graduation, requiring ongoing learning

	and adaptation. Student needs and accountability priorities continue to evolve, requiring continuous refinement of professional development offerings. Opportunities for Growth Continue using student achievement, graduation, attendance, and engagement data to drive professional development priorities. Expand professional learning related to student engagement, differentiated instruction, intervention strategies, graduation improvement efforts, and virtual instructional best practices. Utilize PLCs and data discussions to promote continuous improvement and collective responsibility for student success. Provide targeted professional learning based on identified needs within specific student groups and instructional programs. Continue monitoring implementation of professional learning through observations, feedback cycles, and analysis of student performance data to ensure that training translates into improved instructional practices and student outcomes.
Recruitment/Retention of Effective Teachers	Current Reality Insight School of Idaho employs appropriately certified teachers and is committed to recruiting, developing, and retaining highly effective staff members who are equipped to serve an at-risk alternative education population. The school provides comprehensive onboarding and mentoring for new teachers, ongoing administrator support, access to professional development opportunities, and collaboration through professional learning communities (PLCs), department meetings, and instructional teams. Teacher support is provided through formal evaluations, informal observations, coaching conversations, instructional leadership, professional development opportunities, and collaborative problem-solving focused on student achievement and graduation outcomes. School leadership works to develop internal leadership capacity by providing opportunities for teachers to serve as department leaders, committee members, mentors, and instructional leaders. The school benefits from a stable leadership team with many administrators having previous experience as teachers within the organization. This continuity supports consistent implementation of school initiatives and provides opportunities for teachers to advance professionally while remaining within the organization. Barriers/Challenges Alternative school teachers serve students with diverse academic, behavioral, social-emotional, and engagement needs, requiring specialized skills and significant flexibility. Supporting students who are credit deficient, chronically disengaged, or experiencing significant external barriers can create additional demands on staff. As with many schools, workforce competition and educator shortages may impact recruitment efforts.

	Virtual instruction requires teachers to develop expertise in online engagement strategies, relationship building, and individualized student support. Opportunities for Growth Expand opportunities for teacher leadership, career advancement, and participation in school improvement initiatives. Continue utilizing professional development, tuition reimbursement, and leadership development opportunities to support staff growth and retention. Continue building internal leadership capacity by developing future department leaders, instructional leaders, and administrators. Use staff feedback, retention data, and exit information to identify trends and opportunities for improving employee satisfaction and retention. Maintain a focus on staff wellness, collaboration, and professional support to ensure teachers are equipped to meet the complex needs of Insight students.
Climate / Culture	Current Reality Insight School of Idaho maintains a student-centered culture focused on supporting the unique academic, social-emotional, and graduation needs of at-risk students. Although the school operates in a virtual environment, staff intentionally create welcoming and supportive learning spaces through live classes, individual student interactions, school assemblies, counseling services, and schoolwide activities. Students are encouraged to build connections with teachers, counselors, and peers, fostering a sense of belonging and engagement in the school community. Staff members work collaboratively to support student success and share responsibility for improving student outcomes. Teachers, counselors, and administrators regularly communicate regarding student progress, attendance, engagement, credit attainment, and intervention needs. Through PLCs, staff meetings, Care Team processes, and ongoing collaboration, staff learn from one another and work collectively to address barriers impacting student achievement and graduation. School personnel demonstrate a strong commitment to the school's mission and recognize the important role they play in helping students overcome challenges and achieve educational success. Relationships between staff and students are a significant strength of the school, particularly given the needs of the alternative school population. Trust and collaboration among staff members contribute to a positive professional culture focused on continuous improvement and student success. Communication with families occurs regularly through teacher outreach, counselor contacts, school communications, conferences, and intervention efforts designed to support student engagement and persistence toward graduation. Barriers/Challenges Many students enroll after experiencing previous academic struggles, disengagement, mobility, bullying, mental health concerns, or other

	barriers that can affect trust and school connectedness. Student attendance and participation can fluctuate due to employment responsibilities, family obligations, parenting responsibilities, transportation issues, or other external circumstances. Developing a strong sense of school community among students who may have limited opportunities for in-person interaction requires ongoing effort and intentional relationship-building. Opportunities for Growth Continue strengthening relationships between students and staff through proactive outreach, mentoring, and individualized support. Increase efforts to build a strong sense of community and belonging within the virtual learning environment. Continue fostering collaboration and shared responsibility among staff for student success and graduation outcomes. Strengthen family engagement through regular communication and partnership in supporting student achievement and persistence. Utilize climate, engagement, attendance, and graduation data to identify areas for continuous improvement and inform school culture initiatives. Continue promoting a culture in which students and staff feel valued, supported, respected, and connected to the school's mission of helping students achieve academic success and earn a high school diploma.
Graduation Rate	Current Reality Improving graduation outcomes is the primary focus of Insight School of Idaho's CSI-Grad efforts. The school maintains systems to monitor student progress toward graduation through PowerSchool graduation plans, credit attainment reports, course completion data, attendance information, and student engagement metrics. Counselors, administrators, teachers, and support staff collaborate to identify students who may be off track for graduation and implement interventions designed to improve persistence and credit accumulation. Each student has an individualized graduation plan that is regularly reviewed and monitored. Counselors work closely with students throughout their enrollment to evaluate graduation requirements, monitor credit attainment, and adjust plans as needed. Student progress toward graduation is discussed through ongoing student and family communication, counseling contacts, and academic planning conferences. Insight utilizes a block and quarter-based schedule that allows students additional opportunities to earn credits throughout the school year. The school offers a variety of credit recovery options, flexible scheduling opportunities, summer school, and individualized pathways designed to help students recover lost credits and remain on track toward graduation. School staff regularly monitor course completion and credit accumulation to ensure students receive timely support when concerns arise. The school also maintains a graduation rate tracking process to review cohort data, verify student outcomes, identify missing documentation, and ensure accurate reporting. School leadership works collaboratively to review exit information, obtain supporting documentation when students

	transfer, and submit graduation rate appeals when appropriate. Barriers/Challenges Many students enroll significantly credit deficient and require substantial credit recovery to reach graduation requirements. Student mobility, late enrollment, and interrupted educational experiences can negatively impact cohort graduation outcomes. Attendance and engagement challenges may reduce the rate at which students earn credits and complete graduation requirements. Students often face external barriers, including employment obligations, parenting responsibilities, social-emotional challenges, mental health concerns, housing instability, and other life circumstances that affect persistence. Alternative education students may require extended time and intensive supports to complete graduation requirements. Opportunities for Growth Continue strengthening early warning systems that identify students at risk of falling behind in credit attainment or graduation requirements. Increase the frequency and consistency of graduation progress reviews for students identified as off track. Further utilize credit attainment, attendance, engagement, and course completion data to drive intervention efforts. Continue strengthening collaboration among counselors, teachers, and administrators to provide coordinated graduation-focused interventions. Continue refining graduation tracking and appeals processes to ensure accurate cohort reporting and accountability data. Evaluate the effectiveness of existing credit recovery and student support programs to identify strategies that further improve graduation outcomes.
Absenteeism	Current Reality Insight School of Idaho recognizes that regular attendance and engagement are critical factors in student success, credit attainment, and graduation. Because the school serves an at-risk alternative education population, attendance interventions are designed to be proactive, supportive, and informative rather than punitive. Students and families receive ongoing communication regarding the importance of attendance, participation in live instruction, course engagement, and consistent academic progress. Attendance expectations are discussed during enrollment and orientation and reinforced throughout the school year through school communications, counselor outreach, teacher contact, and student support efforts. The school utilizes multiple measures to monitor attendance and engagement, including participation in live instructional sessions, course activity, assignment completion, communication records, and other engagement indicators. Teachers, counselors, administrators, and the Student Attendance Specialist regularly review attendance and engagement data to identify students demonstrating chronic absenteeism or declining participation. Students identified as at risk receive additional outreach and intervention to address concerns before attendance issues significantly impact academic progress and graduation outcomes.

Attendance data is reviewed frequently, and interventions are tailored to individual student circumstances whenever possible. Collaboration among teachers, counselors, the Student Attendance Specialist, administrators, students, and families allows the school to address attendance concerns through a coordinated support system.

Barriers/Challenges

Insight serves students who qualify for enrollment due to at-risk factors, many of which directly impact school attendance and engagement.
Students may experience mental health challenges, anxiety, depression, social-emotional concerns, or previous negative school experiences that affect participation.
Some students balance significant responsibilities outside of school, including employment, parenting, caregiving, or supporting their families financially.
Students who are academically behind or significantly credit deficient may become discouraged and disengage from school.
Family instability, housing concerns, transportation issues related to required activities, health concerns, and other personal circumstances may affect consistent participation.
Student mobility and interrupted educational histories can make it difficult to establish consistent attendance habits.

Opportunities for Growth

Continue strengthening early identification systems to recognize attendance concerns before students become chronically absent.
Expand proactive outreach and relationship-building efforts to improve student connectedness and engagement.
Strengthen collaboration among teachers, counselors, administrators, the Student Attendance Specialist, students, and families to address barriers impacting attendance.
Continue utilizing individualized attendance interventions that address the root causes of absenteeism rather than relying on punitive measures.
Improve student goal-setting and progress-monitoring processes to help students understand the connection between attendance, credit attainment, and graduation.
Evaluate attendance intervention strategies regularly to identify practices that most effectively improve engagement, persistence, and graduation outcomes.

Other

Current Reality

Insight School of Idaho (ISID) is a statewide virtual alternative high school operating under the Idaho Virtual Academy LEA. The school serves students from communities throughout Idaho and provides an alternative pathway to graduation for students who meet state at-risk enrollment criteria. Many students enroll after experiencing academic difficulties, credit deficiencies, interrupted educational experiences, chronic absenteeism, social-emotional challenges, or other barriers that have placed them at risk of not graduating.

As a virtual alternative school, ISID serves a highly mobile student

population and accepts students throughout the school year at designated enrollment points. Many students enroll significantly behind in credits and require individualized graduation plans, targeted interventions, and intensive support to successfully complete graduation requirements. For many students, ISID represents a critical opportunity to remain connected to school and earn a high school diploma.

The school continues to serve a diverse student population, including students with disabilities, economically disadvantaged students, students experiencing academic skill gaps, and students requiring flexible scheduling options due to employment, parenting responsibilities, health concerns, or other life circumstances. These characteristics influence academic achievement, attendance, engagement, credit attainment, and graduation outcomes and must be considered when developing and implementing school improvement strategies.

ISID benefits from experienced staff members who are committed to supporting at-risk students and improving graduation outcomes. Strong collaboration among teachers, counselors, administrators, and support staff allows the school to provide individualized supports that address both academic and non-academic barriers to student success. The school maintains a clear focus on graduation improvement through data analysis, intervention systems, credit recovery opportunities, attendance supports, and ongoing monitoring of student progress.

Barriers/Challenges

High student mobility and frequent mid-year enrollments can impact graduation rate calculations and intervention effectiveness.
Many students enter the school significantly behind in credits and require accelerated pathways toward graduation.
Students often face multiple barriers outside of school that affect academic performance, attendance, and persistence.
Alternative school populations typically require extensive individualized support and intervention to achieve graduation goals.
Accountability measures may not fully reflect the complexity of serving students who arrive with substantial academic deficits or previous disengagement from school.

Opportunities for Growth

Continue strengthening systems that support credit attainment, attendance, engagement, and graduation readiness.
Continue refining data analysis processes to identify barriers and measure the impact of interventions.
Strengthen partnerships among staff, students, and families to support persistence through graduation.
Continue evaluating and implementing evidence-based practices that improve outcomes for alternative education students.
Build upon the school's strong culture of collaboration and commitment to student success to further improve graduation outcomes and support continuous school improvement.

Plan Components

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

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

Prioritized Needs

Need 1

Area of Improvement: Graduation Rate

SMART Goal: *250 characters max*

By the 2027 cohort, ISID's four-year graduation rate will increase 10 percentage points above the 2025 cohort graduation rate of 36.0% to 46.0%.

☐ Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?* **List each strategy in a separate row**	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*
1-1	**Strategy Category:** Data-Driven Decision Making **Strategy:** Graduation Cohort Tracking Team The Graduation Cohort Tracking Team will meet regularly throughout the school year to review graduation cohort reports, identify missing students, verify transfer documentation, obtain required records, review exit coding, and submit graduation rate appeals when appropriate.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Idaho's Cohort Graduation Rate Business Rules require a cohort tracking, transfer verification, and documentation to ensure valid graduation rate calculations. The Graduat Tracking Team supports implementation of these eviden accountability practices. Idaho SDE Cohort Graduation Rate Business Rules (202 https://apps2.sde.idaho.gov/CohortGradPreview/Content Grad-Rate-Business-Rules-2026.pdf
1-2	**Strategy Category:** Interventions / Credit Recovery **Strategy:** By offering a block schedule and summer school, students have the opportunity to earn more credits than in a traditional high school schedule.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Research supported by the Institute of Education Science demonstrates that credit recovery programs are an establ strategy for helping students recover credits, remain on t toward graduation, and improve graduation outcomes. IES: Assessing the Efficacy of Online Credit Recovery o Student Learning and High School Graduation: https://ies.ed.gov/use-work/awards/assessing-efficacy-or credit-recovery-student-learning-and-high-school-gradua AIR Research Brief: Online Credit Recovery: Progress T High School Graduation:

	1-3	**Strategy Category:** Interventions / Credit Recovery **Strategy:** Early Identification and Intervention for Student Engagement Staff will utilize attendance reports, course participation data, assignment completion data, counselor referrals, and Care Team processes to identify students demonstrating signs of disengagement. Students will receive individualized attendance and engagement supports, including counselor outreach, teacher intervention, attendance support plans, and family communication.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Research supports the use of attendance and engagement warning systems, family outreach, mentoring, and individ interventions to reduce chronic absenteeism and strengthe student engagement. IES Chronic Absenteeism Resources: https://nces.ed.gov work/supporting-recovery-with-evidence-based-practices/chronic-absenteeism University of Oregon HEDCO Institute, Promising Appr for Reducing Chronic Absenteeism (2026): https://hedcoinstitute.uoregon.edu/reports/chronic-absen Attendance Works Evidence-Based Solutions: https://www.attendanceworks.org/research/evidence-bas solutions/ https://www.air.org/sites/default/files/2024-05/24-24856 Brief9-DistalOutcomes-240416-ed050824_fmt_final.pdf

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.

ISID serves a highly mobile, at-risk student population that often requires intensive academic, attendance, and engagement supports. The expiration of the Stronger Connections Grant resulted in the loss of student support coach positions that provided additional individualized outreach and engagement support to students. Limited staffing resources can impact the school's ability to provide intensive interventions to all students requiring additional support.

3. Where will this improvement plan be publicly available?

https://idva.k12.com/about-our-school/school-information/

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

The CSI-Grad Leadership Team will review progress toward each SMART goal quarterly using graduation rate, credit attainment, attendance, engagement, and course completion data. The team will evaluate implementation fidelity and student outcomes and make adjustments to interventions as needed. Effectiveness will be measured through improvements in graduation rate, credit attainment, student engagement, and persistence indicators.

Upload Files

Files

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.