INSIGHT SCHOOL OF IDAHO (1302)
Submitted by: kedginton@k12.com at 6/1/2023 9:57:42 AM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community,

teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include:

tribes and tribal organizations, specialized instructional support personnel, technical assistance

providers, school staff, students (Secondary Schools).

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

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

Needs Assessment

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
School and Community	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 and at the beginning of each block. Insight enrollment is between about 250 and 280 students. SWD population has ranged between 12% and 15% over the last several years and exceeds the state average. Low-income population varies and averages about 50-60%. Our 6-12 Principal leads IDVA and ISID. We have two dedicated ISID Counselors and 6 dedicated ISID teachers. Our Board has been stable for the last several years. Three of our Board Directors are IDVA parents.
Academic Achievement	ISID is authorized by the Idaho Public Charter School Commission and is held accountable to the alternative program academic framework. In our 2022 Annual Report, ISID Met Standard in Math Proficiency and Exceeded Standard in ELA. ISID's Math and ELA proficiency were both above the comparison group average. Additionally, ISID's Math and ELA Content Mastery percentages were both above all IPCSC Alt School's 2-year average, and ISID's Progress Towards Graduation was also higher than the average for all IPCSC Alt schools.
Student Learning Needs	We work hard to grow all students academically every year. That being said, as a virtual school, we have a highly mobile population. Additionally, students enrolling with ISID must meet state at-risk requirements. This means students may have their own children, they may be underage and on their own, they may have serious mental health issues, they may have substance abuse issues, and more. Students enrolling in ISID are, likely, going to be under-credited and, otherwise, academically behind. From the beginning, our counselors work with students to

	develop a graduation plan, and they maintain contact at least quarterly to monitor progress. ISID operates on a block 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. We analyze state assessment data to identify and track achievement from year to year. We conduct Beginning of Year, Mid-Year, and End of Year benchmark assessments using the ISAT system of assessment to help us identify students in need of intervention as early as possible. We have implemented supports for students including required new student orientation, an additional counselor, and summer school.
Core Curriculum	through Cognia. For more information, copy and paste this link into your browser: https://www.k12.com/about-k12/accreditation.html Students work with a Learning Coach (usually a parent/guardian or grandparent) at home to complete daily lessons. Students attend live classes regularly. Students identified for academic intervention in ELA or Math are required to attend targeted, small group live classes with their certified teachers in addition to their regular classes. Fidelity is monitored through the Online Middle/High School (OMHS) and student trackers. Teachers and administrators regularly monitor student progress, grades, assessment, performance, and attendance using these tools. When a student shows signs of disengagement, teachers intervene quickly.
Core Instruction	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 supplemental programs such as IXL and Mindplay, 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 instruction based on their individual education plans. This instruction often includes participation in small group targeted instruction.
Alignment of teaching and Learning	The Danielson rubric sets the expectations. Priority standards dictate curriculum focus, and students take interim assessments according to a quarterly schedule. ISID teachers

	work in Professional Learning Communities (PLCs) as defined by DuFour. PLCs meet to analyze data and determine instructional levels at the beginning of the year, at the end of each instructional cycle, and the end of the year. PLCs meet bi-weekly throughout the instructional cycle. Teachers are assigned to an Instructional Coach and work with the coach depending on individual need. To what extent do students in the same grade/subject area receive a consistent learning experience? Administration and/or Instructional Coaches conduct asynchronous reviews of all teachers' courses and provide feedback and support to help with consistency. Teachers have engaged in grading calibration training, and live classes are observed informally at least twice a month and formally at least twice a year by Instructional Coaches and the Principal. To what extent do content teachers from different grades collaborate about teaching and learning progressions across grade levels? PLCs are organized into Math, ELA, Social Studies, & Science and include teachers across grade levels.
Universal Screening	Are all students screened to identify who needs additional support? Yes Is there Kindergarten screening? NA How often are students screened and when? At the beginning of the year, mid-year, and end of year. Additionally, we administer interim assessments during the year. What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) ISAT comprehensive system of assessment. Do the tools have defined cut scores for determining who is at risk? Yes Are different/additional measures used to identify students who are English Learners and not achieving academically? We use the same screening tools for ELs. We do administer W-APT for EL screening and Access 2.0 for identified ELs. Students who are socially at risk and not achieving? No different screeners are used. Are there clear decision rules for determining accuracy of decisions? Yes, we have developed specific Instructional Level Criteria. How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly?

We look at past data to determine a reasonable percentage of students who should be identified for academic intervention and compare this to initial identification. If identification is low, we re-look at the data and raise the bar for identification.

How is the information documented? How is it shared with teachers, families, school Leadership Team? We use spreadsheets to house the data and then upload instructional levels into our student management system. Our trackers contain this information, and teachers and administrators (including the leadership team) access these regularly to monitor students. We share individual student results with their parents/guardians and overall results at our annual Back to School Parent Meeting and at the End of the Year Parent Meeting and also with the IDVA School Board.

What are the follow-up procedures? We follow our Targeted Instruction Accountability Plan.
• Teachers monitor tracker two times per week and follow up
• Principal and Director of Academics monitor tracker weekly (targeted sessions, correct labeling, group sizes, cc attendance, teacher follow up)
• Principal/Teacher will conference to review starting data and to group and assign students at the start of the school year.
• Principal/Teacher data conference at completion of instructional cycle (focus on observation results, power standards, interim results, planning for next instructional cycle)
• Principal/Director of Academics bi-weekly data conference

| Tiered Instruction and Academic Interventions | In what areas are academic interventions provided? ELA and Math
How often? 3-4 times per week
To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? Tiered interventions are driven by the priority standards.
How are tiered interventions coordinated to support student progress in core instruction? Interventions are aligned with grade level priority standards delivered in the curriculum. Instruction is skill based with targeted learning levels. Are the interventions pull-out or push-in? Pull-out What is the size of the groups? 5-25
What evidence-based programs and instructional practices are used for interventions? In ELA? In math?
Interventions in Math and ELA utilize the core curriculum and priority standards in small, focused groups. Additionally, we are utilizing supplemental programs such as IXL and Aleks for our Tier 3 students.
In the fall, benchmark data and parent and teacher input is analyzed to determine each student's academic level. Students are grouped by skill level and assigned to live |

classes within the school day. Individual student progress is monitored throughout the instructional cycle through exit tickets, and an interim assessment is conducted at the end of the cycle. Data is analyzed, parent and teacher input is considered, and students are re-grouped according to skill level. Teachers work individually and in regular Professional Learning Communities to analyze and react to data continually throughout each instructional cycle.

To what extent do these programs demonstrate efficacy with target populations? Our graduation rate has steadily increased since the federal calculation was introduced. It was 25.5% in 2019 and 37.2% in 2022. Additionally, our 5-year graduation rate increased to 47.3% for the 2021 cohort.

How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? We follow federal and state regulations to screen for English Language Learners and Migrant students and serve them. We translate documents, and we engage interpreters. We have an EL Coordinator and an EL Teacher. EL students have separate EL classes with their teacher.

How is explicit instruction used? Instruction is skill based, and students are active participants in the learning process. The teacher informally assesses during the lesson to check for understanding and utilizes exit tickets at the end of the lesson.

Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? Teachers

If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? NA

How is progress monitored? What tool is used? How often does progress monitoring take place? Progress is monitored during the lesson through teacher created informal assessment, at the end of the lesson through teacher created exit tickets, at the end of each instructional cycle through SBAC interim assessments, and through state assessments at the end of the school year. Additionally, we monitor progress through beginning, mid-, and end of year benchmark assessments.

What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? Instructional changes are made by an academic team may include teachers, parents, administrators, and counselors. The team reviews student academic performance, including grades, engagement, and assessments.

Who participates in the process? Students, teachers, and administration participate.

Which students receive progress monitoring? All students participate in interim assessments. Students identified for academic intervention participate in progress monitoring within the instructional cycle.

IDVA Intervention Plan

Tier One (80%): 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 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 or math that has established known outcomes that cut across the skill development of the targeted area. (this would be all children in a teacher's LMS classroom).

Tier Two (15%): consists of children who fall below the expected levels of accomplishment (called benchmarks) and are at some risk for academic failure but who are still above levels considered to indicate a high risk for 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 is (which would be all children in a teacher's LMS classroom).

http://www.rtinetwork.org/learn/what/whatisrti

*Note: The percentage of students in need of Tier 2 intervention will vary year to year and school to school. We have found the need to be higher in our virtual school due to various factors. We will analyze data to identify all students in need of academic intervention.

Student Identification

Teachers will receive student ISAT scores, IRI scores, benchmark assessment and other assessment data, prior course placement/grades at the start of the school and start of each cohort. Teachers will identify students for intervention using the following criteria:

• Students scoring below basic and basic on the ISAT (3rd -10th grades)

o Review each claim

• Students not proficient on benchmark assessments

• Students working below grade level

• Students earning C's, D's, and F's in previous courses

• Parent input

Communication to Families

Students and Learning Coaches will receive an email and/or call with intervention information. This email will also be documented in TotalView notes.

Instructional Levels

Student TV Action instructional levels (Below Basic, Basic, Proficient, or Advanced)

Below Basic Criteria:

• If a student is in below grade level Math or ELA course =

Below Basic
• If a student is in Mark12 Reading = Below Basic
• If a student scores a 1 on the ISAT = Below Basic
• If a student scores a 1 on the benchmark = Below Basic
• Judgement call by admin team based on:
o Attendance, current readiness, IA scores, qualitative feedback from teachers, FAST and LC
Basic Criteria:
• If a student scores a 2 on the ISAT = Basic
• If a student scores a 2 on the benchmark = Basic
• Not on track according to HS credits
• All new students
• Judgement call by admin team based on:
o Attendance, current readiness, IA scores, qualitative feedback from teachers and parent
Proficient Criteria:
• If a student scores a 3 or 4 on the ISAT = Proficient
• If a student scores a 3 on the benchmark = Proficient
• Judgement call by admin team based on:
o Attendance, current readiness, IA scores, qualitative feedback from teachers and parent
Advanced Criteria:
• If a student scores a 4 on the ISAT = Advanced
• If a student scores in the 95% or above on the benchmark = Advanced
• If student is identified for the gifted and talented program and/or Fast Forward
• Judgement call by admin team based on:
o Attendance, current readiness, IA scores, qualitative feedback from teachers and parent
Live Intervention Expectations
• Take Attendance
• Post and discuss standards and objectives
• Celebrate
• Please post on first slide of all class connects
• SOLO guides lesson planning
• Exit Ticket/Check for Understanding
• Follow up with students who are not in class and document in TVS notes
• All class connect sessions will be recorded for learning purposes. Learning purposes include: a lesson review for students who are absent, students who want to review for a test, etc. and will be distributed for learning purposes.

Intervention Tracking
Students will be tracked by teachers and using bi-weekly academic trackers.
Students not engaged in curriculum and/or attending class who aren't responding to teacher support will receive additional support from the Graduation Coach.
Teachers will track Class Connect attendance and refer to

Master Teacher

Progress Monitoring
• Interim Assessments
• Exit Tickets
• Classroom formative assessment Accountability
Live Class Connect Attendance: Students are required to participate and attend a minimum of 70% of all assigned/required live class connect sessions. Participating and engaging in live class connects and connecting with highly qualified teachers is essential to achieving academic success. Students are assigned to a Counselor and Graduation Coach who closely monitor attendance, communicate early, and work with students to improve engagement/attendance.
Documentation
• Math and ELA tracking spreadsheets will be located in Sharepoint
• Intervention email will be documented in Totalview Notes.
Data Conference
• Aligned to instructional cycles

Learning Time	What is the school schedule? ISID has a standard school calendar with 8 blocks. Students are expected to attend assigned classes Monday through Friday at various designated times between 8 am and 4 pm and can complete daily coursework at any time during the day as long as they turn assignments in by due dates and stay in line with expected progress. Does it need to be adjusted? (start/end time, four day/five day, number of days per year) No Is there a master schedule that includes intervention and extension? Yes Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Yes, students identified for academic intervention are assigned to live small group targeted instruction classes. Credit recovery courses and summer school are available and encouraged. Are there extended learning opportunities to provide access to a well-rounded education? The curriculum includes a plethora of lesson extensions and opportunities, including opportunities for certifications and career courses. Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? Yes, the curriculum includes lesson extensions. Additionally, we have Advanced Opportunities (AP and Dual Credit) through IDVA. If so, how is it built into the daily/weekly schedule? (How many

minutes and how many times per week? In what content areas?) Advanced Opportunities students take overload, AP, and/or DC classes as part of their regular daily and weekly schedule.

How will it be determined who will participate in extended learning time? Every Learning Coach and student has the opportunity to participate in extended learning time with every lesson they complete. Students are provided information on the state's Advanced Opportunities program and, if interested, sign up to join. Counselors work with High School students to enroll in AP and/or DC courses.

Will all students who participate in extended learning time also have daily access to grade-level content standards? Yes

How will staff know that the extended learning time is enough? Students will make academic progress, including middle school students earning high school credit and high school students earning college credit.

Is summer school part of the intervention process? We provide credit recovery summer school for students.

Non-Academic Student Needs	What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?
	ISID has a Student Support Services department consisting of our Counseling Administrator, 2 ISID Counselors, an IDVA College and Career Advisor (funded through state College and Career Mentoring and Student Advising funds), and a 504 Coordinator (funded through Title IV-A). We also have a Community Engagement Specialist (CES). Our CES manages new student orientation, school events, and is working to develop a strong Learning Coach community.
	Social-emotional learning and college and career readiness are highly embedded components of our school, particularly at the secondary level. Social-emotional supports are provided by the Counseling Department. Interventions are developed in response to an annual student assessment that seeks to understand the academic and social-emotional needs of students in 8-12 grades. Based upon the assessment analysis, the counselors and social worker develop a school year intervention calendar to address the items of highest need. Current programing includes a weekly Counselors Connect virtual session, counselor office hours, and classroom social-emotional learning mini-lessons. Interventions have also included topic-specific group sessions and school newsletter articles. Moreover, throughout the school year, as situations requiring social-emotional support arise, counselors implement responsive services.
	Insofar as college and career readiness, our school provides a wealth of intentional, customized supports. The school College & Career Advisor hosts student workshops on various topics,

	such as FASFA and career exploration. The Advisor conducts career professional interviews, soliciting questions from students to be asked of a professional in a recorded interview; recordings are featured in the school newsletter and the college and career newsletter. Additionally, this Advisor maintains and publishes a virtual newsletter of scholarships, in addition to maintaining a college and career center website. She also provides individual support to students, including navigating the college enrollment process. Moreover, our school actively promotes the State of Idaho's Advanced Opportunities program. Additionally, the school counselors and student advisors provide individual academic and graduation planning for all 9-12 students. Students engage in quarterly individual conferences with their school counselor to review graduation progress, transcript, and engage in a post-high school planning discussion.
Well-rounded Education	Well-rounded education is defined as "Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))" How does your school address well-rounded education? IDVA offers a robust selection of courses leveraging the Stride curriculum (see www.k12.com for more detail). We work with 8th graders to develop a four year plan and then utilize Powerschool to develop individual graduation plans for every high school student. Counselors and graduation coaches hold quarterly graduation planning conferences with individual students.
Additional Opportunities For Learning	If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)? Our College and Career Advisor, Principal, and Teachers work with students and their parents to inform them of the state's Advanced Opportunities program. ISID course offerings include opportunities to earn certifications and career technical opportunities.
School Transitions	If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school? NA

Professional Development	What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade levels and subject areas? 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. Teachers have received PD through PLC Institutes, including PD on using data to improve instruction and to align curriculum and teaching and learning progressions across grade levels and subject areas. We have a PD Committee comprised of teachers and student support services representatives who review data, conduct needs assessments, and develop PD for staff based on needs. 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 meet may 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? Job descriptions Is there an instructional coach (or similar position)? Yes. How are professional development decisions made? Who is involved? 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. 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.
Family and Community Engagement	Do you have a district policy and school plan in place? Yes How often are these reviewed? Our Parent Involvement Policy and School-Parent Compact are reviewed and updated every few years by our Parent Advisory Council. Our last review and update was completed during the 16/17 school year. To what extent are strategies for involving families in students' education included? These strategies are included to a very high extent. IDVA parents are among the most involved parents around! They act as Learning Coaches for their students on a daily basis and team with teachers to promote student success. What strategies, such as family literacy services, are used to increase family and community engagement? IDVA facilitates parental involvement in many ways. Some examples are: • Learning Coach guides the student through the curriculum on a daily basis • Orientation • Parent Advisory Committee • Back to School Parent Meeting • End of Year Parent Meeting

	• Regular Family Pulse Check Surveys and follow up • Progress Reports/Report Cards • Teachers communicate progress/grades through email • Conferences • Teachers monitor progress and grades and contact families • OLS/LMS progress and gradebooks • Parent Involvement Policy • IDVA School-Parent Compact What is the process for disseminating the plan annually? The Executive Director disseminates the plan and compact via email after the annual Back to School meeting.
Recruitment and Retention of Effective 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.
Coordination and Integration With Other Programs	If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities. NA

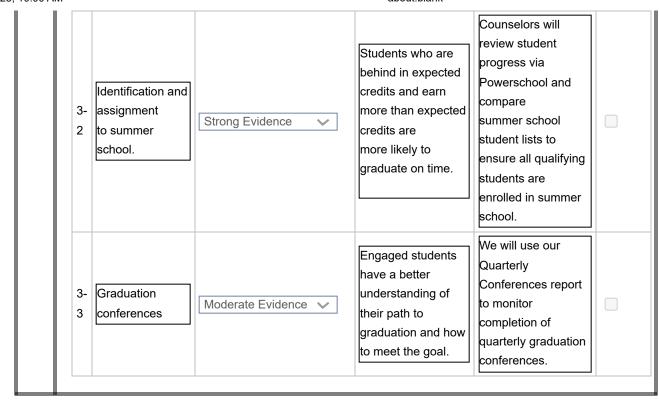## Plan Components

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

Need Description: **SMART Goal:**

Need 1	Find missing students and appeal	IDVA will reduce the percentage of withdrawn missing students to 10% or less by the end of the 2023 appeals window (Baseline: 55.76% spring 2023. This includes both IDVA and ISID missing students.)	Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	School-based tracking team	Strong Evidence ⌄	IDVA put this team into place in 2014. The team's identification of missing students has allowed us to secure documentation for graduation rate appeals. Our graduation rate has steadily improved each year in large part due to this team's work.	The tracking team meets regularly throughout the school year. The Executive Director reviews the tracking list and keeps a goal chart showing the percentage of missing students on the list. Decreases in the percentage are celebrated.	☐

Need 2

Need Description:

New ISID 9th graders need to start off strong and earn the appropriate number of credits in the first term.	**SMART Goal:** 72% of 9th grade students who start the school year or fall cohort with ISID will earn the expected 6 credits by the end of first semester. (Baseline: In 20/21, we had 55% of VHS 9th graders who started the year with IDVA earning 6 credits by the end of semester 1. In 21/22, we had 70%.)	Remove

Evidence-Based Interventions: Discussion Topics

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

| 2-1 | Stay on track with credits each term | Strong Evidence ⌄ | Students who fall behind in credits are more likely to not graduate on time. | Teachers, administrators, and counselors will monitor student's courses throughout the term and intervene early when a student is in danger of not passing a course. If student does not respond, back on track plans will be developed by the team. Counselors will review student credits at the end of each term and assign in-year or summer school credit recovery as soon as deficits are identified. Administrators will monitor course grades and engagement through the academic tracker and monitor credit deficits through Powerschool. We will compare the percentage of students who stay on track with their credits from year to year and watch for improvements. | ☐ |

Need 3

Need Description:

Students behind in credits need to earn more than expected credits each school year.

SMART Goal:

37.8% of students who start the year with ISID will exceed expected credits earned by 3 or more. (Baseline: For 21/22 34.8% of ISID students who were enrolled at the beginning of the school year and still enrolled at year end exceeded expected by 3+ credits.)

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy *Please include a detailed description of who is going to do what, where, when and people involved.*	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
3-1	In-year credit recovery	Strong Evidence ⌄	Students who fall behind in credits are more likely to not graduate on time.	Credit analysis reports will be created after each term. Administration and counselors will review and analyze the data.	☐

3-2	Identification and assignment to summer school.	Strong Evidence ⌄	Students who are behind in expected credits and earn more than expected credits are more likely to graduate on time.	Counselors will review student progress via Powerschool and compare summer school student lists to ensure all qualifying students are enrolled in summer school.	☐
3-3	Graduation conferences	Moderate Evidence ⌄	Engaged students have a better understanding of their path to graduation and how to meet the goal.	We will use our Quarterly Conferences report to monitor completion of quarterly graduation conferences.	☐

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

Counseling staff is limited, a nd it takes time to meet individually with students.

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

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

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

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

The CSI Grad Leadership Team will monitor progress at regular meetings and will evaluate for effectiveness. As our graduation rate continues to increase, we will know our strategies are having a positive impact.

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.

Submitted by: kedginton@k12.com at 6/1/2023 9:57:42 AM