iSUCCEED VIRTUAL HIGH SCHOOL (0654)
Submitted by: kallison@isucceedvhs.net at 1/8/2026 3:47:31 PM
Approved by: pdalrymple@edu.id at 1/8/2026 4:26:41 PM

Note: All tabs must be activated before they will print

SWIP Purpose

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

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

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Katie Allison	Executive Director	kallison@isucceedvhs.net	☐
Richard Henderson	Director of Special Populations and Federal Programs	rhenderson@isucceedvhs.net	☐
Clayton Trehal	Principal	ctrehal@isucceedvhs.net	☐
Tara Downs	Vice Principal - iSucceed Middle School and Title I/IV Coordination	tdowns@isucceedvhs.net	☐
Holly Mortimer	Vice Principal - iSucceed High School and Professional Development	hmortimer@isucceedvhs.net	☐
Ginny Carroll	Dean of Data and Instructional Support + Science Department Chair - School Leadership Team	gcarroll@isucceedvhs.net	☐
Becca Little	English Department Chair - School Leadership Team	blittle@isucceedvhs.net	☐

Dawn Bird	Math Department Chair - School Leadership Team	dbird@isucceedvhs.net	☐
Craig Naylor	Social Studies Department Chair - School Leadership Team	cnaylor@isucceedvhs.net	☐
Abby Moore	Elective Department Chair- School Leadership Team	amoore@isucceedvhs.net	☐
Molly Rich	Academic Counselor HS - School Leadership Team	mrich@isucceedvhs.net	☐
Crystal Sistoni	Academic Counselor HS - School Leadership Team	csistoni@isucceedvhs.net	☐
Karen Lesh	Academic Counselor HS - School Leadership Team	klesh@isucceedvhs.net	☐
Kristie Robertson	Counseling Department Chair + Academic Counselor HS - School Leadership Team	krobertson@isucceedvhs.net	☐
Savanna Williams	Academic Counselor HS - School Leadership Team	swilliams1@isucceedvhs.net	☐
Angie Hurst	Academic Counselor HS - School Leadership Team - College and Career/Future Ready Coordinator	ahurn@isucceedvhs.net	☐
Melissa Roper	Academic Advisor MS - School Leadership Team	mroper@isucceedvhs.net	☐
Melissa Price	Operations Manager As needed for data pull enrollment operations and technical service discussions	mprice@isucceedvhs.net	☐
iSucceed Parents	Annual parent meeting and end of year survey End of Term surveys	kallison@isucceedvhs.net	☐
iSucceed Students	End of year survey End of Term surveys	kallison@isucceedvhs.net	☐

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	Collaboration and shared leadership are central to how the school operates, and this is reflected most clearly in the work of the School Leadership Team (SLT). In place since the 2013–2014 school year, the SLT meets consistently every other week, and meetings rarely get canceled. Its steady cadence ensures that discussion, planning, and problem-solving remain continuous rather than reactive. The team includes academic department heads, counselors, Director of Special Populations and Federal Programs, operations staff as needed, the vice principals, the principal, and the executive director. District leadership also attends most meetings, contributing compliance expertise and helping align school-level decisions with district and state expectations.

The SLT functions as a genuinely collaborative body. The meeting agenda is a standing, shared document, and any member of the team can add items at any time. Hosting, note-taking, and agenda distribution rotate across team members, reinforcing collective ownership rather than top-down direction. When topics require decisions, the team works through concerns openly, addressing objections and brainstorming solutions until consensus is reached. If a topic requires specialized expertise, additional staff are invited to join the conversation, ensuring decisions are informed by those closest to the work.

Decision-making is grounded in systematic review of data. The team analyzes student performance, engagement, and completion trends quarterly, mid-year, and annually. These data sets—combined with quality standards, online learning best practices, and information from external resources—guide decisions about programming, staffing, interventions, and operational adjustments. Examples of data-driven changes implemented this year include adding an additional high school counselor and transitioning from AVID to Future Ready programming to better support students' college and career readiness. The SLT also created new Lead Instructional Coach positions in both the high school and Academy programs. These coaches work closely with administrators, the dean of data and academic support, and department chairs to analyze course-level data and develop targeted interventions that improve student achievement.

Interventions themselves have also become more focused and intentional. Students approaching graduation now receive academic intervention as many as eight times throughout the year—on top of the school's regular intervention protocols—to ensure they stay on track. These decisions reflect the school's commitment to building systems that meet students where they are and respond to real, evolving needs.

Once decisions are made, communication is clear and inclusive. SLT notes are relayed via department chairs, keeping the entire faculty informed of ongoing discussions and plans. Administrators communicate major decisions to families and board members, and SLT members often share updates directly with their departments. Additionally, the annual parent meeting is structured around the Title I schoolwide focus, a direction determined collaboratively by the SLT. Overall, the frequency and reliability of SLT meetings, the open and structured decision-making process, and the use of formative and summative data ensure that the school's systems continue to improve. These practices create a culture where decisions are well-informed, collaborative, and clearly communicated—strengthening the school's ability to support students, staff, and the broader community.

| Academic Achievement | Over the past year, our assessment cycle at iSucceed Virtual High School has continued to shape how we understand student learning, engagement, and progress in our unique online environment. We often serve as a bridge for students to recover credits before returning to their original high schools. Most students stay with us only briefly—not because our program doesn't support them, but because we provide exactly what they need to get back on track and rejoin their peers. This short stay makes collecting data and measuring growth for individual students challenging. Students typically arrive behind and leave once they have "caught up." The data we collect—ranging from state assessment results to graduation outcomes and daily online engagement—provides a broad |

picture of how our students are performing and where our instructional practices can grow. When we look closely at the information available through the Idaho Report Card and reflect on our own internal practices, several clear patterns emerge that guide our conversations as a school community. Like many virtual schools, our student body includes a significant number of learners who come to us for the flexibility and individualized support our program offers. According to the Idaho Report Card, about 39% of our students come from low-income families, and many balance personal, work, or family responsibilities that make traditional schooling difficult. These realities shape both the strengths and challenges visible in our assessment data.

When we examine statewide assessment results, we see mixed outcomes. In English Language Arts, students demonstrate moderate progress, with an ELA proficiency rate of 29.2% matched by a stronger growth rate of 40.9%. This suggests that once students engage with the coursework and support available to them, they are indeed making academic strides. In contrast, our mathematics data reflects a deeper challenge. With only 8% of students demonstrating proficiency and a 19.4% growth rate, math remains an area where many students struggle to keep pace. Science proficiency sits at 13.9%, indicating that the same underlying issues may be affecting several content areas.

As a faculty, we often discuss what contributes to these patterns. Some of the root causes appear tied to the virtual format itself: math and science often rely on ongoing, dialog-rich learning where misunderstandings must be addressed quickly. In an online environment—especially one serving students who may already feel disconnected from school—struggles can compound if they aren't identified early. At the same time, the flexibility that draws students to iSucceed can work against them if they lack strong time-management skills. Slipping behind a few assignments in a self-paced structure can quickly snowball into weeks of missing work, and that difficulty is reflected in our graduation rate of 47.7%.

However, the virtual setting also provides unique tools for monitoring student progress. Through our online platform, students and parents can log in at any time to view grades, assignment completion, pacing, and teacher feedback. Teachers and advisors can track student engagement daily—who has logged in, who is falling behind, and who needs more individualized support. These features create opportunities for ongoing communication: advisors can reach out to families, teachers can schedule one-on-one meetings, and students can receive targeted interventions without waiting for a traditional grading period to pass.

When students are engaged and supported, we see the strengths of the model come to life. Many take advantage of the flexibility to work at their own pace, access teacher help when they need it, and pursue college- and career-readiness courses—half of our students are enrolled in such pathways. Student testimonials on our website reflect these successes, describing how personalized support and an adaptive schedule help them thrive academically and personally.

Still, the assessment cycle reminds us that strong systems do not automatically guarantee consistent outcomes. The most important step in our cycle is what happens after the data is collected: the conversations among teachers, counselors, administrators, and families. We use the numbers as a starting point for deeper reflection—Why are our math outcomes so low? Which students are growing the fastest, and what practices support them? How does engagement relate to performance? What can we do differently in the next term to intervene earlier?

Sharing these insights with students and parents is an essential part of building trust and improving outcomes. Through conferences, advisor check-ins, progress reports, and the parent portal, we aim to make academic progress transparent. Families can see not just a grade but the pacing tools, missing assignments, and growth indicators that help explain it. This level of transparency allows us to partner with families in supporting students who may be struggling and celebrating those who are succeeding.

As we move forward, the data continues to challenge us to refine our supports and strengthen instructional strategies, especially in mathematics and in helping students progress consistently toward graduation. At the same time, the narrative behind the data shows the promise of our model: when we combine flexible scheduling, personalized instruction, and a strong system for monitoring and sharing progress, we can help students overcome barriers and make meaningful academic gains. The assessment cycle, then, becomes not just an accountability requirement but a tool for continuous growth—for our school, our teachers, our families, and most importantly, our students. Due to growth and changing accountability measures for the Charter Commission, there is a need for comprehensive data analysis tools in order for us to analyze academic and intervention data to meet this accountability and recommend annual program improvement.

Tier 1 Instruction (Core)	We maintain strong student engagement through a wide range of supports and structured instructional practices. Students can participate in multiple orientation formats—online, in-person, and digital parent orientation—which help them understand expectations and become familiar with our learning platform. Engagement is reinforced through advisory teacher outreach, online labs, help requests, and a vibrant Student Community with mentors and clubs that keep students connected and on task. Teachers use a consistent set of effective instructional strategies across courses, including video instruction, alternative assignments where appropriate, study guides, and clearly organized Course Resources pages. Frequent formative assessments occur through assignment feedback and ongoing monitoring of attendance and task completion. These tools allow teachers to quickly identify gaps and adjust instruction in real time. Our Tier 1 instruction is grounded in the approved curriculum, and fidelity is supported through shared instructional materials, common expectations for feedback and communication, and coordinated Course Supports. Lead Instructional Coaches and the administrative team regularly monitor instructional delivery, review formative data, and provide targeted feedback to teachers and support staff. This approach ensures consistency in instructional quality and helps maintain a high level of on-task behavior for all students. Tier 1 expectations are also reinforced through system-wide supports such as Future Ready electives, dual credit opportunities, and accessible assignment retakes on applicable tasks. Together, these structures promote engagement, strengthen instructional consistency, and ensure that students receive the support they need within the core instructional program before requiring higher levels of intervention.
Tier 2/3 Instruction (Interventions)	At iSucceed, the Multi-Tiered System of Supports (MTSS) serves as the backbone of how we ensure every student receives what they need to succeed. Rather than a single program or isolated

set of interventions, MTSS functions as a responsive, evolving framework—one that adapts to students' academic, engagement, and attendance needs. Every decision within the system begins with data, such as our contact tracker system, is carried out by trained staff, and is continuously monitored so that supports can be adjusted the moment a student's needs change.

The process typically begins when a student demonstrates signs that additional help may be needed. Sometimes this comes from quarterly academic screeners that reveal specific skill gaps; other times it surfaces through a teacher's observations of missing assignments, slipping performance, or disengagement. Attendance trends—such as chronic absenteeism or sudden declines—also play an important role, as do indicators like declining motivation, limited participation, or stalled progress toward goals. Each of these signals helps the team determine whether a student would benefit from Strategic (Tier 2) interventions or, if the needs are more significant, Intensive (Tier 3) supports. For some students whose challenges persist despite strategic help, this process may lead to referrals for 504 Plan consideration or Special Education evaluation.

Strategic interventions form the second tier of the MTSS framework and offer supplemental support to students who need more than what is provided in the core program. These supports take many forms: quarterly academic interventions tailored to students' current needs; invitations for one-on-one help; access to study guides, project videos, and targeted course supports; and interventions that address specific skill areas. Staff maintain regular outreach through three levels of communication, update students on attendance status, and hold goal-setting sessions to help students stay focused. Strategic supports also include opportunities for assessment retakes, recognition for perfect attendance, invitations to advanced academic programs, alternative assignments with individualized help, reduced schedules or catch-up plans, and access to credit-by-proficiency pathways. These interventions typically occur weekly or as needed, often in small groups or one-on-one sessions.. Teachers, counselors, interventionists, and other support staff collaborate to provide these services using evidence-based materials and strategies.

For students with more intensive needs, the school offers Tier 3 supports—interventions that are more frequent, individualized, and comprehensive. These supports may include engagement conferences with students and families, formal academic plans or contracts, and frequent one-on-one academic sessions. When needed, students may be referred to the Academy or other alternative programs, provided with credit recovery opportunities, or evaluated for 504 or Special Education services. Intensive interventions often occur multiple times each week, typically in one-on-one or extremely small-group settings, with the aim of providing sustained and focused support. Staff work flexibly help to accommodate students' needs. These services are delivered by, counselors, administrators, special education personnel, and staff from alternative programs, all working together to support each student holistically.

Regardless of the tier, all staff involved in providing interventions receive ongoing training to ensure implementation is consistent and effective. This training equips them to use evidence-based intervention materials to deliver study guides and project videos purposefully, and to offer targeted academic support and alternative assignments. Staff also learn procedures for goal-setting, attendance communication, and documentation of progress, as well as protocols for making referrals to advanced opportunities, alternative programs, or formal 504 and Special Education

evaluations.

Monitoring student progress is an integral part of the MTSS process. Academic progress is tracked through assignment completion, retake performance, and course grades. Engagement is evaluated by reviewing participation levels, goal progress, and teacher feedback. Attendance is monitored on a regular basis, with notices and recognition used both for accountability and encouragement. Staff also document all outreach efforts, ensuring that each level of communication is tracked and reviewed. Every quarter, the team evaluates the effectiveness of interventions to determine whether students should continue at their current level of support, move to a more intensive tier, or transition back to Tier 1 with fewer interventions. Data teams meet regularly to review trends and make collaborative decisions about next steps.

Throughout this process, students move fluidly between tiers based on their evolving needs. Some progress quickly and return to less intensive supports, while others require ongoing or intensified help. The goal is always the same: to meet students where they are, respond to their needs with precision and compassion, and ensure that every student has the opportunity to grow, engage, and thrive.

Professional Development	We provide multiple, structured professional development opportunities for all staff throughout the year, including a two-day in-person Fall Conference, a virtual Spring Training, monthly staff meetings, and monthly PD sessions. All sessions are open to all teachers, and recordings ensure full access for those unable to attend live. In addition, English and math instructors, the admin team, and SLT department heads participate in the annual Title I "Summer Camp," where major instructional and program decisions are made. Collaboration time is built into the master schedule through formalized PLCs, with content-area teams meeting at the start of each semester, monthly, between quarters, and as needed to review academic data and share best practices. Each team sets measurable goals tied directly to student achievement and reports progress at the end of Q2 and Q4. PD topics are selected by SLT based on staff needs, academic goals, and program priorities identified through data reviews, teacher feedback, and end-of-year surveys. Initiatives such as the transition to Future Ready are also supported with PD and monitored through success markers established during Summer Camp. Participation is documented through a PD tracking system that records attendance and credit hours. Teachers earn one in-service credit per year for completing all PD requirements, and their participation is incorporated into their evaluations. This structure ensures that PD is equitable, data-driven, aligned to academic outcomes, and consistently monitored.
Recruitment/Retention of Effective Teachers	Nearly all of our teachers are experienced educators, and all meet state certification requirements. Because most of our staff have been with iSucceed for many years, the percentage of new-to-the-profession teachers or those on alternate routes is low. Turnover is minimal, and when staffing changes occur, they are typically due to enrollment growth rather than resignations. Annual teacher surveys consistently show high levels of job satisfaction, which reflects both strong retention and a positive work environment supported by competitive pay, flexible hours, and strong professional culture.

New teachers benefit from joining a stable, highly collaborative organization with a strong School Leadership Team. The SLT actively incorporates teacher input into schoolwide decisions, and this shared decision-making—combined with structured PLC collaboration time—creates a supportive environment for both new and veteran teachers. Content-area teams have meaningful authority over curriculum adjustments and instructional strategies, giving teachers ownership and influence over their work.

Support for all teachers is embedded through frequent collaboration, open communication with leadership, and a culture of collective problem-solving. Although our student population can present challenges, staff consistently report that the teamwork, autonomy, and shared mission make their roles rewarding. We also have a robust teacher onboarding process that includes a 30+ Lesson Teacher Training Course and a full year of New Teacher Mentoring. This strong professional climate is a major factor in our low turnover and sustained staff satisfaction.

| Climate / Culture | Since iSucceed is fully online, some of the more traditional "walk-through" cues (like hallway posters or physical common areas) don't apply — but you can still infer a lot about culture from how they present themselves, how staff and students interact, and how the school builds community. When someone "enters" iSucceed Virtual Schools, their first impression isn't shaped by bustling hallways or the sounds of lockers closing. Instead, they step into a digital space intentionally designed to feel welcoming, personal, and student-centered. The school's message is clear from the very first interaction: you matter here. The website, the tone of communication, and the structure of the learning platform all reinforce that students are entering a place built around flexibility, support, and belonging.

Rather than being greeted by a receptionist or a teacher at a classroom door, students are greeted by accessibility—clear instructions, Idaho-certified teachers ready to connect through multiple channels, and a learning system built to meet them wherever they are. The school's emphasis on working at one's own pace sends a powerful message: success is not dictated by a rigid schedule but by a student's unique needs and goals. Each quarter, nearly 250 courses go through a multi-step review to ensure consistency in navigation and iSucceed course standards. Each year, courses receive a thorough check to ensure they're meeting specific department standards. These checks are performed by a team of teachers who volunteer to do this work. Knowing that another teacher is going to be checking for course setup mistakes that could create learning obstacles for students encourages teachers to make course enhancements, which involve multiple technical steps. This collaboration is a unique and cherished part of working at iSucceed. Even without physical walls, there is a sense of care woven into every design choice.

In this virtual environment, classrooms become spaces where relationships are formed through conversation, feedback, and consistent outreach. Teachers don't wait passively behind a desk; they reach out proactively, offering help by email, phone, text, and live online sessions. Students feel seen because communication is not limited to one mode—it is dynamic and responsive, reflecting a staff that believes deeply in the work they do. Staff visibility isn't incidental; it's intentional, reflecting the school's founding belief that every student deserves meaningful, personalized support. Behind the scenes, the educators and staff work in a way that mirrors their student-centered mission. |
|---|---|

Collaboration isn't confined to a building; it happens continuously across digital platforms and shared responsibilities. Teachers depend on one another to ensure students experience a cohesive educational journey, counselors rely on instructors to share insights, and administrators work closely with both groups to maintain a culture of support. In a school without physical proximity, trust becomes even more essential—and by design, it seems to be one of iSucceed's quiet strengths. There is also a sense of shared purpose that threads through the staff culture. Because many students come to iSucceed seeking a different kind of educational experience—something more flexible, more supportive, or more adaptable to their lives—teachers and staff know their work carries weight. What they do each day matters. They are not just teaching courses; they are helping students re-engage with education, complete credits, recover lost ground, and in many cases, rediscover confidence. The mission—"100% about the students"—is not just a slogan; it shapes the school's work and the way staff view their role in students' lives.

Trust extends beyond internal relationships. iSucceed's governance structure, grounded in community members, parents, business partners, and education professionals, reflects a commitment to transparency and accountability. The school's public-facing information, including its Cognia accreditation and charter documentation, reinforces a sense of legitimacy and reliability—key elements in a virtual school where community trust must be earned continuously.

Even though the school doesn't have traditional hallways or shared physical spaces, iSucceed has taken deliberate steps to build a sense of community. Virtual clubs, live sessions, and regional in-person events give students and families opportunities to form connections. These experiences replace what might otherwise be lost in a virtual setting, and they show the school's awareness that belonging is central to learning.

In the end, the culture of iSucceed Virtual Schools feels like a blend of personalized support, intentional communication, and deeply held belief in student success. It is a school where staff rely on each other, trust one another's expertise, and understand that their work changes lives. It is a school where families and community partners play meaningful roles. And it is a school where students—many of whom need a new beginning—encounter a learning environment that tells them, in subtle but powerful ways, you belong here, and we're here to help you succeed.

Graduation Rate	We enroll students every 9 weeks. Upon enrollment, we build their grad plan in our SIS and input their cumulative credits. Any students who can mathematically graduate within the school year (Q1 through the Summer Session: 5 terms) are identified as 'Eligible to Graduate' and listed on our Annual Graduates list. Every 9 weeks, in Week 4 and Week 7, we reach out to all Eligible to Graduate students and work on getting them assistance if they are not passing 100% of their courses. We also graduate students every quarter, and we list their graduation date and remove them from the Eligible to Graduate list as they graduate. We do track down students who withdraw from our school in order to ascertain what institution they went to if they didn't identify this school when they left. All of our administrators, counselors, and instructors have access to our Graduates and Eligible to Graduate lists and use this information when they are dealing with students. Because getting

students to graduate is so important to us, our advisors have 2 'Eligible to Graduate' interventions, and although our content teachers do not have specific interventions for these students, they are aware which students can graduate this year and use this information in dealing with them.

Absenteeism

At iSucceed Virtual Schools, the approach to attendance reflects the school's broader mission of flexibility, support, and strong communication. Rather than treating absenteeism as a simple tally of missed days, the school frames attendance as active engagement in learning. Students are expected to log in at least five days each week, but the emphasis is on participation, communication, and progress rather than seat time. This shift fits naturally within an online model and helps students understand that their presence in the virtual environment — their work, effort, and connection — is what truly counts.

Because of this focus, chronic absenteeism is identified not through physical absence but through patterns of disengagement. When students have not logged in for several days, staff monitor "days since last login" and reach out to understand what might be getting in the way. Before counting an absence as excused, the school requires communication with support staff, creating a built-in step that prioritizes connection over consequence. Only after extended periods of non-communication — such as twenty consecutive school days without engagement — does the school move toward more formal interventions. Even then, the intent is to review the situation holistically before considering significant disciplinary action.

Communication with families plays a central role in this process. Parents and guardians have 24/7 access to the Parent Portal, where they can review grades, assignment completion, and student progress. Teachers and advisors are available through multiple channels — email, phone, and live online sessions — making it easy for families to understand how their students are doing and what supports are available. This open, ongoing communication contributes to a tone that is far more informational than punitive. Attendance expectations are clearly shared, but the overall message is one of partnership: staff want families to know what is happening and how they can help keep students on track.

This emphasis on support becomes especially important when examining the school's efforts to address the root causes of absenteeism. iSucceed recognizes that many of its students choose an online environment because they are juggling significant responsibilities — work schedules, family obligations, health concerns, or other challenges that make traditional schooling difficult. The virtual model itself is part of the solution, offering flexibility and accessible coursework that can adapt to students' lives. When disengagement appears, staff work to reconnect with the student, identifying barriers and offering resources such as counseling, academic help, or tailored learning plans.

Overall, the school's approach to absenteeism feels grounded in understanding and communication. Attendance is based on lesson completion, with weekly progress and grade reports sent every Friday. By dividing total term lessons by the number of weeks, we ensure students can complete all courses if they maintain consistent attendance. While there are clear policies and eventual consequences for prolonged non-engagement, the heart of the system is supportive and proactive rather than punitive. By focusing on connection, flexibility, and meaningful participation, iSucceed

	strives to ensure that students not only show up — but feel ready, supported, and able to succeed once they do.
Other	Nothing more at this time that has not already been stated above.

Plan Components

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

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

Prioritized Needs

Need 1	**Area of Improvement:** Math Achievement / Growth ⌄	**SMART Goal:** *250 characters max* Math Growth: By 2028, all students will increase math proficiency yearly by 5% through mastery of essential learning standards, ensuring consistent growth across grades 7–12 as measured by state	☐ Remove

and local measures.

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*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
1-1	**Strategy Category:** Building Cohesive Curriculum & Instruction ⌄ **Strategy:** eachers will use a cohesive, vertically-aligned math curriculum focused on essential learning standards, employing targeted lessons, common assessments, and data-driven adjustments to ensure measurable student growth over three years.	**Evidence Level:** Moderate Evidence ⌄ *Cite/Link research to support the Evidence level chosen:* https://www.ascd.org/el/articles/how-and-why-standards-can-improve-student-achievement-a-conversation-with-robert-j.-marzano?utm_source=chatgpt.com https://thecorecollaborative.com/priority-standards-are-essential-for-backward-design/?utm_source=chatgpt.com	**Monitoring/Evaluation:** ☐ Formative Assessments: Administer weekly or unit-based checks aligned to essential standards. Teachers analyze results to adjust instruction in real-time. Common Summative Assessments: Conduct quarterly or semester assessments tied to essential standards. Compare results across classrooms and grade levels to monitor consistency. Progress Tracking: Use a dashboard or student data system to record growth on each essential standard. Track percentage of students mastering standards and annual growth targets. Collaborative Review: Teachers meet monthly in data teams to analyze	

student performance and instructional strategies. Share best practices for standards showing slower mastery.

Annual Growth Analysis:
Calculate yearly gains in proficiency for each grade level and student subgroup.
Compare to the 5% annual growth target in the SMART goal.

Three-Year Summative Review:
Evaluate overall student progress across all essential learning standards.
Identify trends, strengths, and areas needing curriculum or instructional adjustments.

Feedback Loop:
Use findings to refine the curriculum, instructional supports, and professional development for the next year.

Need 2	**Area of Improvement:**	**SMART** ☐
	ELA Achievement / Growth ⌄	**Goal:** *250 characters max* Remove

ELA Growth: By 2028, all students will increase ELA proficiency yearly by 5% through mastery of essential learning standards, ensuring consistent growth across grades 7–12 as measured by state and local measures.

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*	**Measured for Effectiveness** *Who will monitor this strategy? How often? Using what tool/assessment/data set?*	**Remove**
2-1	**Strategy Category:** Building Cohesive Curriculum & Instruction ⌄ **Strategy:** Over the next three years, students in grades 7–12 will achieve 5% annual growth in ELA proficiency by focusing instruction on essential learning standards. Using data from benchmark and formative assessments, teachers will identify gaps and provide targeted, differentiated instruction to support mastery. Curriculum	**Evidence Level:** Moderate Evidence ⌄ *Cite/Link research to support the Evidence level chosen:* Research shows that focusing instruction on essential learning standards can significantly improve ELA outcomes for high school students (grades 9–12). The Literacy Design Collaborative (LDC) model, designed for secondary literacy,	**Monitoring/Evaluation:** To monitor our goal of increasing high school ELA proficiency by 5% per year through essential learning standards, we will track both student mastery and teacher implementation. Students' progress on prioritized standards will be measured quarterly through benchmark	☐

and assessments will be aligned vertically and horizontally to ensure coherence, while professional development will equip teachers to effectively teach and monitor essential standards. Student progress will be tracked quarterly, and instruction will be adjusted as needed to maintain steady growth. Authentic reading and writing tasks will engage students and reinforce key skills, ensuring measurable, cumulative improvement over three years.

emphasizes teaching complex texts and writing tasks aligned to key standards, resulting in measurable literacy gains of 4–9 months per year compared with peers. Similarly, research on the Common Core ELA standards highlights that clearly prioritized, grade-level expectations support coherent curriculum, targeted instruction, and meaningful assessment, which are critical for preparing students for graduation and college readiness. Guidance from the California Collaborative for Educational Excellence (CCEE) also demonstrates that identifying and prioritizing essential standards allows educators to provide focused interventions and acceleration, helping students catch up on critical skills while maintaining steady growth. Collectively, these studies indicate that high school students benefit academically when instruction is centered on essential, high-leverage standards.

https://k12playbook.ccee-ca.org/learning-acceleration/prioritizing-content/?utm_source=chatgpt.com

and formative assessments, while overall proficiency will be evaluated annually using state or district assessments. Teacher lesson plans and classroom observations will ensure instruction consistently aligns to essential standards, with monthly and quarterly reviews to identify areas for improvement. Student engagement and participation in standards-aligned tasks will also be monitored through surveys and classroom data. The ELA teachers will implement instruction and track progress, the data team will collect and analyze results, and administration will review trends quarterly and annually to make adjustments as needed. This approach ensures continuous, data-driven support for both students and teachers, allowing us to maintain steady growth toward our 5% annual target.

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.

The biggest challenge we face in improving student outcomes is also what makes our school uniquely vital: as a fully online high school, we offer tremendous flexibility and convenience. But with that flexibility comes risk — if students don't log in, they effectively aren't attending school. Our student body also experiences significant resource inequities. According to the Idaho Report Card, 39% of our students come from low-income families. Many of our students are balancing complex life circumstances, such as employment or independent living. Another equity issue is that a meaningful portion of our students arrive credit-deficient. While the Idaho Report Card does not break out "credit-deficient" specifically, our anecdotal experience confirms that many enroll after failing courses elsewhere. These are students who often lacked strong academic performance before coming to us, and once here, face a steep re-engagement challenge. On top of that, our academic outcomes show room for growth: our four-year graduation rate is about 68.5%, which is below the state target of 81.6%. Despite these headwinds — low income, life responsibility, prior academic struggles, and the attendance risk inherent to online schooling — we persistently support students. Each quarter, students who arrive behind or disengaged turn things around, graduate, and our enrollment continues to grow. We believe that the fact we're making consistent progress with a high-needs, non-traditional student population is strong evidence of our program's effectiveness.

3. Where will this improvement plan be publicly available?

25-26 SWIP FINAL

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

Our school's improvement process is built into the fabric of our core operations. Because our major interventions are embedded in the school's foundational structures, every staff member plays a role in carrying them out. Throughout the year, we rely on the reporting capabilities of our Learning Management System and Student Information System to generate weekly and quarterly reports. These reports provide the academic data we use to measure progress and evaluate the effectiveness of our plan.

Ongoing monitoring happens consistently through School Leadership Team (SLT) meetings and full staff meetings. At the end of both the fall and spring semesters, we gather staff input to formally assess our initiatives. This cyclical review process has been in place for years and helps us ensure that our efforts remain aligned with our mission while continually improving our practice.

The timeline of our school improvement process unfolds as follows:

Fall Conference (August):
At the start of the year, staff are presented with data and recommendations gathered during Summer Camp. They receive training on any new initiatives that will be implemented in the upcoming academic year.

During the School Year:
Bi-weekly SLT meetings, monthly staff meetings, department meetings, and monthly professional development sessions serve as checkpoints for continuous improvement. Data is shared, program effectiveness is evaluated, and adjustments are made as needed. Teachers and staff are encouraged to reflect on their own practice and collaborate with our service provider to refine assignments, assessments, and curriculum delivery.

Spring Conference (March):
After two quarters of instruction, staff review mid-year data and provide feedback on what is and is not supporting schoolwide goals. Survey results and conference discussions then guide several weeks of follow-up conversations within SLT.

End-of-Year Teacher Surveys:
Teachers again share their perspectives on the effectiveness of our program and its key components. Their feedback, combined with the mid-year analysis, creates a two-part annual evaluation that informs decisions at Summer Camp. Because not all teachers can attend Summer Camp each year, gathering broad input beforehand ensures their voices are represented.

Summer Camp – Title I Workshop:
Each summer, administrators, SLT members, and representatives from English, math, and other departments analyze the year's program outcomes. They review data, discuss areas for improvement, and develop recommendations for the upcoming year. This work forms the heart of our program and progress monitoring efforts. Any decisions made at Summer Camp become the action plan for the next academic year.

Annual Budget

Allocation for 2025-2026	$60,662
Carry-over from previous year as of 9/30/2025	$0
Total Allocation	$60,662

Obj.Code	Description	2025-2026
100	Salaries *Include the number of FTEs and PTEs for each position*	**Amount:** $28,887 **Description:** Title I SWIP funds will be used to support personnel essential to improving student academic outcomes in English Language Arts and Mathematics through the identification, alignment, and implementation of essential learning standards. Funding includes 68% of a 0.5 FTE Data and Instruction Dean to lead and support academic intervention and progress monitoring efforts. This role will oversee data drill-down processes, analyze assessment and intervention data, and guide instructional teams in using data to refine instruction aligned to essential learning standards in ELA and Math. In addition, stipends for up to 63 middle and high school advisors of up to $500 each will support dedicated time for collaborative work focused on identifying, unpacking, and mapping essential learning standards across grade levels and content areas. Advisors will use this time to align instruction and interventions to priority standards, support consistent instructional practices, and monitor student progress toward mastery. These activities directly support improved instructional coherence and targeted interventions, resulting in increased academic growth for Title I students in ELA and Mathematics.

		Amount: $8,666
		Description:
200	Employee Benefits	Title I SWIP funds will be used to support the associated employee benefits for personnel directly involved in improving academic outcomes in English Language Arts and Mathematics through the implementation of essential learning standards. Funding includes benefits for 68% of a 0.5 FTE Data and Instruction Dean, whose work supports academic intervention planning, data analysis, and progress monitoring aligned to priority ELA and Math standards. In addition, Title I SWIP funds will cover the proportional employee benefits connected to stipends for up to 63 middle and high school advisors for up to $500 who are engaged in essential learning standards identification, alignment, and mapping work. These benefits ensure consistent staff participation in standards-focused collaboration, data-informed instructional planning, and targeted intervention support. Supporting employee benefits for these roles ensures sustainability of implementation efforts that promote instructional coherence and increased academic growth for Title I students in ELA and Mathematics.
		Amount: $13,288
		Description:
300	Purchased Services (non travel)	Title I SWIP funds will be used to support professional services that enhance the implementation of essential learning standards and promote academic growth in English Language Arts and Mathematics. Funding will be allocated to purchase services to facilitate instructional departments in the identification, alignment, and mapping of essential learning standards across grade levels and content areas. These services will provide expert guidance and structured collaboration to ensure instructional coherence, targeted interventions, and data-informed planning that drives student growth. Additionally, a portion of funds will be used to support a keynote speaker at the Fall Conference focused on strategies for supporting at-risk youth. This professional development opportunity will strengthen staff capacity to address diverse student needs, improve engagement, and support academic success in alignment with priority standards in ELA and Math.
380	Travel Expense	Amount: $2,889
		Description:

Title I SWIP funds will be used to support travel for Department Chairs and instructional staff to enhance the implementation of essential learning standards and promote academic growth in English Language Arts and Mathematics. Travel funds will allow Department Chairs to access and support standards alignment work across grade levels and content areas, ensuring consistent instructional practices and targeted interventions.

Funds will also support attendance at IDE-related events, providing opportunities for professional learning, collaboration, and exposure to best practices that strengthen instruction and intervention strategies for at-risk students. These travel opportunities directly contribute to the effective identification, mapping, and implementation of essential learning standards, resulting in improved student outcomes in ELA and Math.

Amount:

$4,043

Description:

400	Supplies & Materials	Title I SWIP funds will be used to purchase supplies and materials that support the identification, alignment, and implementation of essential learning standards in English Language Arts and Mathematics. These resources will provide instructional teams, Department Chairs, and academy advisors with the tools needed to analyze data, map standards, and design targeted interventions that drive student growth. Supplies and materials may include professional resources, instructional guides, collaborative planning tools, and materials to support professional learning sessions focused on essential standards. Providing these resources ensures that staff have the necessary supports to effectively implement standards-aligned instruction, monitor student progress, and enhance academic outcomes for Title I students in both ELA and Math.

Amount:

$1

Description:

500	Capital Objects	Will actually be 0, but had to put $1 in for data validation issues.

Amount:

$2,888

Description:

800	Indirect Costs Indirect Cost Rate: 5.00 %	5% Cost Rate

	Budget Total	$60,662

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: kallison@isucceedvhs.net at 1/8/2026 3:47:31 PM