

SWIP (School Wide Improvement Plan) 2022-2023

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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
Ashley Breeze	Science Teacher	breeashl@d55.k12.id.us	
Kyle Caudle	PE/Health/ELA Teacher	caudkyle@d55.k12.id.us	
Parvaneh Christensen	Social Studies	chriparv@d55.k12.id.us	
David Crain	ELA Teacher	craidavi@d55.k12.id.us	
Adriana Gasca	Student Attendance/Academic Tracker	gascadri@d55.k12.id.us	
Charlie Hansen	Student Counselor	hanschar@d55.k12.id.us	
Manuela Hatch	History/Government Teacher	hacmanu@d55.k12.id.us	
Heather Higgins	Office Manager	higgheat@d55.k12.id.us	
Lisa Parmenter	Credit Recovery Supervisor	parml@d55.k12.id.us	
Keshia Polatis	Home Economics/Art Teacher	polakesh@d55.k12.id.us	
Scottie Taylor	Math/English Teacher	taylscot@d55.k12.id.us	
Ronda Toston	Sped. Teacher	tostrond@d55.k12.id.us	
Josh Torngren	Building Administrator	tornj@d55.k12.id.us	
Kay Moor	Capacity Builder	moorkay@msn.com	
Jessica Gerstlauer	Parent	gerstlauerjessica@gmail.com	

School Leadership Team-

Providing meaningful input from all stakeholders requires an effective strategy that ensures the participation of all stakeholders. IHS is committed to this process and will provide opportunities for input from all stakeholders.

- Governance:

- . The Independence High School Leadership Team is chaired by the school principal. The school counselor takes minutes and distributes them to the team. Each team member has a different area of expertise which they use to contribute to team discussion and decision making.
- . The leadership team meets on the 1st and 3rd Monday of each month at 4:00 PM.
- . The team consists of all identified stakeholders. (See stakeholder section)
- . The principal creates meeting agendas based on issues arising from previous leadership team, staff, RTI and district level meetings. Agenda items also include discussions concerning student behavior, academic data, and parent/patron inclusion.
- . The principal leads the meeting. At times, guests are also included in meetings. For example, teachers who are experts in an area, other community members, or representatives from Idaho State University.

- Decision Making:

- . The leadership team works on issues identified in meeting agendas and has established protocols that allow all members of the team to address issues of concern. Most leadership team recommendations are based on group consensus; however, as an expert on school operations, the principal will always have the ability to implement recommendations in an appropriate (legal, ethical, compassionate) manner.
- . Leadership team members are expected to get information and feedback from the stakeholder group they represent and present this information to the leadership team in team meetings. If there is a special issue that needs to be addressed, leadership team members will contact the school principal and ask that the issue be placed on the meeting agenda.

- Formative and Summative Data:

- . Data (from Renaissance Star Testing, ISAT tests, Graduation rates, Etc.) is presented by different leadership team members or guests. The team then discusses the data and issues. The team then decides on a direction using the SWIP tool as a guide.

- Communication:

- . (See Decision Making, part 2)

- . All IHS staff members are expected to make stakeholder contacts. Examples include: Teachers/parents contacts, Student/Teacher contacts, District Program Coordinators/Parents/Teachers contacts, Principal/Teacher/Parent contacts and School contacts to parents concerning attendance, grades, test scores, behavior issues.

School and Community

Student Demographics for: 2022-2023

Edit

. Enrollment - 156 students

. White – 85 students

. Hispanic – 44 students

. Native – 22 students

. Mixed Race – 5 students

. 96% of students economically disadvantaged (approximate)

. 11 students are English Language Learners

. 15 students have an IEP in a special education program.

. 10 have 504 plans

45% of all Independence High School students come from a designated minority population (Hispanic, Native American, African American) and approximately 90% qualify for the free or reduced lunch program. (All students receive free breakfast and lunch)

In general, students entering Independence High School have not attended school on a regular basis causing deficits in basic skills acquisition, failure in core subject areas, grade point averages below 1.5, and loss of essential credits.

Students entering Independence Alt. High School have needs specifically identifiable to an alternative school setting as per Idaho Code. State ISAT testing verifies deficits in skills acquisition across all subgroups. Students wishing to enroll in Independence Alt. High School must meet the Idaho State At-Risk Guidelines. These guidelines are listed below.

Any three conditions of the following:

- the student is repeating a grade
- the student has absences greater than 10%
- the student has a grade point average less than 1.5
- the student has failed a basic skill subject
- the student is behind 2 or more credits

Or any one condition of the following:

- the student is struggling in school because of substance use or abuse
- the student is pregnant or a parent
- the student is emancipated or lives apart from a parent or guardian
- the student has previously dropped out of school and wishes to return
- the student has a behavior problem that has been detrimental to educational goals
- the student has been referred to the school by the court

- Teachers:

Independence High School has relatively new and energetic staff. The certified staff has an average of 8 years of teaching experience. Independence is welcoming Kyle Caudle, a new English/PE and Health teacher this year. We have 10 certified staff members with 8 either having or are working on advanced degrees (MS or greater). The school principal has been an educator for the past 13 years and is currently in his second year as the principal at Independence High School this year.

- Community:

. Independence High School is a consortium school that is part of the Blackfoot School District. It accepts students from all traditional high schools in Bingham County (Shelley HS, Firth HS, Snake River HS, Aberdeen HS, Blackfoot HS, Shoban HS). Bingham County is a rural farming area and has a per capita family income level below the state and national average.

District Support:

The district provides ELL support through a paraprofessional who works with students individually and in small groups. There is also a team that administers WIDA testing and informs the leadership team of student needs. In addition, the district provides professional development for teachers and paras, services for American Indian populations, homeless populations, migrant populations, and Special education support for qualified students.

Academic Achievement

-Academic Progress:

. Graduation Rate

-2020-2021 will be finalized in January 2022

-2019-2020 – Graduation Rate was 40.3 %

- 2018-2019 Graduation Rate was 65% an increase of 17.5% over the previous year.

- 2017-2018 graduation Rate is 47.6% a .9 % decrease

. ISAT ELA

- 2016-2017 ISAT ELA proficiency rate was 24%

- 2017-2018 ISAT ELA proficiency rate is 39.1% a 15.1% increase.

- 2018-2019 ISAT ELA proficiency rate is 7%

- 2019-2020 ISAT ELA not given due to school closures for COVID

-2020-2021- ISAT ELA proficiency rate is 8%

. ISAT Math

- 2016-2017 ISAT Math proficiency rate 6%
- 2017-2018 ISAT Math proficiency is 4.3% a 1.7 % decrease
- 2018-2019 ISAT Math proficiency rate is 0% a 4.3% decrease
- 2019-2020- ISAT Math not given due to school closures for COVID
- 2020-2021- ISAT Math proficiency rate is 4%

IHS uses Renaissance Star Testing as well as ISAT interim testing to establish benchmarks that assist us in developing concentrated instruction in areas of concern.

The leadership team reviews ISAT and PSAT test results for 10th grade students, SAT test results from 11th grade students, graduation rates for 12th grade students and WIDA testing for English language learners. In past years, Independence High School has performed better in reading and language arts than in math when compared to state proficiency cutoff scores.

Student Learning Needs

-Academic needs:

- Independence HS was identified for low graduation rate under the new ESSA guidelines.
- . Independence High School assigns teacher mentors to students who are seniors in an effort to provide academic support and keep them on track for graduation. (Working on improving our graduation rate)
- . Independence High School gives benchmark tests to students 3 times per year. (Fall, Winter, Spring) Benchmark (Star Testing, Math, Reading and ELA) test scores are recorded, and student progress is tracked.
- . ISAT interim testing is also a valuable tool for 10th graders working to improve ISAT test scores. ISAT interim data is discussed with RTI team members to inform direction on curriculum design based on student needs.
- . The leadership team reviews ISAT test results for 11th grade students, SAT test results from 11th grade students, graduation rates for 12th grade students and WIDA testing for English language learners. (See Academic Achievement Section)

-Other learning needs:

- . Independence High School monitors student grades, attendance, behaviors, and takes into consideration teacher input when determining which students need additional academic support. These students will be monitored for support and credits towards graduation by a tracker. Many of these students enter our SWS program where we offer additional types of support. (close contacts with parents, cognitive skill development, trauma and conflict resolution training, etc.)

Core Curriculum

Core Curriculum for ELA and Math:

- . Independence High School uses district approved curriculum in Math and ELA classes. All district approved curriculum is researched based.
- . Core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards.
- . Methods of curriculum delivery are determined by student need and circumstance. Types of delivery include general classroom instruction, computer generated programs, individualized learning packets, or a combination of these methods. Curriculum delivery is monitored by highly qualified teachers and trained paraprofessionals.
- . Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the school administrator.
- . Professional development has been provided to IHS staff by the district on a variety of core curriculum topics.
- . Additional researched based curriculum can be found on the curriculum diamond that has been uploaded. (It is the practice of the Blackfoot School District that ESSA law regarding research-based materials is followed for core curriculum and intervention programs. A file containing the specific research regarding adopted programs from What Works Clearinghouse is in the Federal Programs Director's office.)

Core Instruction

-Instruction adjustment:

- . Teachers use formative assessment tools (Star Testing, pre-testing, questioning techniques, classroom assignments, etc.) to evaluate student progress and modify instruction based on relevant data.
- . Formative assessments always include teacher input and opportunities for student feedback.
- . Core instruction in Math and ELA is differentiated within classrooms and between classrooms allowing students to work at appropriate academic levels.

- Student groupings:

- . Student groups are determined by:
 - Grade level - students enter a class based on grade level requirements such as 9th Grade English class or a US History 2a class which consists of 11th grade students.
 - Skill/ability levels - students are placed in a class based on their tested abilities such as an algebra 1a class.
 - Cognitive skill level - students are placed in a class based on their need for additional assistance. (SWS cognitive skill training, SPED student classroom).

Student groupings are designed to maximize student educational abilities as well as affording them opportunities to improve. Official student subgroup categories are considered when it is deemed there is a reasonable concern of educational disadvantage. An example would be a student who is a parent. This student needs additional support because they are caring for a child while attending school. The school provides childcare services and makes accommodations that allow for the parent to give childcare while in school.

Alignment of Teaching and learning

Teaching and learning have been aligned with district approved curriculum mapping. An Independence High School teacher trained in curriculum development and alignment works with staff members to develop and align curriculum in all subject areas. (School curriculum coordinator) Learning sessions on the creation and alignment of curriculum have been included in monthly PD sessions (4 hours each month), and the school curriculum coordinator has made herself available to assist teachers who are working to create curriculum maps. This collaboration and fidelity to Idaho Core Standards enables students to receive a consistent learning experience.

IHS teachers met with Blackfoot High School teachers to articulate subject and grade level needs, collaborate on solutions to problems, and share resources.

Universal Screening

Universal Screening tool:

- . IHS uses the Star Testing program as well as teacher created tools to screen students in ELA/reading and Math skill development.
- . Students are screened at the beginning of the school year in English Language Arts (ELA)/Reading and Math. Students entering at different times during the school year are screened when they enter. Progress monitoring is documented school-wide three times each year with classroom monitoring when students are enrolled in a math or an ELA subject.
- . Intervention groups are enrolled in math or ELA skills classes based on documented need (assessment data, grades, teacher recommendation) and lesson planning is based on this assessment data. Students who perform below the 16th percentile. Cut scores are based on students' over-all risk factor as measured by the-Renaissance Star Testing program.
- . Screening information is shared with teachers and the school leadership team in staff meetings and documented in meeting minutes. All student information is shared with parents upon request of the parent or when IHS staff consider it essential for student progression.

Tiered instruction and Academic Interventions

System of Tiered Instruction:

- . Independence High School has created levels of tiered instruction by developing and implementing "skill level" classes in math and ELA subject areas.
- . Because as many as 85% of IHS students show deficits in basic skill (core) subject areas, scaffolding of curriculum is a function of multiple class periods over multiple school blocks as students attend classes taught at their tested skill level.
- . Coordinated support - To assist students in all classes, teachers coordinate essential skills (ex. note taking) and teach the same technique. This gives students ample opportunity to learn and practice these skills. Academic interventions for attendance issues have been coordinated giving

students a consistent policy for make-up work and for assistance with work that may have been missed.

- . The average size of skill development classes is 12 students.
- . Screeners and benchmark testing support the use of tier intervention skill level classes.
- . Progress in skill level classes is recorded by the class teacher in infinite campus. Infinite campus class progress is accessible to parents.
- . Teachers have access to literature on diverse intervention strategies and find appropriate curriculum using the school district curriculum diamond.
- . IHS utilizes Infinite Campus, WIDA testing letters, and ISAT testing letters to disseminate information accurately and in a way that is easy for parents to understand.

Learning Time

Regular Learning Time:

- . Students attend school Monday- Thursday, from 8:15 a.m. to 3:45 p.m.
- . Master schedule includes two core instructional periods per day with intervention instruction included as SWS classes.
- . IHS has adjusted the daily schedule to accommodate skill and SWS classes used for intervention.

Learning Time During the Covid-19 Pandemic:

During instances due to the Covid-19 Pandemic when students and/or teachers cannot be in the brick and mortar building, there is a need to have a virtual learning opportunity using video conferencing equipment and online learning opportunities. These systems will allow instruction and credits to continue and allow Independence HS students to not fall further behind in receiving credits.

Non-Academic Student Needs

Strategies for non-academic needs:

- . Independence High School has a full-time counselor to assist students with non-academic needs. The school counselor holds private and group counseling sessions and works with students who are experiencing traumatic life events. Also, school staff attend training sessions offered by Idaho State University that teach them how to identify students who are homeless and/or experiencing trauma. Additional staff professional development training is provided in the areas of school safety procedures and bullying identification.

Well-rounded Education

Activities to provide for a well-rounded education:

. Classroom and curriculum related activities - Independence High School provides a variety of learning experiences that afford a well-rounded education to students. Classroom activities include field trips to the cadaver lab at ISU, the Idaho Falls Aquarium, and the Bingham County Courthouse.

. Career and College Readiness funds allow students to attend career fairs, local colleges and universities and the Tech Expo.

By providing students with a variety of opportunities such as: guest speakers, fairs, community events, field trips, dual credit classes and performance opportunities Independence High School students receive a well-rounded education.

Additional Opportunities for Learning

Opportunities supported by IHS:

. Independence High School welcomes community organizations who present information about services provided outside of the school. For instance, announcements from other schools or organizations about community activities (athletic tryouts, band concerts, Native American Pow Wows, dances, club meetings etc.)

- Opportunities available through the traditional high school:

. All IHS students are eligible to participate in extracurricular activities offered by their home high school when they meet the eligibility requirements for participation.

School Transitions

-Transition for home high school to IHS:

. Students are transitioned from their home high school to IHS through a referral process.

- Process -

1. Home high school administrators interview students to determine their need for placement at IHS.
2. Home high school administrators match student need to admission requirements determined by the state.
3. The paper referral is sent to IHS. (Administrators usually make phone call to IHS to tell them the student is coming.)
4. The student's "cumulative file" is sent from the home high school to IHS.
5. New students / parents complete IHS registration packet.
6. New student / parent attend an orientation meeting to get pertinent information. Students and parent can ask questions and get answers at this meeting.
7. Students who have an active IEP must have a change of placement meeting prior to transition.

Professional Development

Independence High School teachers are provided extended work day hours for professional development opportunities.

-IHS Professional Development

- The IHS teachers will need to have more training on remote instruction for emergency closures and using technology for remote instruction.
- In professional development time school staff have had:
 - Safe schools training
 - Milepost training
 - Danielson's teacher evaluation training
 - Curriculum development training
 - Teaching strategies training.
 - Trauma identification and assistance training
 - Career and College Readiness Training

-Blackfoot School District Professional Development

. Blackfoot School District also provides training in a number of different areas which include but are not limited to:

- Mindfulness training
- RTI training
- Curriculum Development using state standards
- ESL identification and WIDA plans
- SPED training
- McKinney-Vento homeless identification
- Title 1 SWIP training

-Monitoring Professional Development:

. IHS Professional development is monitored by the IHS school principal and can be verified by meeting agendas and sign in sheets.

. Blackfoot School District professional development is monitored by the federal program director and can be verified by meeting agendas and sign in sheets.

- District professional development areas of need are determined by a survey of district certified staff.

- IHS professional development areas of need are determined by a survey of school certified staff.

- Independence High School teachers are provided extended work day hours for professional development opportunities.

Family and Community Engagement

IHS has a family and community engagement plan that allows families to participate in the education of their student. The plan consists of:

- . 2 days of initial student registration and orientation to begin the school year.
- . Orientation meetings for students and family members prior to each block. (Information, discussion, question and answer period. - 8 Blocks -)
- . Notification of absences and tardies from the BSD student management system. (Infinite Campus)
- . Parent grade checks through Infinite Campus
- . General school announcements and information through the IHS Facebook page and school website

-Family Activities:

- . Back to School Night
- . Family Outdoor BBQ Night
- . School Carnival
- . Spring Fling Activity

Strategies: IHS has made efforts to become educational partners with parents. Parents are given information in many formats that can assist them with the education of their children.

Recruitment and Retention of Effective Teachers

Independence High School maintains a core of exceptional teachers and staff members:

9certified teachers, 3teachers new to IHS this year - History teacher w/1 year of experience and / Two new English teachers, one w/12 years of teaching experience, and the other w/1 of experience.

. 7 teachers each with over 5 years of teaching experience and 6 of these teachers have been at IHS for more than 5 years.

. 1 full time counselor with individual and family credentials / working on school counseling endorsement.

. Administrator with 12 years of educational experience, all of which have been spent at IHS.

Blackfoot School District has a plan for retention and recruitment that provides IHS with well qualified and effective teachers.

Coordination and Integration with Other Programs

IHS coordination with programs:

. Independence High School coordinates with many programs within the Blackfoot School District, throughout Bingham County and within the City of Blackfoot:

- Coordination with Blackfoot School District Programs:

- *Federal Programs which include all Title programs, and Special Education.
- * Recruitment and Retention of employees
- * Curriculum Development and Approval
- * Professional development, testing, and budgeting.
- Coordination with other school districts in the county.
- * Busing for students who live in other districts.
- * Student referrals
- * Assistance with SPED accommodations
- Coordination with City and County agencies
- * County juvenile probation services
- * City Police department (SRO services)
- * Health and Welfare services (Childcare licensing)