

NEW VISION HIGH SCHOOL (1084)

Submitted by: dnaccarato@sd273.com at 1/18/2019 4:56:55 PM

*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. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Dawn Mackesy	Principal	
Toni Norton	Teacher	
Ann Rosenbaum	Teacher	
Brooke Snyder	Counselor	
Rich Raynor	Teacher	
Nick Groth	Teacher	
Clinton Paris	Teacher	
Wynn Clarke	Teacher	
Jenn Mobbs	Parent	
MeShell Nadeau	Paraprofessional	
Kati Hofman	Paraprofessional	
Dena Naccarato	Assistant Superintendent	
Ken Sanman	community member	
Bonnie Ducharme	Idaho Capacity Builder	
Heather Johnson	Parent	
Jeanette Hopkins	Grandparent	

Needs Assessment**School Leadership Team**

Because New Vision is such a small alternative high school, all staff members are on the leadership team. The principal chairs the team, communicates with all stakeholders, and decisions are made by a consensus of the members. General communication with parents happens through School Messenger. Parents are contacted individually regarding student progress, on a regular basis. The Principal meets with the Assistant Superintendent to provide an update on goals and school progress bi-monthly. The team meets two to three times a month on a late start Monday. Each team member has a process role on the team. There is a facilitator, a time-keeper, a recorder, a process checker, and engaged

	<p>participants. These roles change, so that all members have the opportunity to experience different roles. Agendas are set by the committee based on the needs of the school and its students. Student data is used to ensure that correct educational opportunities and placements are available for all students attending New Vision. The team also uses student data to determine if students need additional time and support to complete assignments.</p>
<p>School and Community</p>	<p>New Vision Alternative High School has a 65% free and reduced lunch rate. The school also provides additional snacks and meals for students. There is a clothes closet if students are in need of additional clothing, especially during winter. Seven percent of our students are homeless and receive services through the McKinney-Vento Homeless Assistance Act. Additionally, 77% of our students have an ACE score of 3 or higher. This year, a new counselor has joined the staff. Due to the record number of students graduating in 2018, over half of the student population in the day program is new this year. The staff works hard to form a culture of support for new students. The local community as a whole has a 3% unemployment rate, so those who want to work are working. A sense of apathy and lack of parent engagement are the biggest issues facing the school community, and the staff continues to provide a variety of opportunities for family engagement throughout the year.</p>
<p>Academic Achievement</p>	<p>The school is in school improvement as a result of the graduation rate which has increased from 3% to over 50% in four short years. The Principal has changed the school schedule to create more credit opportunities for deficient students. The school is now on a 4x4 system which provides 16 credit opportunities in a year. Students who earn all 4 credits each quarter also receive incentives (open campus, for example). The school has also addressed low ISAT scores, but like many high schools, they have a difficult time convincing students to take the test seriously and do their best. A strength of New Vision is that the graduation rate continues to rise each year. Students feel connected to their teachers and CEE data has shown that student feel like they can access help from the staff. A challenge for New Vision is that many students enter New Vision with less credits than their grade level peers and this makes it difficult for them to complete graduation requirements with their four year cohort.</p>
<p>Student Learning Needs</p>	<p>Students who come to New Vision are credit deficient. Some of these students have had poor attendance previously. Many have not had success in school since elementary school. The middle school years for many were marked with failing grades and attending summer school to move on to the next grade. New Vision is tasked with providing students with grade level curriculum but also remediating skills not</p>

	<p>learned in elementary and middle school. Continued failure can result in apathy and a lack of motivation, and lack of necessary skills for success, both social and academic. New Vision is tasked with changing the mindset of students, so they realize they can be successful in school. Class sizes range from 8-15 students to ensure the teacher is accessible to all. Lunch bunch and study tables encourage students to work in smaller groups and provide teacher accessibility to ensure success.</p>
Core Curriculum	<p>The district has been in the curriculum adoption cycle for the past 3 years. ELA (Idaho Core Standards) Math (Pearson) and Science (Houghton Mifflin Harcourt) have all been purchased and implemented. Core curriculum meets Idaho common cores standards and is delivered with fidelity 100% of the time and is supplemented as needed. Teaching of the curriculum is monitored by the building principal who meets monthly with each teacher to access progress.. Secondary social studies is in the curriculum review process this year.</p>
Core Instruction	<p>The teachers at New Vision are constantly adjusting their instruction to meet the needs of their students. They regularly administer a variety of formative assessments to ensure that students have fully grasped the material before moving on. Students are grouped based on credit needs and placed in classes accordingly. Teachers check of students' understanding by asking for student reflections on their learning They may ask for a quick "thumbs up" or ask students to report on a scale how confident they are with the new learning. By doing this, teachers are able to adjust instruction to meet the learning needs of each student. Students have advanced academic opportunities by signing up for dual credit at North Idaho College and by signing up for courses at Kootenai Technical Education Campus.</p>
Alignment of teaching and Learning	<p>Once again, because the school is so small, the teachers often teach multiple grade levels in the same subject. This allows them to ensure students are being taught the standards, and the learning sequential from grade to grade. All teachers are part of the leadership team and meet at least 3 times a month. Teachers also participate in many informal collaborations in the hallways, before and after school. In all opportunities for collaborations, teachers brainstorm and discuss teaching methods to ensure that all curriculum is aligned across disciplines and grade levels to follow state standards.</p>
Universal Screening	<p>This question is not applicable to New Vision. All of the students are at risk and monitored accordingly.</p>
Tiered Instruction and Academic Interventions	<p>Academic interventions are in place at every level for every student. Tier 3 interventions are addressed through "round table" meetings with students and families to discuss current results and agreements to improve them. There are pull-out</p>

	<p>ELA services being provided for two students in the form of remediation (or have English as a second language). The mission of the school is to ensure all students experience academic success. Teachers and staff regularly monitor student progress to ensure students are on track to earn credits.</p>
<p>Learning Time</p>	<p>New Vision adjusted their schedule approximately 4 years ago to provide more credit opportunities to students. In order to accomplish this, they added 20 minutes to the instructional day to ensure state-mandated seat time requirements were being met. Students are on a 4x4 schedule. They have 4 classes that meet 5 days a week for 90 minutes at a time. At the end of each 9 week quarter, students change classes and begin the next 9 week term. Student's credit needs drive the creation of the schedule. New electives and core classes are offered every year to provide new, challenging, and interesting opportunities for students. In addition to the daily curricular program, students can choose to enroll in Gradpoint, for on-line courses as well. Teachers are available at least 30 minutes before and after school to provide academic support for students and study hall opportunities are available at lunch every day. During advisory every Monday, students meet with their advisory teacher for grade checks, and teachers do daily grade checks and reminders for students. New Vision offers summer school as an intervention process, and also for student trying to graduate on-time and/or early.</p>
<p>Non-Academic Student Needs</p>	<p>New Vision is fortunate to have a community outreach liaison located on their campus. This individual provides mentoring for many students. The school counselor is available for all students on a daily basis, and the school works very closely with the Department of Juvenile Justice and other community- based organizations such as the Lion's Club, the Boys and Girls Club, and the Post Falls Library. New Vision also has an Outdoor Adventure Club for students interested in hiking, snowshoeing, and cleaning up recreation sites.</p>
<p>Well-rounded Education</p>	<p>The Post Falls School District has worked hard to ensure students receive a well-rounded education. Core subjects and electives help provide a well-rounded education for students. In addition to the traditional subjects, students are encouraged to take dual credit courses at North Idaho College and Kootenai Technical Education Campus. KTEC (Kootenai Technical Education Campus) is the result of the district working tirelessly over 20 years to ensure the students of our district have access to career-technical courses that go beyond typical elective classes offered in high school.</p>
<p>Additional Opportunities For Learning</p>	<p>The teachers, counselor and Principal work diligently to</p>

	<p>ensure students are aware of dual credit opportunities through collaboration with North Idaho College. Each year a few students take advantage of the dual credit opportunities.</p>
<p>School Transitions</p>	<p>New Vision has an application and interview process for students new to the school. For graduates, the counselor works with the Admissions Office at North Idaho College to help students enroll for continuing education, fill out the FAFSA, and provide access to potential scholarships. We also invite recruiters from the armed forces to come in and talk about other options for students as they enter the workforce.</p>
<p>Professional Development</p>	<p>The district employs late start Mondays to ensure professional development time is embedded in the contractual day. Through this process, teachers have the opportunity to review data to adjust instruction, work on curriculum with other grade levels within his/her department and talk as a building about instructional issues. These meetings take place every Monday school is in session. Principals facilitate the professional development on a weekly basis. To ensure the teachers are getting the kind of professional development they need, the district has a committee that sends out a survey to all staff each spring. The survey results drive the topics for professional development. The district and the schools work together to provide PD. Several times during the school year, there is specific time set aside for departmental meetings between schools.</p>
<p>Family and Community Engagement</p>	<p>New Vision attempts to engage families in a number of ways: they have an open house in September, a family fun night in October, conferences in November, and a holiday dinner for their families in December. Parents are invited for senior meetings throughout the school year. New Vision also hosts a breakfast for graduating seniors and their families. This year, New Vision has joined forces with the Post Falls Library to provide different activities for our students. The teen librarian will be doing library visits with New Vision English classes and also coming over to do book talks with the classes. The technology person from the library is working with the New Vision math instructor to bring virtual reality activities and help teach kids how to make Rube Goldberg machines. Many students from New Vision work at the Lion's Club Haunted House each year. This raises money for the Lion's Club to help out in the community. The Lion's Club, in turn, makes a donation to our student ASB fund each year.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>The teachers at New Vision all meet state certification requirements. There are no new teachers on the staff this year, but we have added a much needed counselor. The biggest challenge faced in retaining teachers is the</p>

geographical location of the district. The Washington state line is less than 5 miles from Post Falls, and each year the district as a whole loses teachers to much higher pay in Washington.

Coordination and Integration With Other Programs

Not Applicable to NVHS

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:

Graduation Rate

NVHS will increase its graduation rate to 58% for the 2018-2019 cohort.

Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	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
Increase credit requirements from 12 to 16 credits per year	Strong Evidence ▼	Increasing the credit opportunities should increase credits earned	Credit check	<input type="checkbox"/>
Every advisory teacher will set goals with each student using transcripts and credit checklists.	Strong Evidence ▼	This is .68 of Hattie's Visible Learning strategies. Evidence states that students who are a part of the planning process take more ownership and are more likely to achieve the goal.	Credit check	<input type="checkbox"/>
Implement a system of tracking all withdrawn students to determine graduation status to improve accuracy in graduation rate data.	Strong Evidence ▼	A more transparent withdrawal process will lead to better documentation	Grad rate appeals	<input type="checkbox"/>
Advisory program focusing on developing a growth mindset.	Strong Evidence ▼	This is .75 of Hattie's Visible Learning strategies. By focusing on developing a growth mindset, and student learning strategies, students are developing a deeper	Teachers will evaluate as they do lessons.	<input type="checkbox"/>

understanding of themselves by reflecting on their learning.

2. Identify the resources needed to implement the above Intervention Strategies.

NVHS staff and time

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.

www.pfsd.com

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

NVHS staff will continue to provide input and feedback with regard to the needs assessment. Additionally, parents have the opportunity to provide feedback through an annual survey. Data regarding the graduation rate will be shared with staff as it becomes available. The staff will review the needs assessment of the SWIP on a bi-annual basis and make adjustments if needed.

SAT Math

School Year	Advanced	Proficient	Basic	Below Basic
2017-2018	0.0 %	5.3 %	18.4 %	76.3 %
2016-2017	0.0 %	0.0 %	24.0 %	76.0 %

ISAT ELA

School Year	Advanced	Proficient	Basic	Below Basic
2017-2018	5.4 %	29.7 %	37.8 %	27.0 %
2016-2017	3.8 %	7.7 %	26.9 %	61.5 %

No IRI Results available

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: dnaccarato@sd273.com at 1/18/2019 4:56:55 PM