

Gooding Jt. School District 231 Combined Plan 2020-2021

LEA	# 231	Name: Gooding Jt. School District
Superintendent	Name: Spencer Larsen	Phone: 208-934-4321
	E-mail: spencer.larsen@goodingschools.org	
Plan Contact	Name: Spencer Larsen	Phone: 208-934-4321
	E-mail: spencer.larsen@goodingschools.org	

Mission and Vision

Mission: In partnership with the community, we will provide educational opportunities for students to develop their full potential as life-long learners and contributing citizens.

Vision: To be a high reliability organization focused on continuous improvement of teaching and learning for all students in every classroom.

Community Involvement

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Parent input is gathered from parent surveys and meetings throughout the school year. Parents are encouraged to speak with building and district administration when concerns arise or to share insight. Additionally, some parents may serve on various committees to help address needs and concerns.

Parent Notification of College and Career Advising and Mentoring Services

To notify parents of college/career advising and mentoring services, including FAFSA night and upcoming scholarships, our GEAR Up Coordinator/Counselor sends out a monthly newsletter of important dates and information. She also makes daily announcements via Powerschool.

For other smaller activities, we utilize the Remind app to notify parents of upcoming events and deadlines.

Parental Involvement in Students' Individual Reading Plans

ISIP reading results are shared with parents after fall, winter, and spring testing sessions. Parents are informed of interventions their child is taking part in, and asked to provide feedback. Teachers provide parents with materials and ideas to best help their child at home to improve their literacy skills. Students who are not proficient will be progress monitored bi-weekly, these reports will be shared with parents on a regular basis. Teachers are responsible to keep record

of progress monitoring in the Milepost program, which provides an easy to understand graph for parents.

iStation a research-based program that will be used for all students allowing for parents to access their students' accounts at home. Students can work on the program at home with Internet access. If students do not have Internet access at home the public library provides computers with Internet for use. Also, available for students who do not have Internet access are worksheets and activities that can be printed from iStation and sent home with the student. The iStation program will provide a parent letter that describes iStation. The letter will also describe ways parents can help continue their child's literacy education at home.

Parents are asked to volunteer at every grade level. Teachers primarily use parent volunteers during the intervention time. This provides parents with a deeper understanding of the work their child is doing. In addition, it gives parents ideas for activities they can do at home to improve literacy skills. All of these strategies and opportunities strengthen the home-school relationship that is a critical piece of student achievement.

Parent input is used to help establish the literacy plan through the school's work with the PTA, parent input at meetings, on electronic surveys that are presented to parents three times a year, and communication parents make with the classroom teachers and other staff members.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

The following plan shows Gooding School District's alignment to the Idaho Comprehensive Literacy Plan and meets the Literacy Intervention Program requirements tied to house bills H451 and H526: both of which fund early literacy programs to help struggling readers receive intervention support to close the achievement gap.

The literacy plan will be implemented for all qualifying students kindergarten through third grade in Gooding School District during the 2020-2021 school year.

Gooding School District has implemented the following initiatives under the direction of the Idaho State Department of Education.

- Idaho Reading Indicator (IRI) assessment for all students in grades K-3 twice year, identify below grade level students
- Provide an additional 30-60 hours of intervention instruction beyond the core instruction to students in grades K-3 who are below grade level
- 50% of kindergarten students will attend full day kindergarten with certified teachers, students will be selected based on multiple academic indicators to include screenings and iStation assessments
- All teachers must take the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of language structure and literacy

Gooding School District will focus on the following objectives to meet the literacy needs of its students:

- **K-3 students will master foundational reading skills**
- **K-3 students will take part in reading interventions tailored to their individual needs**

- **English Language Learners will have language and reading interventions tailored to their needs**
- **Teachers will be held accountable for planning and reporting data**
- **Multiple data points will be used to determine success of interventions**
- **Parents will participate in their students' literacy education**

During the 2019-2020 school year students in kindergarten through 3rd grade will take part in thirty to sixty-minutes daily of phonics and/or reading interventions focused on literacy skills. This will allow students up to 4,800 minutes or more of intervention during the school year. The interventions will take place during the school day at varying times for each grade level. Interventions will be provided by certified teachers, and in some cases, highly qualified paraprofessionals under the supervision of teachers. Students will be identified for interventions first based on the ISIP reading score, also taking into consideration diagnostic assessments for students who are not proficient on the ISIP reading assessment. Based on diagnostic assessments students will take part in research based, skill specific interventions such as: iStation, Wonders by McGraw Hill, Wonderworks by McGraw Hill, Read Live, Read Naturally, Imagine Learning, and other research based interventions in small groups. Interventions provided to students will be focused on the following areas of literacy.

- Phonological awareness
- Phonics and recognizing sight words
- Fluency
- Vocabulary
- Comprehension

A. The district consisting of only one elementary school will use the same structure at all grade levels. The interventions provided at each grade level may differ depending on the needs of the students.

B. Kindergarten through third grade will use the research and/or evidence-based programs: iStation, Wonders by McGraw Hill, Wonderworks by McGraw Hill, Imagine Learning, Read Well along with the addition of other resources.

C. Interventions will be provided during the sixty-minute reading intervention.

D. The district will support the literacy plans by providing funding to provide additional curricular resources and/or materials, and staffing to provide interventions. Additionally, the district will support the 4th and 5th grade following the same literacy intervention plan as kindergarten through 3rd grade.

Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership

- The school board and superintendent have established a district-wide commitment to literacy through the school board goals.
- The school's multi-tiered system of support team has an established, coordinated system of support for students, particularly those who struggle with early literacy skills.

- The school educators support and promote opportunities that support student and parent/guardian involvement in literacy development to inspire strong educational outcomes for all students with volunteerism during reading, family literacy events, and parent involvement events that provide parents with literacy information for each grade level.
- The district encourages stakeholder involvement in any school-provided activities surrounding literacy development such as the semester book fairs, free books through the public library given to all kindergarten students, and no-cost programs that the local library sponsors and advertises at the school.

2. Developing Professional Educators

- Districts and school leaders have given teachers opportunities throughout the school year and during the summer months focused on literacy instruction, research based strategies, engagement strategies. Opportunities have been provided to all teachers in the school.
- District and school leaders provide structured collaboration time to grade level teams during their common prep weekly, and to the school staff as a whole for 7.5 hours monthly.
- School leaders are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices through the state response to intervention program, the College of Southern Idaho P20 conference, and the national differentiated conference.
- District and school educators communicate with professional development providers following training to ask questions, integrate their learning, receive feedback, and follow up with information provided during training.

3. Effective Instruction

- District and school leaders make strategic decisions to increase integration of literacy instruction in all content areas such as increased problem solving in math.
- District and school educators recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.
- District and school educators leverage library resources and personnel to supplement literacy instruction and support expansion and renewal of school libraries through weekly library activities and daily library activities during the summer months.
- District and school educators provide targeted support to English language learners and their parents/guardians and create open lines of communication with their network of support with readily available translators, resources in Spanish, and family events especially designed for English language learners.
- District and school educators ensure that literacy instruction addresses all aspects of literacy, including all Five Essential Reading Components, writing, and verbal communication.
- Teachers provide students with regular opportunities for free and facilitated reading, with texts that are matched to their interests and appropriate reading level in both the school library and classroom libraries.
- Teachers promote student activities surrounding literacy development such as: partner and/or group discussions, literacy circles/book talks.
- Classroom teachers use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.

4. Assessment Data

- District and school educators implement a comprehensive assessment system.
- District and school educators disaggregate and analyze the data to inform instruction a minimum of four times per school year and often more.
- District and school educators provide parents/guardians and student’s assessment results in a timely manner.
- All educators: classroom teachers, special education teachers, Title 1 teachers, EL teachers, and administrators work collaboratively to use data to identify students’ needs and develop plans to address them.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
x	HYBRID (please list all models used in Details)	Gear Up Coordinator, Transition Coordinator, School Counselor, Teacher/Para Advisors

Advising Program Summary - REQUIRED

The 2020-2021 school year will be much like the previous year with advising efforts that include three levels. Level one is our school counselors. We added a second half-time counselor at the middle school to give us one full-time equivalent. The school counselors will meet with students in grades 8-12. They are available to students on a daily basis and scheduled activities, including college visits, field trips, testing, and parent/student night. Our counselors will also provide materials for our level three advisors to use during weekly meetings with students.

Level two includes a transition coordinator coming from CSI to meet with students one day per week. He or she will assist students in enrolling in dual credit courses and registering for college.

As stated earlier, our level three efforts included teacher advisors working with students one day a week. These advisors review student learning plans, assist students with pre-registration, and lead discussions on college and career preparation.

We began the second round of the Gear Up program in 2019 and will continue for the next few years. This year our 8th and 9th graders will be involved in the Gear Up program. We will also continue with our tiered system, albeit with a new coordinator. We will focus on career and work interests, along with strategies that will help students in their schooling. Each year, as students move from grade to grade, our Gear Up coordinator and counselor will work closely with students, parents, and school staff in helping students with college and career plans, along with coordinating student college and career activities.

LEA Number and Name:	Gooding School District #231
Estimated Total Literacy Funding for 2020-2021 :	\$131,850.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Certified Instructor	All day kindergarten, based on academic need	1.0	40,400.00	40,400.00	40,400.00	0.00
Benefits for above position	All day kindergarten teacher	1.0	15,658.00	15,658.00	15,658.00	0.00
Literacy Leadership Team	Stipends for building literacy leadership	7.0	1,000.00	7,000.00	7,000.00	
Benefits for above stipends	Benefits to literacy leadership	7.0	200.00	1,400.00	1,400.00	0.00
Personnel Subtotal				64,458.00	64,458.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Books for Reading/Writing Instruction	Teachers will take part in PD around writing instruction for the increased achievement of reading scores, books for the program will be purchased	1	10,000.00	10,000.00	10,000.00	0.00
Leveled Readers	Additional copies of Wonders leveled readers to be used for intervention purposes	1	5,000.00	5,000.00	5,000.00	0.00
Online Intervention Programs	Intervention programs that target specific reading deficits	1	10,000.00	10,000.00	10,000.00	0.00
Programs / Curricula Subtotal				25,000.00	25,000.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from	Amount from

					Literacy Funds	Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
Headphones	to replace damaged headphones, to remain one to one for student usage of online intervention programs	600	15.00	9,000.00	9,000.00	0.00
iPads	to replace damaged devices, to remain one to one for student usage of online intervention programs	30	350.00	10,500.00	10,500.00	0.00
iPad Cases	to replace damaged devices, to remain one to one for student usage of online intervention programs	30	30.00	900.00	900.00	
Chromebooks	to replace damaged devices, to remain one to one for student usage of online intervention programs	20	300.00	6,000.00	6,000.00	
Audio System	Audio Systems for classrooms to help students with auditory processing deficits	30	300.00	9,000.00	9,000.00	
Family Literacy Involvement	Materials and supplies to support the involvement of families on their child's literacy growth	1	6,000.00	6,000.00	6,000.00	
Other Costs Subtotal				41,400.00	41,400.00	0.00
TOTAL COSTS & BUDGET				\$130,858.00	\$130,858.00	\$0.00

LEA #	231	LEA Name:	Gooding Joint School District
-------	-----	-----------	-------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/231/profile
---	---

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	56.8	80.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	15%	30%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	NA	35%
	% students who score proficient on the 8th grade ELA ISAT	NA	47.9%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	NA	33%
	% students who score proficient on the 6th grade ELA ISAT	NA	39%
All students will demonstrate the reading readiness needed to	% students who score proficient on the Kindergarten Spring IRI	NA	60.0%
	% students who score proficient on the Grade 1 Spring IRI	NA	60.0%

transition to the next grade	% students who score proficient on the Grade 2 Spring IRI	NA	70.0%
	% students who score proficient on the Grade 3 Spring IRI	NA	70.0%

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

1). We are not able to outline progress toward goals due to not testing in the Spring of 2020. However, iStation scores in both Math and ELA were promising. Because we did not test last Spring, the target for the 2020-2021 school year is based on data that is almost two years old. The benchmarks for college readiness as measured by SAT/ACT is quite low. It also does not correspond to the number of students who are earning dual credits in our math department.

2) The elementary school was unable to complete the spring IRI testing due to COVID. The last assessment month prior to school closure was March. Using the March data GES made the following gains towards literacy goals.

- **Kindergarten 60% proficient**
- **1st Grade 53% proficient**
- **2nd Grade 4% proficient**
- **3rd Grade 69% proficient**

The school decreased the number of students intensive by 6%

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in CTE Programs	58%	55%	60%
	% Students who participate in Personal Finance/Econ Class/Life Skills and completed at least one in their Junior/Senior Year.	100%	100%	100%
	% At-Risk Students Graduation Rate (Five Year Graduation Rate)	N/A	76.9	80%
	Open Alternative School By the 2021/2022 School Year			
Transparency Goal	District will have a weekly article/newsletter for our parents/patrons/constituents			

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)	
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	18		25		30	
	% of students whose learning plans are reviewed annually by grade level	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%	
		10th grade	100.0%	10th grade	100.0%	100.0%	
		11th grade	100.0%	11th grade	100.0%	100.0%	
		12th grade	100.0%	12th grade	100.0%	100.0%	

	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		46	82			
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	56%		#DIV/0!		62%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		54	72		82	
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	75%		#DIV/0!		65%

Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who complete the FAFSA	53%	56%	65%
% of high school seniors who apply to at least one post-secondary institution, trade school, and/or military	100%	38%	80%
% of High School Students graduating with dual credit	N/A	55	60

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of Students school wide who scored intensive on the Fall IRI and moved to basic or proficient on the Spring IRI	Fall intensive 21%, was decreased to 15% in the spring. For a total percentage decrease of 6%.	Decrease the amount of students intensive by 10%	When using the last iStation score taken in March prior to COVID shutdown, the building was at 6% decrease in # of students scoring intensive.	Decrease the amount of students intensive by 10%. On the fall IRI K-5 27% of students scored intensive.