

LEA	# 71	Name: Garden Valley School District
Superintendent	Name: Randy Thompson	Phone: 208-462-3756
	E-mail: rthompson@gvsd.net	
CIP Contact	Name: Randy Thompson	Phone: 208-462-3756
	E-mail: rthompson@gvsd.net	

Mission and Vision

Mission:

The mission of the Garden Valley School District is to provide educational excellence, allowing students to succeed in an ever-changing world.

Vision:

Our school district is a place where:

- Students receive a quality education, perform at a high level of competence and enjoy a safe and caring atmosphere.
- All staff members continue to grow professionally and improve their skills to reach all learners

Objectives:

- Students will demonstrate:
 - Respect
 - Responsibility
 - Commitment
 - Integrity

Community Involvement in Plan Development

We invite parents to several Parent Nights throughout the school year. We gather information from them at open houses, math nights, reading nights, streaming nights, and during any other scheduled events involving parents. This past year, we have been requesting and gathering information from parents and community members on our back to school plans because of COVID and on our use of funds plan for COVID relief. We also have parents on all of our developing committees to secure input throughout the year as our committees meet. We have a growth committee to help us address future growth needs and the various needs that may arise as a result of our growth. There are community members and parents on this growth committee. Parents are involved in interviews for potential employees and review curriculum programs before recommendations for curriculum changes are presented to the board. Teacher-Parent communication will continue to be a strong focus for us this year. We plan to ensure we have the necessary communication to constantly improve our processes and procedures. We will explore additional opportunities to utilize the limited local media to better communicate with parents and the community. We will consider public forums to seek input on major decisions, especially those involving fund expenditures and growth strategies. We will seek opportunities to provide more support to parents and students. We will continue to utilize school board meetings to review test results, refine our plans for improvements, and develop new goals.

Please proceed to the Continuous Improvement Plan Metrics Document Part 2.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

LEA # 71	LEA Name: Garden Valley School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/schools/0274
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

	2020-21	2021-22
Performance Metric	Performance Targets (Previously chosen by LEA)	Performance Targets (LEA Chosen)
	2020 cohort	2021 cohort
All students will be college and career ready	100.0%	100.0%
	2019 cohort	2020 cohort
% of students who meet the college ready benchmark on the college entrance exam (optional metric)	Not required	100.0%
% students who score proficient on the grade 8 Math ISAT	80.0%	82.0%
% students who make adequate growth on the grade 8 Math ISAT	80.0%	60.0%
% students who score proficient on the grade 8 ELA ISAT	80.0%	85.0%
% students who make adequate growth on the grade 8 ELA ISAT	80.0%	80.0%
% students who score proficient on the grade 6 Math ISAT	80.0%	90.0%
% students who make adequate growth on the grade 6 Math ISAT	80.0%	60.0%
% students who score proficient on the grade 6 ELA ISAT	80.0%	85.0%
% students who make adequate growth on the grade 6 ELA ISAT	80.0%	60.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	80.0%	85.0%
	% students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 4 ELA ISAT	n/a	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	n/a	85.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	80.0%	n/a	85.0%

Section III.B: Narrative on Measuring Literacy Progress

Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

We are monitoring student progress using I-Station assessments monthly. We utilize I-Station assessments based on student need. We provide additional intervention time for each tier group. We have a learning loss paraprofessional who provides additional time for pull-out, specific reading instruction. We conduct progress monitoring with students 4 times each year as an additional reading assessment. We provide additional, targeted instruction for individual student needs based on assessment data.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

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

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by IEA)	SY 2020-21 Results	2021-22 Performance Targets (IEA Chosen)	
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	n/a	0	n/a	
	% of students with learning plans created and reviewed in 8th grade	8th grade: 100.0%	100.0%	100.0%	
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	100.0%	100.0%
		10th grade	100.0%	100.0%	100.0%
		11th grade	100.0%	100.0%	100.0%
		12th grade	100.0%	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort: 12	# Enrolled: 3	# 2020 cohort: 12
		% students who Go On to a form of postsecondary education within 1 year of HS graduation	100.0%	25.0%	75.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort: 5	# Enrolled: 3	# 2019 cohort: 8
		% students who Go On to a form of postsecondary education within 2 years of HS graduation	62.5%	37.5%	75.0%

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
Have 100% of our students apply to a minimum of two colleges or trade schools	100.0%	100.0%	100.0%
Have 25% of our students complete 30 college credits during high school	100.0%		100.0%

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

We will encourage students to take dual credit classes that apply to future degree programs. We will provide opportunities for students to complete college and trade school visits. We will provide career and college days/sessions on our campus for college recruiters, trade school recruiters, military recruiters, etc... to visit and meet with high school students.

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - PART 2

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

We experienced some progress towards meeting our metrics over the past school year. However, we did see declines in certain metrics. The past two school years have been challenging in many ways for students and educators. Shutdowns and quarantines for COVID had an effect on our students, our teachers and our efforts to improve our results. However, we will not simply allow these challenges to define us. We are dedicated and focused on improving our results in all metrics during this academic year. Our teachers are focused on doing all they can to provide high quality, individualized instruction to all students. Our administrators and staff are working tirelessly to keep the school doors open and maintain school operations without interruptions. We believe that the best place for our kids on a daily basis is in the classroom, engaged in high quality academic activities that promote learning and development. As an administrative and leadership team, we will do all within our power to provide a safe and productive environment for our students, while consistently giving our teachers the support they need to be successful. We expect our efforts to yield the desired results and improvements in these key metrics identified in this plan.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES:

Return-to-School Plan 2021/2022

Our goal at the Garden Valley School District is to open the 2021/2022 school year face-to-face and provide in-person instruction for the entire school year. We implemented multiple measures in response to COVID-19 during the prior school year to minimize the spread of the virus, and to aid us in meeting our goal of remaining in school. We will continue with many of these measures during the 2021/2022 school year. We will incorporate social distancing where feasible. We will not require face coverings, however they are permitted and welcomed for those who desire to mask for medical reasons. As situations change, this plan is subject to change. We will continue to incorporate, where feasible, suggestions from the CDC, Central District Health (CDH) and the Idaho Department of Education. This will be a fluid plan that will be reviewed and revised on a regular basis. The Superintendent and district leaders will review the plan at a minimum every six months, make revisions as necessary, and present it to the board of trustees for approval. The district will communicate with the Idaho Department of Education and other agencies when needs arise requiring assistance. We will continue a strong and dedicated focus on our goal to provide a high quality education to the students of the Garden Valley School District.

<p>Preventative Measures</p>	<p>Non-essential visitors will have limited access to the school.</p> <p>"If you are sick, stay home!"</p> <ul style="list-style-type: none"> ● If a student or staff member is sick with COVID related symptoms, they will be asked to stay home. ● If students come to school with COVID symptoms, they will be immediately isolated away from others and sent back home. ● We will continue to educate and encourage students, faculty and staff to employ proper hand-washing and respiratory etiquette practices ● We will continue to provide families, students, faculty and staff information on available COVID Vaccination sites in our local area.
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Positive COVID Cases

- In conjunction with guidance from Central District Health (CDH), we will address any confirmed cases of COVID-19 of a faculty member, staff member or student as outlined in the COVID information documents that can be found on our website at www.gvsd.net. Our school nurse will act as liaison between CDH and the school system in the administration of contact tracing. We will consider the potential quarantine of a student, faculty, or staff member with current CDH recommendations. The school nurse will work with CDH to facilitate any required notifications.
- If a student, faculty member or staff member reports a close contact exposure to COVID-19 outside of school, the school nurse will be available to work with the exposed individual to aid him/her in following current guidance and recommendations from CDH.
- Please refer to the following resources on our website for additional information:
 - Guidance on COVID-19 Prevention in K-12 Schools.
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>
 - Guidance on COVID19 Exposure for Schools.
https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190135/Guidance_on_COVID19_Exposure_for_schools.pdf
 - Illness Decision Tree for Schools
https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190134/illness_decision_tree_for_schools.pdf
 - CDC Covid19 Guidance
https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1190133/CDC_COVID19_guidance.pdf

<p>Communication</p>	<p>COVID Communication Plan</p> <ul style="list-style-type: none"> • There will be updated communication to families and staff as needed. • Signage to encourage good hygiene practices such as hand washing. • Constant communication and signage encouraging people to NOT come to school when they are sick.
<p>Instructional Delivery</p>	<p>Instruction for the 2021/2022 school year will be in-person, face-to-face.</p> <p>Students in quarantine will have access to classwork via Google Meet. Students who are quarantining will be able to return to in person learning when their quarantine has been lifted.</p> <p>Students on Google Meet will work with the teacher while wearing headphones and will interact using the expectations outlined by the teacher.</p> <p>To the extent possible, teachers will work with individual students in need of additional or remedial instruction geared towards ensuring students are adequately prepared for meeting learning targets and goals.</p>
<p>Social Distancing Precautions</p>	<p>It is not possible to social distance students at all times. The following actions will be taken to limit exposure by:</p> <ul style="list-style-type: none"> • Spreading desks out where feasible and creating pods in the classroom. • Limiting hallway patterns when possible to decrease potential exposure. • Limiting clustering areas by eliminating potential gathering areas.
<p>Transportation</p>	<ol style="list-style-type: none"> 1. Busses will be disinfected daily when school is in session. 2. Drivers will be allowed to wear masks. 3. Social distancing is not guaranteed. 4. If a bus driver or student tests positive for COVID, the bus will be sanitized before going back into commission and CDH guidelines for quarantine and contact tracing will be considered.

Food Service	<ol style="list-style-type: none"> 1. For our self-serve options, we will consider Central District Health recommendations. 2. Handwashing is encouraged and hand sanitizer stations are available. 3. All student eating areas are sanitized between alternating groups. <ul style="list-style-type: none"> • There will be sanitization between each student eating in the cafeteria. • The eating times are staggered in order to create smaller groups.
Sanitation	<ul style="list-style-type: none"> • All classrooms, restrooms, and high traffic areas will be thoroughly sanitized at the end of each student contact day. • We will continue to supply classrooms and common areas with disinfectant solution to sanitize desks and chairs as needed. • Communal supplies will be limited.
Students Requiring Specialized Services	<p>The SpED Team, Title I Team, and administration will work in conjunction with families to ensure student needs are met and appropriate accommodations are implemented with respect to health, safety and educational instruction.</p>
Personal Protective Equipment	<ul style="list-style-type: none"> • Masks permitted—not required • Multiple hand washing sinks and hand sanitizers throughout the building. • We have free masks when requested
Athletics	<ol style="list-style-type: none"> 1. Athletic contests and activities will be conducted with spectators allowed. 2. We will consider guidelines recommended by the IHSAA.
Social and Emotional Wellbeing of Students, Faculty and Staff	<ul style="list-style-type: none"> • The district purchased a curriculum entitled “Character Strong” that focuses on social development and social-emotional learning competencies. • The school counselor was trained on this curriculum and began implementing it in various classes during the 2020/2021 school year with plans to continue implementation throughout the upcoming 2021/2022 school year. • The Superintendent will create a leadership team with the specific task of determining effective methods to evaluate and monitor the social well-being of faculty and staff. This team will be responsible for employing the necessary resources to address any identified needs.



LEA ARP ESSER Plan – Use of Funds Template

Having an LEA ARP ESSER Plan is a condition of receiving ARP ESSER funds for each LEA.

Instructions: Complete this plan template by engaging in meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Email this completed and signed plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

LEA # and Name: Garden Valley Schools District 071

Website link to the LEA's ARP ESSER Plan – Use of Funds: <https://www.gvsd.net/page/arp-use-of-funds>

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan.*

We communicated our ideas for potential uses of ARP/ESSER funds in our monthly Board of Trustees meetings dating back to June 2021. In addition, during the 2020-2021 School year community input was gathered from email communications to parents and from a committee consisting of community members, teachers and administrators. Communications in the form of emails and meetings have been conducted with the faculty and staff of the school system requesting their input and ideas for potential uses of these funds. The superintendent's administrative leadership team has this topic as an agenda item in each weekly meeting.

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines¹ for reopening and operating schools for in-person learning.*

We will attempt to improve our ability to social distance and maintain a safe environment in our school building by adding modular units on the school property. These units will enable us to move certain district operations out of the school building and free up space for spreading out certain classes and better enabling us to socially distance. We intend to initiate additional sanitizing of the entire building after hours and will utilize these funds to hire additional staff and to purchase supplies for this deeper cleaning of our facilities. We will also construct another deep well on the property as a secondary water supply source, along with a backup generator to ensure we have adequate water supply to maintain proper sanitation.

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify,*

¹The most recent guidelines can be found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
- b. Students who did not consistently participate in remote instruction when offered during school building closures; and*
- c. Students most at-risk of dropping out of school.*
- d. Subgroups of students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

We will use these funds to cover the salary of additional paraprofessionals to specifically address learning loss at the elementary level. We have advertised for an additional paraprofessional position to aid in our efforts to improve math skills at the elementary and middle grades, specifically for those students most affected by interruptions in the previous two school years.

We also have purchased a counseling program named "Character Strong" to aid in helping maintain our students emotional wellbeing through this pandemic.

We also will use these funds to pay for the busing of students to our part-Friday, in-person instructional sessions with teachers. These part-Fridays will focus on learning loss deficits and will reinforce our efforts to aid these students in getting back on schedule.

- 4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

We continue to gather input and ideas from all stakeholders including faculty, staff, parents and community members. We seek feedback and input each month in our Board of Trustees meetings. As we review the suggestions submitted, we will prioritize and select additional uses of these funds.

- 5. Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*

The primary method we will use to ensure we comply with these requirements centers around our process. The superintendent oversees all potential expenditures of these funds. In addition, one staff member in the school district office is responsible for the management of these funds and the administration of potential expenditures of these funds. This strict accountability enables us to ensure we are appropriately dispersing these funds across all socio-economic backgrounds.

6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. The school principal and the system superintendent are jointly monitoring student progress on a weekly basis through the review of grades and trends in grading. The administration team will continue to meet and monitor progress on a consistent basis. Additionally, teachers are encouraged to devote particular attention to the monitoring of struggling students that have been adversely affected by learning loss situations.

Section 2: Assurances

Assurance	LEA Response	
	Yes	No
1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
5. The plan is publicly available on the LEA website.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Signatures

Superintendent/Charter Administrator Printed Name:		Randy Thompson
Superintendent/Charter Administrator Signature:	Date: September 24, 2021	
Local Board of Trustees, President's Printed Name:		Skye Davis
Local Board of Trustees, President's Signature:	Date: September 24, 2021	

**Email this completed and signed plan to Lisa English at lenglish@sde.idaho.gov
no later than October 1, 2021.**