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| **School District** | **# 432** | **Name: Cambridge** | |
| Superintendent | Name: Edward Schumacher | | Phone: 208-257-3311 |
| E-mail: [eschumacher@cambridge432.org](mailto:eschumacher@cambridge432.org) | | |
| Plan Contact | Name: Edward Schumacher | | Phone: 208-257-3311 |
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**Instructions:** This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

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| **Mission and Vision - REQUIRED** |

Cambridge School District Mission Statement

It is the mission of the Cambridge School District to insure that all students learn at high levels.

Cambridge School District Vision Statement

* Identify and teach essential learning targets and use appropriate formative assessments to determine student growth.
* Develop positive mentoring relationships with ALL students.
* Balance curricular and human growth goals for each student, and provide regular, meaningful feedback, modified instruction and accommodation, and authentic learning experiences to ensure the best possible student outcomes.
* Maintain positive learning environments for ALL students. Students experiencing academic or behavior challenges, especially if such interfere with other students’ learning opportunities, will receive additional support to provide that student with optimal learning outcomes.
* Participate in ongoing, high-quality professional development based on current research and best practices resulting in measureable, authentic, valuable gains in student growth and achievement.

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| **Demographic Analysis - REQUIRED** |

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|  | **2017-2018** | **2018-2019** |
| Male | 90 | 78 |
| Female | 50 | 55 |
| White | 137 | 131 |
| Black/African American | 3 | 2 |
| Asian |  |  |
| Native American |  |  |
| Hispanic/Latino | 1 |  |
| Free/Reduced Lunch Program | 57% | 62% |
| Received Special Education (IEP Students) | 24 | 22 |

**Instructions:** This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

**1)** How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or the Continuous Improvement Plan, College and Career Advising Plan, and the Literacy Intervention Plan;

**2)** How parents are notified of the college and career advising and mentoring services and resources available to their children; and

**3)** How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child’s individual reading plan.

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| **Community Involvement - REQUIRED** |

Community Involvement in Developing Plans

1. Continuous Improvement Plan

The School Board reviews the Continuous Plan annually at a regular meeting. Notice is posted and community input is welcome during this time.

1. College and Career Advising Plan

The School Board has incorporated requirements that students apply for admission to at least one post-secondary institution and complete the FAFSA in order to meet the Senior Project requirement. As part of this process, parents are invited to attend sessions where support is provided to our students.

1. Literacy Intervention

The elementary school screens all students at the start of the school year to see which students could benefit from additional services in Literacy. Parents are notified by phone contact, mail contact, or both. Parents are invited to attend a meeting where the program goals and design are presented. Parents are encouraged to provide input regarding the opportunity for their child, or all children, to benefit from these services.

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

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|  | **Model Name** | **Additional Details** |
|  | School Counselor |  |
| X | Teacher or paraprofessional as advisor | Most activities are conducted in class. |
|  | Near Peer Mentoring / Mentoring |  |
|  | Virtual or Remote Coaching |  |
|  | GEAR UP |  |
|  | Transition Coordinator |  |
|  | Student Ambassadors |  |
|  | HYBRID (please list all models used in Details) |  |

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include a details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

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| **Advising Program Summary - REQUIRED** |

This year we started building student portfolios with our 6th grade students. These portfolios will include student attitudes and artifacts as they progress through the grades. Students will review and add to their portfolio each year.

The intent of the portfolio is to give students an opportunity to share their thoughts and beliefs at different points in time, as well as products that they value. For teachers, the portfolio allows each teacher an opportunity to “know” more about their students when they first have them as students, and to see their progression as they advance in school.

The portfolio begins with students remembering who they were when they were younger. They share the career opportunities that they once held dear and can try to weave a web of values, beliefs, and goals that indicate their career preferences as they advance through High School. Awards, accomplishments, and recognitions will be part of the portfolio which will assist students in compleing Scholarship and Job Applications. Students will build a resume’ and participate in interviews. They will finish with post-secondary applications and a completed FAFSA. Their senior project summary will be one of the final inclusions.

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| **Other Notes / Comments** |