**OVERVIEW OF STATUTORY REQUIREMENTS**

Pursuant to Section 33-320, Idaho Code, districts and charter schools must review, update, and post an annual Continuous Improvement Plan to the district or charter school website by **October 1** each year. Pursuant to Sections 33-1212A and 33-1616, Idaho Code, districts and charter schools must create / update their annual College and Career Advising and Mentoring Plan and annual Literacy Intervention Plan and submit them to the Office of the State Board of Education by **October 1** each year. **Plans should be submitted to** [**plans@osbe.idaho.gov**](mailto:plans@osbe.idaho.gov).

The following sections of statute and rule relate to the district plans:

* [Idaho Code §33-320](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH3/SECT33-320/) Continuous Improvement Plan
* [Idaho Code §33-1212A](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH12/SECT33-1212A/) College and Career Advising and Mentoring Plan
* [Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) Literacy Intervention Plan
* [Idaho Code §33-1614](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1614/) Literacy interventions for individual students
* [IDAPA 08.02.01.801](https://adminrules.idaho.gov/rules/current/08/0201.pdf) Continuous Improvement Plan, College and Career Advising and

Mentoring Plan, and Literacy Intervention Plan

Detailed summaries of the statutory requirements for each plan are included in the stand-alone templates provided on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**Posting / Submitting Your Plan**

* If you are using this template to create a Combined District Plan, **you must submit it to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1.** Plans should be submitted to [**plans@osbe.idaho.gov**](mailto:plans@osbe.idaho.gov). Combined District Plans must also be posted to your website (by October 1) to meet the posting requirements for the Continuous Improvement Plans. When you submit your plan to our office, please also provide a hyperlink to the section of your website where the Combined District Plan is posted.

**GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES**

**Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Combined Plan, including a link to the charter school’s report card, may submit their performance certificate in lieu of part or all of the Combined Plan.**

**2019-2020 Templates for the Combined District Plan**

1. Districts and charter schools (Local Education Agencies or LEAs) are not required to submit any of your plans in our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.
2. This template is designed to allow your LEA to provide the narratives for the three required plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) in one Combined District Plan. If you are interested in providing your plans as separate, stand-alone plans, we recommend you use the individual plan templates available on our website (or review them to understand the requirements and then provide your plans in another format).

The Combined District Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics and Demographics (Part 2), and Literacy Budget (Part 3). The following templates are available to help you meet the requirements:**

* 2019-20 Combined Plan Narrative – Template Part 1
* 2019-20 Combined Plan Metrics and Demographics – Template Part 2
* 2019-20 Combined Plan- Literacy Budget – Template Part 3

You may submit your Combined District Plan as separate documents (Word and Excel or PDF) or combine them into a single PDF.

**Substantial Revisions vs. Plan Update (when to submit a new Narrative)**

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made substantial changes to any of your programs (Advising or Literacy) or have updated your mission or vision, you need to submit a new Narrative. If you meet *both* of the following qualifications, you do *not* need to submit a new Combined District Plan **Narrative** for 2019-20:

* Your LEA has *not* made any substantial changes to the programs (or info) described in your previous Combined District Plan Narrative; and
* Your LEA had a fully compliant Combined District Plan Narrative in 2018-19.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken ([alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov); 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Combined District Plan Narrative.

**Please note:** The Metrics and Demographics spreadsheet (Template Part 2) is considered the Progress Report (required by law) that *must* be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget (Template Part 3) must be submitted annually.

To help guide you in identifying what you should submit in 2019-20, we have provided an updated decision tree with recommendations called “Determining which Templates to Use” on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**District vs. School Plans**

Per statute, your Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan are LEA level plans. Districts with multiple schools should submit one Combined District Plan or one of each plan (CIP, Advising Plan, Literacy Plan) for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

**ADDITIONAL GUIDANCE FOR COMPLETING THE NARRATIVE SECTIONS**

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). If you need additional guidance regarding what to include in the narrative sections related to college and career advising or literacy intervention, please see the guidance pages included at the beginning of the stand-alone templates for those plans, which are available on our website (<https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>).

**FUNDS FOR TRAINING**

Up to $6,600 is available for each school district or charter school, on a reimbursement basis, for school district and charter school superintendents and boards of trustees/directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance. A list of Approved Trainers is available on the State Board of Education website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

**ADDITIONAL RESOURCES**

Additional templates, recorded webinars and the Review Checklists are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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| **School District** | **# 432** | **Name: Cambridge School District** | |
| Superintendent | Name: Anthony Butler | | Phone: (208) 257-3311 |
| E-mail: abutler@cambridge432.org | | |
| Plan Contact | Name: Anthony Butler | | Phone: (208) 257-3311 |
| E-mail: abutler@cambridge432.org | | |

**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.

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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.

**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 separate descriptions for the Continuous Improvement 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 the development of the Combined District Plan (or CIP and Literacy Plan)

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.

Parent Notification of College and Career Advising and Mentoring Services

Parents are notified of the “college fair” that students attend each year.

All students have an advisor. Parents are aware of the advisor and know that these advisors share college and career information as it becomes available.

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| **Summary of Previous Year Program and Results (2018-19)** |

The Cambridge School District used the Idaho Reading Indicator (IRI) as a universal screener to identify students in kindergarten through third grade for supplemental intervention instruction.

Once a student had been identified as having literacy deficits, The Title I instructor, with the assistance of the Title I para-educator, used the CORE – Assessing Reading Multiple Measures to compile an assess battery of phonemic awareness, phonological skills, decoding skills, vocabulary, comprehension, and letter sound/reading fluency skills. This measure was used three times a year (fall, winter, spring) to assess growth and to guide intervention instruction as students meet skill area benchmark targets.

After the *Core – Assessing Reading Multiple Measure* test was given, areas of weakness were identified for specific intervention instruction. Students were placed in small groups, based on their intervention instruction needs. On average, group size ranged between two to five students. As students met benchmark targets, they were moved into a new group for appropriate intervention instruction.

Cambridge Elementary is a school-wide Title I school. For reading intervention instruction, students were pulled from the classroom in the afternoon where they worked with the Title I teacher and the Title I para-educator, who was directly under the teacher’s supervision. Instruction was for thirty minute blocks every day of our four-day school week. On top of this, students were engaged in a 30-minute literacy block at the end of the school day, which includes literacy intervention instruction.

A variety of curriculum and strategies, based on group needs, were used by the Title I instructor to build literacy skills. After students completed the ISIP, the Title I instructor uses the Priority Report to pinpoint student literacy weaknesses. The instructor uses the ISIP program for teacher directed lessons, resources, and activities for supplemental intervention instruction in letter knowledge, phonemic awareness, alphabetic decoding, comprehension, vocabulary, and spelling – as indicated from students’ assessments. Also, phonological activities are created by the Title I instructor. Phonics skills are developed using *Phonics For Reading, Levels I, II, II,* depending on the group’s needs. The *CORE Teaching Reading Source Book* included activities that developed fluency, phonemic awareness, spelling, vocabulary, decoding skills, and comprehension.

Also, at the elementary school, student groups are formed based on identified literacy needs. Students receive an additional thirty minutes of supplemental targeted literacy instruction in small group settings with a highly qualified instructor at the end of the day. All students, kindergarten through 5th grade, are grouped into a “intervention”, “benchmark”, or “enrichment” literacy group. At all grade levels, the teacher with the most expertise provided intervention instruction to students with the greatest needs. Teachers use a variety of tools and resources during this literacy block, including – the intervention program *Fundations*, ISIP resources, *Phonics for Reading*, and *Words Their Way*.

After conducting a needs assessment with parents and staff, it was agreed that in order to bring about systemic literacy improvement that the Cambridge School District should offer a full-day kindergarten option. All but one family decided to participate in the full-day kindergarten option. The results on the ISIP supported our district decision of offering. At the beginning of the school year, all students were at a below benchmark level, and in the spring, all but one student was at a benchmark level. It was a year of great growth and literacy gains. As incoming first graders, there were no returning students who began the year at Tier III. The evidence suggests that as kindergarteners there were able to build a solid foundation in order to return from summer at a more skilled level.

**LEA 2018 – 2019 ISIP Goals:**

Kindergarten: 75% of students at a proficient level on the ISIP

1st Grade: 89% of students at a proficient level on the ISIP

2nd Grade: 60% of students at a proficient level on the ISIP

3rd Grade: 80% of students at a proficient level on the ISIP

**Actual Results:**

Kindergarten: 83% of students at a proficient level on the ISIP

1st Grade: 88% of students at a proficient level on the ISIP

2nd Grade: 50% of students at a proficient level on the ISIP

3rd Grade: 82% of students at a proficient level on the ISIP

**Other Measures Goals:**

3rd Grade ISAT Reading Results: 60% of students at a benchmark or advanced level

3rd Grade District Mandated MAP Reading Assessment Spring Results: 50% at benchmark

3rd Grade District Mandated MAP Reading Assessment Spring Results: 100% of student achieve annual fall to spring growth

**Actual Results:**

3rd Grade ISAT Reading Results: 60% of students at a benchmark or advanced level

3rd Grade District Mandated MAP Reading Assessment Spring Results: 70% at benchmark

3rd Grade District Mandated MAP Reading Assessment Spring Results: 100% of student achieve annual fall to spring growth

Parental Involvement in Students’ Individual Reading Plans

After giving the fall *Idaho Reading Indicator* (*IRI),* a letter is sent to parents stating that their student qualifies for supplemental reading intervention instruction, their student’s IRI performance level, and inviting them to a planning meeting in order to partner with the school in developing an intervention plan for the Cambridge School District that would be implemented. At the Early Literacy Meeting, the Title I instructor, building administrator, and primary level classroom teachers discuss the goals of the reading intervention program. Parents are invited to share ideas about the time frame of intervention instruction (before, during, after school, and summer), curriculum and materials used in the program, and what would be helpful to be able to extend literacy at home for students. During this meeting, parents are informed of ways that Title I instructor and classroom teachers will be sharing with them their students’ progress.

The Cambridge School District used feedback from parents at the Early Literacy Meeting and staff input in identifying early literacy needs and effective tools for intervention to build the Early Literacy Intervention Program. Key ideas and input from parents and staff members included - the need to build in intervention time during the school day, intervention tools, and how to communicate student progress to parents.

At the parent meeting, the teaching team shared their continued recommendation to extend the kindergarten day as one way to build foundational skills for our youngest students in order to best service our students. Parents had the opportunity to offer feedback about a full-day kindergarten and have questions answered. Parents also suggested continuing to offer literacy nights and opportunities for families to learn more about their students’ progress and how to support their children at home. Parents suggested including information on how to develop children’s literacy at home. Videos, checklists, brochures, and resources from improvingliteracy.org can be shared as links in a “literacy moment” in the weekly newsletter.

Through progress monitoring, conferences, and *IRI* assessments, parents are informed of students’ literacy progress. Progress monitoring of fluency skills are given every two weeks. This information is given to classroom teachers for instructional purposes and to share with parents. *IRI* assessments for progress monitoring will be given monthly. A report accessed by classroom teachers, who share results at parent-teacher conferences or through sending reports home to families in order to maintain effective communication of literacy development throughout the school year.

The Cambridge Elementary School holds a beginning of the school year parent-teacher conference to share baseline assessment data and to get the school year off to a great start. Also, the elementary school holds October and March parent-teacher conferences, where the Title I instructor is available to meet along with the classroom teacher to give detailed information of individual student literacy progress and to answer reading intervention questions. Parents are encouraged to request meetings with the Title I instructor and/or the classroom teacher to discuss literacy development concerns, as needed, throughout the school year.

Parents recommended continuing to celebrate a literacy week in the spring with daily literacy activities culminating with a family literacy night. So the elementary staff will plan and hold these events again this school year in March.

Throughout the summer, the PTSA partnered with the elementary school to hold monthly book exchanges. The PTSA and elementary principal gathered boxes of books and gathered on the Cambridge Community Library lawn to give away or exchange books with elementary-age students. The goal was to motivate reading over the summer months.

Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2019-2020 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

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| **LITERACY INTERVENTION PROGRAM** |
| **Literacy Program Summary - REQUIRED** |

The Cambridge School District Literacy Intervention Program will use the *Idaho Reading Indicator* (*IRI*) as a universal screener to identify students in need of supplemental literacy intervention instruction. Students who receive a basic (Tier Two) level on the *IRI* will receive 30 hours of reading intervention instruction over the school year. Students who receive a below basic (Tier Three) level on the *IRI* will receive 60 hours of reading intervention instruction over the school year. This instruction will take place during the school day. The Cambridge Elementary school is school-wide Title I and will utilize the Title I instructor and para-educator, working under the direct supervision of the Title I instructor or classroom teacher, for a portion of reading intervention instruction. The new I-Station ISIP provides the Title I instructor, classroom teachers, and families with specific information of weaknesses in the subcategories of reading. The I-Station program gives detailed specific information on every student in reports that corresponds to intervention supplemental lessons, resources, and materials.

In kindergarten, the Title I instructor and aide will provide intervention instruction every day of our four-day school week for thirty minute blocks for identified students. In first through third grades, students will receive reading intervention instruction through a pull-out program every day of our four-day school week for thirty minute blocks. During this intervention time, group size is kept to two to four students with flexibility to move students based on their specific needs for intervention instruction. On top of this intervention and daily CORE English Language Arts classroom instruction, students will receive an additional daily thirty minutes of literacy instruction at their instructional level. All students will walk to a literacy group, either for intervention or benchmark.

The Cambridge School District will use Tier 2 literacy intervention materials - *Fundations* by the Title I teacher, classroom teachers, and para-educators for the additional literacy intervention program. *Fundations* provides research-based materials and strategies for literacy intervention. It is a systematic Tier 2 program that emphasizes foundational skills of phonemic awareness, phonics and word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, and spelling. Also, instructors will use the new I-Station IRI program to identify specific reading subcategory weaknesses. This program also provides identified lessons and materials for use for supplemental intervention instruction.

Along with the intervention curriculum and the IRI progress monitoring tools and resources, the Title I instructor and teachers, during the intervention block of instruction, will use a variety of materials and strategies to build literacy skills. This instruction includes phonological activities, phonics instruction, vocabulary building, spelling instruction, and letter name/sound and reading fluency. Additional materials that are used include the *CORE Teaching Reading Source Book*, *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*, *Phonics for Reading Levels I, II, and III*, and activities created by the instructors. *Words Their Way* is a research-based approach word study for phonics, vocabulary, and spelling instruction. *Phonics for Reading Levels I, II, and* III builds phonemic awareness, decoding skills, and reading fluency.

Our district has also adopted a new EL English Language Arts curriculum that highly corresponds to the Common Core Standards for Tier I instruction. This new EL English Language Arts curriculum was recommended by a trainer/consultant from the Idaho Department of Education to impact all students with a more rigorous core curriculum. This curriculum offers, at a minimum, two hours of whole group English Language Arts core instruction. Also, there is an additional hour of “skills block” that further builds foundational reading skills. On top of this, identified students from the Idaho Reading Indicator will receive an additional thirty minutes of supplemental instruction daily. Finally, all students will be engaged in a literacy group, either intervention or benchmark, at the end of the day for thirty minutes.

All kindergarten, first, second, and third graders take *I-Station ISIP* *Idaho Reading Indicator* (*IRI*) at the beginning of the school year as a diagnostic universal screener. This assessment pinpoints areas of weakness for additional literacy instruction. The ISIP will be the progress monitoring tool used monthly to gauge student growth and catch-up growth and to adjust intervention instruction based on student needs, as shown from assessment data. Also, the Title I instructor will continue to progress monitor fluency skills using DIBELS every two weeks. Classroom teachers proctor the I-Station IRI and access their students’ reports that are used for instructional purposes. These reports will be sent home to parents to maintain literacy partnerships between home and school.

The Cambridge Elementary will use the Early Literacy Program funding to extend learning opportunities for our youngest students. Last year, the Cambridge School District decided to offer a full-day kindergarten program for our families. After conducting a needs assessment with primary grade teaching staff and parents, it was decided that a full-day kindergarten option would be the best recommendation for continued systemic literacy improvement. The evidence from last year’s assessments showed that a full-day kindergarten offered extended learning opportunities for our youngest students and was able to achieve stronger foundational reading skills.

At the Early Literacy Program parent meeting, parents reviewed last year’s plan, results, and agreed that a full-day kindergarten would be the best method to impact on learning for students. Staff and parents agreed that the Cambridge School District would use Early Literacy Program funding for a full-day kindergarten. The full-day kindergarten option began in January 2019 for the previous school year. However, for the 2019-2020 school year, the Cambridge School Board approved expanding the kindergarten program to begin at the start of the school year.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

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| **Comprehensive Literacy Plan Alignment - REQUIRED** |

Collaborative Leadership:

* At the beginning of the school year, the elementary principal and kindergarten through third grade teachers met to make decisions about the literacy intervention program. Our team discussed IRI assessment scores, evaluated longitude assessment data, and created a “needs assessment” for literacy. The team decided that using intervention materials, which are aligned to the Early Literacy Comprehensive Plan, and the new I-Station IRI assessment and resources, would provide teachers and our Title I program with the supplemental intervention instruction for our identified students. Our team agreed that the assessment data showed that offering additional instruction and intervening earlier has the most impact for our students. The team recommended continuing to offer the full-day kindergarten option as the most powerful way to build the capacity of our youngest students, and thus eventually, our school.
* Literacy development is our school’s instructional focus again for the third year. Teachers work with grade level teaching teams (kindergarten, first, and second grade team and third, fourth, and fifth grade level team) to collaborate on literacy. At the elementary school, teachers meet twice a month for a 60 minute time block for grade level teaching team collaboration. During these meetings, our team analyzes ISIP data, groups students for specific intervention instruction, shares resources and materials, and continuous discussions of the learning progressions of English Language Arts Common Core Standards.
* The administration and Cambridge School Board provides support, direction, and additional funding for literacy development. Staff has been freed up at the middle school/high school level to build teaching capacity for additional support for the all-school literacy program. The district administration has supported professional development for teacher improvement in the area of how to effectively use assessments, teacher quality through the Danielson Framework training, and in developing our literacy program. The Cambridge School Board has approved a student early release of students twice a month so teachers can use contracted time to prepare supplemental literacy intervention instruction. Also, the school board has approved extending the kindergarten to full-days, on the recommendation of the administration and the elementary leadership team, which consists of staff members, board members, parents, and community members.

Developing Professional Educators:

* Staff members are given the opportunity to attend professional development for the new I-Station IRI diagnostic screener and progress monitor with reports, resources, and materials. This was a need identified by teachers as necessary to help prepare them to best utilize reports from testing for classroom and intervention instruction and how to share information and reports with parents.
* Staff members were given the opportunity to attend two additional Danielson Framework professional development workshops. This training assists teachers in understanding strategies and techniques for high quality skills in education. Also, one of our primary teachers has been selected as a Danielson Framework trainer for our district. She will be able to provide teachers with additional coaching opportunities.
* Last school year, our district adopted a new EL Education English Language Arts curriculum to ensure a rigorous, guaranteed, viable curriculum. This year, our staff has added a corresponding professional development that goes along with the curriculum. The teaching staff participates in this professional development twice a month to become more effective in delivering ELA instruction.
* The elementary principal conducts weekly classroom observations and provides timely feedback using the Danielson Framework to guide conversations with staff members to assist in instructional improvement.

Effective Instruction and Interventions:

* The Cambridge School District ensures teachers have the necessary resources and literacy materials for intervention instruction. New intervention material was selected on the basis of being research-based materials that address phonemic awareness, phonics and word study skills, vocabulary, spelling, fluency, and comprehension. Staff members also use the state provided I-Station tools and resources for intervention instruction.
* Whole staff meetings are used twice a month to discuss the intervention program and how to effectively deliver intervention instruction.
* Grade level teams are used twice a month to discuss literacy, plan instruction and activities, and to review assessment data.
* Whole staff and grade level team time are used to analyze and discuss the I-Station IRI intervention reports and materials.
* Teaching teams meet twice a month during early release days to plan effective intervention instruction.
* The elementary principal provides feedback to staff members to improve the quality of teacher instruction.
* Last year, the elementary school has adopted a new EL English Language Arts curriculum for Tier I instruction with a minimum of two hours of core instruction.
* Students who are at a Tier II (basic) or Tier III (intensive/below basic) level will receive thirty (30) minutes of daily supplemental literacy intervention instruction.
* All students in the elementary school participate in an additional intervention, benchmark, or enrichment literacy block with a variety of materials and resources for instruction for thirty (30) minutes daily.

Assessment and Data:

* The Cambridge Elementary School uses the new *I-Station* ISIP *Idaho Reading Indicator* (*IRI*) to identify students who are at a deficit level in literacy skills. To check students’ literacy progress, the *ISIP* is given as a progress monitoring tool monthly. Finally, the Spring *I-Station IRI* will be given to determine the successfulness of the intervention program and to identify students who are in need of reading interventions through the summer intervention program.
* Progress monitoring of reading fluency using *DIBELS* is conducted every two weeks and shared with classroom teachers. This information is used to gauge students’ instructional needs and the successfulness of current interventions.
* The teaching team members are scheduled to attend the new *I-Station IRI* professional development to assist on using reports for instruction more effectively. Then the members provide all primary level teachers with additional training for the I-Station IRI with information on how to access and interpret reports, resources, and materials.
* *Idaho Reading Indicator* (*IRI*) I-Station ISIP and *DIBEL* progress monitoring results are discussed at grade level team meeting to help guide reading intervention instruction. Teachers share assessment data and progress monitoring reports with parents to build school to home literacy partnerships.
* A new Reading Specialist Team will assist teachers in analyzing data and making instructional decisions for struggling readers. The Title I reading specialist, the special education teacher, and the elementary principal will meet bimonthly with each classroom teacher to discuss the progress of identified struggling readers. The team will discuss with each teacher and record current assessment data, classroom interventions, and growth. Finally, the team will make recommendation of how to effectively support struggling readers in the classroom.

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| **Other Notes / Comments** |

The primary level teachers continued to recommend using the Early Literacy Intervention Program funding to extend the kindergarten program to full-days again this school year in order to offer more learning opportunities for our youngest students. In this way, the Cambridge Elementary would strengthen foundation skills of kindergarten students, which in turn, will build the systemic capacity, over time.

At the parent meeting, parents agreed that last year’s half of the school year extended kindergarten program showed remarkable improvement in students’ foundational literacy skills. They also recommended continuing to strengthen communication about students’ progress with families. Also, parents encouraged the elementary school to include information of how to support student’s literacy skills at home.

The plan to expand the kindergarten for the 2019-2020 school year by using Early Literacy Intervention Program funding was approved by Cambridge School Board.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an “X” in the table indicating the model you use. If you are using a combination of models, please choose “Hybrid” and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

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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 2019-2020 Advising Program Summary section is required. Please provide information regarding your planned 2019-2020 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 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** |

Last year (2018-2019) we started building student portfolios. 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 completing 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** |

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| **Please proceed to the Combined District Plan Metrics – Template Part 2**  **AND the Literacy Plan Proposed Budget – Template Part 3.** |

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Combined Plan Metrics – Template Part 2**. The template includes three (3) tabs: Instructions and Examples, Metrics, and Demographics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.