

**Brevard Public Schools  
School Improvement Plan  
2015 – 2016**

**Name of School:**

Cambridge Elementary Magnet School

**Area:**

Central

**Principal:**

Dr. Wendy Smith

**Area Superintendent:**

Jane Cline

**SAC Chairperson:**

Lisa Derr

**Superintendent: Dr. Desmond Blackburn**

**Mission Statement:**

To inspire and empower lifelong learning.

**Vision Statement:**

A model community of excellence and success.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Parent, student, teacher, and EDI survey results are shared with the staff, parents, and School Advisory Council; all who are able to provide input for the school based goal, strategies, barriers, action steps, and evaluation. End of year student assessment data and behavior data is also shared with all stakeholders. These group members collaborate and discuss positive things happening in the school, and areas for improvement. The data drives the SIP goal(s). Once the goal(s) are established, a team works collaboratively on the School Improvement Plan (SIP). Each grade level provides input and areas to improve/change during grade level meetings. Parents are introduced to the SIP draft at Open House and are encouraged to provide input on a survey. The SAC members are given a copy of the draft for review and provide input. According to the responses, changes are made to the SIP by the SIP writing team that consists of administration and the

leadership team. The newsletter and Edline page will communicate the SIP goals to the parents and community members. The SIP is monitored and reviewed twice per year by the SAC and the staff. School-wide data are made available at that time for progress monitoring purposes. Adjustments to the SIP are made if necessary.

**Brevard Public Schools  
School Improvement Plan  
2015-2016**

**Part 1: Planning for Student Achievement**

**RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:**

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

**Areas of successful professional practices and what data shows evidence of improvements**

Quantitative and Qualitative data sources support the School Improvement Plan (SIP) school wide objective for teachers to understand, plan, and implement standards based instruction in all content areas to increase student achievement. Classroom walk through data show that teachers were not consistently planning and teaching to the depth, or full intent of the standards. Feedback data in ProGOE support lesson plans and instruction observations indicated that some teachers were still planning lessons based on activities or the textbook rather than planning lessons based on the standards. Student engagement can be improved by teachers planning lessons to include students collaborating, writing, and producing evidence of mastery rather than the teacher being in control of the entire lesson. However, teacher lesson plans do show that essential questions are being used to consistently frame instruction.

Essential questions are posted in the classrooms, however referring students back to the essential question can be improved. Authentic learning center activities that support the standards can be improved to include more of a focus on the standards for independent activities. Two grade levels were beginning to create common assessments and use the data to drive future instruction. More training on common assessments and using the Unify program will enable teachers to research questions from a bank of test questions in order to create common assessments based on the standards. Prioritizing standards and using the Understanding by Design (UbD) model will be used to create lesson designs for the 2015 – 2016 school year.

Results of the EDI survey showed that teachers value the peer culture and professional development at Cambridge Elementary. Eighty percent of responders reported Cambridge is a good place to teach and learn. Instructional planning was a concern for teachers, scoring 7.7 with -0.7 top-quartile comparison as reported by EDI results.

The SIP will focus on meeting with small groups of teachers during Early Release Wednesdays to promote collaboration and cooperation from Title One Teachers and administration while planning for instruction. Each Wednesday will focus on one group: K – 1<sup>st</sup>, 2<sup>nd</sup> – 3<sup>rd</sup>, and 4<sup>th</sup> – 6<sup>th</sup>. This should help improve the 50% of responders who stated the school has dedicated time for teachers to analyze interim assessments and to re-teach content based on student performance, 51% who reported the Common Core will help prepare students for college and career, and the 63% who stated the training received on the Common Core will help improve teaching practice.

## Concerns with professional practices and how are they revealed with data?

Pre-survey results of the 29 classroom teachers who were employed as teachers at Cambridge in the 2014 – 2015 school year revealed that 27% planned lessons or units beginning with the end goal or an assessment task all the time, while 55% planned some lessons with the end in mind, and 14% planned several lessons with the end in mind.

78% of responding teachers reported their grade level teaches the same standard at the same time while 21% reported somewhat teaching the same standard. Eighty-nine percent of teachers responded the grade level teams used common formative assessments, other than the district assessments while 10% responded no common formative assessments were used. Only 34% of teachers responded being an expert on understanding the full intent of the grade level standards, while 52% followed the pacing guide and teacher editions to guide standard-based instruction.

Fourteen percent of teachers responded a need for more time and training in order to develop a better understanding of the depth of the standards. When responding to priority standards, 48% of teachers were confident in knowing which standards were priority while 42% responded knowing somewhat of the priority standards, and 10% were not aware of the priority standards. Teachers reported that they were unaware of Understanding by Design (28%), while 55% were somewhat familiar with Understanding by Design, and only 17% were familiar with Understanding by Design.

### Cambridge Elementary Magnet School's Demographics:

African America: 35.86%

White: 30.81%

Hispanic: 23.54%

Multi-racial: 9.32%

Asian: 0.47%

### Behavioral data:

#### Referral percentages from student population by race:

ESE:25.56%

Hispanic: 4.32%

African American: 63.53%

White: 18.61%

Multi-racial: 13.53%

#### In-school suspension percentages from student population by race:

ESE: 26.5%

Hispanic:5.13%

African American: 67.52%

White: 17.09%

Multi-racial: 10.26%

Out-of-school suspension percentages from student population by race:

ESE: 22.58%

Hispanic: 6.45%

African American: 64.52%

White: 12.9%

Multi-racial: 16.13%

**What are the areas of successful student achievements and what data shows evidence of improvements?**

***BELAA: Reading Proficiency***

Grade Level:	October (AP1)	Jan/ Feb (AP2)	Percentage Gain
First	71%	74%	3%
Second	56%	61%	5%
Third	55%	58%	3%
Fourth	52%	63%	11%
Fifth	66%	71%	5%
Sixth	76%	76%	0%

The 2014 – 2015 Brevard English Language Arts Assessment (BELAA) results showed that grades first through fifth increased their reading proficiency from AP1 to AP2 by an average of 5.4%. Although sixth grade did not show a percentage gain from AP1 to AP2, the proficiency rate that scored above the district average was maintained.

**SuccessMaker Reading Results 2014-2015:**

Cambridge Elementary defines school wide proficiency in Success Maker as 70% or higher. The following grade levels scored above proficiency:

Grade Level:	Initial Placement:	End of Year Placement:	Percentage of Adequate Progress:
First	1.05	2.27	83.96%
Third	2.77	3.77	87.34%
Fourth	3.74	4.71	89.55%
Fifth	5.05	6.11	82.28%

2014 – 2015 SuccessMaker reading results show that first grade, third grade, fourth grade, and fifth grade students exceeded the established 70% schoolwide goal. Kindergarten, second grade, and sixth grade did not meet the schoolwide goal of 70% (see chart below).

**SuccessMaker Math Results 2014-2015:**

Cambridge Elementary defines school wide proficiency in Success Maker as 70% or higher. The following grade levels scored above proficiency:

Grade Level:	Initial Placement:	End of Year Placement:	Percentage of Adequate Progress:
Kindergarten	0.52	0.74	70.27%
First	1.12	1.98	94.34%
Second	2.37	3.25	87.8%
Third	3.28	3.81	93.67%
Fourth	4.11	4.68	100%
Fifth	4.73	5.39	100%
Sixth	5.73	6.18	98.48%

All grade levels met or exceeded the schoolwide goal of 70% on Success Maker math.

**FAIR:**

Grade Level:	AP1	AP3
Third	11%	33%
Fourth	8%	23%
Fifth	24%	38%
Sixth	10%	19%

Third through sixth grade students demonstrated growth in their Probability of Literacy Success (PLS) from AP1 to AP3. An average growth of 15% was present among grade levels.

**What are the concerns with student achievements and how are they revealed to the data?*****BELAA: Reading Proficiency***

Based on 2014-2015 school data our concerns are as follows:

Grade Level:	October (AP1)		Jan/Feb (AP2)		End of Year	
	D	C	D	C	D	C
First	79%	71%	80%	74%	70%	67%
Second	64%	56%	69%	61%	68%	65%
Third	65%	55%	68%	58%		
Fourth	61%	52%	65%	63%		
Fifth	67%	66%	67%	71%		
Sixth	64%	76%	63%	76%		

D= District Average (%)

C= Cambridge Average (%)

Though sixth grade students scored above district averages, they did not make any progress from AP1 to AP2. The 2015 – 2016 goal of standards based instruction will ensure that instruction is rigorous and standards driven. This will help teachers align instruction based on prioritized standards, thus improving student achievement.

**FAIR:**

Grade Level:	AP1 PLS		AP3 PLS	
	D	C	D	C
Third	34%	11%	56%	33%
Fourth	32%	8%	42%	23%
Fifth	36%	24%	48%	38%
Sixth	33%	10%	42%	19%

D= District Average (%)

C= Cambridge Average (%)

PLS= Probability of Literacy Success

According to the FAIR data above, grades third through sixth scored significantly below district averages on AP1 and AP3. Throughout the 2015 – 2016 school year, teachers will monitor FAIR data to determine areas of concern and use standards based instruction to differentiate instructional strategies needed to increase proficiency in targeted subskills.

**Success Maker Reading Results 2014-2015:**

Cambridge Elementary defines school wide proficiency in Success Maker as 70% or higher. The following grade levels scored below proficiency:

Grade Level:	Initial Placement:	End of Year Placement:	Percentage of Adequate Progress:
Kindergarten	0.13	0.34	64%
Second	2.15	3.56	46.34%
Sixth	5.96	6.67	63.64%

According to the 2014-2015 SuccessMaker Reading data kindergarten, second grade, and sixth grade performed below the proficiency average of 70%. First grade, third grade, fourth grade, and fifth grade students were not a concern because they scored significantly above the targeted proficiency rate. Concerns will be addressed by utilizing the students' individualized weekly SuccessMaker reports. Teachers will use the data to guide small group instruction so that students' individual needs are being met.

**Concluding Analysis: Based on the 2014 – 2015 data from multiple sources, students are not adept in showing proficiency with the ELA Florida Standards. Therefore, the 2015 – 2016 focus of teachers at Cambridge Elementary School will be to increase their knowledge of the standards in order to prioritize grade level ELA standards, create lessons with the end in mind based on the depth and rigor of the standards, and deliver lessons that will expose students to the grade level standards that will all help increase student achievement.**

## **What other areas of strength or opportunity that are revealed in data from leading indicators?**

The Early Release Wednesday time will also allow administrators to meet with smaller groups of teachers to improve the 51% who reported leaders at my school seek out feedback from teachers. Surveys from teachers at the end of the year revealed that teachers were not comfortable with the current MTSS process and could benefit from a better understanding of the process to help meet their students' needs. With 16 new teachers and a new principal, and 19 teachers in years 0 – 2, one focus will be to elicit help from the district MTSS trainer, and meet as a leadership team to develop goals and a plan to teach the MTSS process to the staff.

Attendance data: Annual Attendance Rate was 95.16%. Classrooms are awarded Cougar Paws for everyone being in attendance and dressed in uniform, as part of the Positive Behavior Support (PBS) system.

## **Analysis of Current Practices:**

Describe action steps that have become non-negotiable, things that you will continue doing.

The action steps in the 2012 – 2013, 2013 – 2014, and 2014 – 2015 SIPs will be maintained, due to these being research-based and supported teaching practices. While we will adapt the focus of our on-site staff development to include prioritizing standards and using the Understanding by Design model, we will continue the following practices because they produced positive results:

- Teachers will use Differentiated Instruction (DI): process, product, procedure based on student need/data – Training will be offered at ESF for new teachers to learn differentiated skills and strategies. Staff members previously trained on DI strategies will mentor new teachers who may have not been trained as of yet. Cambridge has a DI trainer as a member of the Title I team who will be providing training, modeling, and support of DI strategies.
- Every teacher will continue to create and post essential questions (EQs) to frame teaching and learning tasks designed to create critical thinking
- Students will engage in writing across the disciplines to summarize, clarify, justify, explain, list, give examples, etc.
- Using progress monitoring/goal setting tools (data notebooks and charts, use of the Baseball Card in Unify) teachers will provide meaningful feedback and guidance to students
- Utilize activity wheel teachers as our Special Help in Everyday Learning Development Team (S.H.I.E.L.D.) to support grades 2 – 6 one day per week and continue providing small group instruction allowing classroom teachers the opportunity to observe/collaborate with other teachers and strengthen professional practices
- Offer Dinner and Data Nights allowing students the opportunity to share academic progress monitoring and improvement goals with their family
- Utilize Positive Behavior Support (PBS) Tier 1 strategies to encourage all students to be active learners and take responsibility for their learning. Tier 2 Interventions and Tier 3 Interventions will be used as needed
- Provide a Walk to Intervention model at each grade level to provide additional support for struggling students outside of the 90 minute block (Leveled Literacy Intervention)
- Math instruction provided in small group settings and the utilization of math centers to reinforce skill acquisition based on the standards
- Monitor the amount of literary and informational text used for instruction to provide a balanced literacy program
- Monitor student progress in reading and math using Pearson's Success Maker computer assisted instruction in grades 1<sup>st</sup>-6<sup>th</sup>



Reflection on practices that may impede student achievement include:

- Reading fluency skills and understanding of vocabulary (unfamiliar words) that impede students' reading comprehension
- Students have a disconnect between understanding of vocabulary when presented orally and then when asked in written form or for future recall
- Increased assessment rigor requiring demonstration of academic and content vocabulary
- High percentage of Title 1 families are unfamiliar with new practices and new Florida Standards
- High percentage of families unfamiliar with how to support language acquisition and vocabulary development
- Sixteen teachers new to Cambridge may be unfamiliar with DI strategies

### Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the classroom?

**Create positive relationships with students and families to support an encouraging and progressive culture for education.** According to Ellerbrock, Abas, DiCicco, Denmon, Sabella, and Hart (2015) students who face challenges outside of school can improve their ability to focus on academics when a caring classroom community provides emotional support. Students' needs are met and there is a sense of belonging and identification in a safe, shared, open, and student-centered school atmosphere.

**Standards based instruction in all content areas.** Research by Snow-Renner and Lauer (2005) revealed that standard based instruction can have a positive influence on student achievement and teacher instruction as long as teachers are exposed to training that includes content knowledge and guided practice in applying the new technique, and structural supports that are aligned with standards and student learning. Substantial change takes time; therefore, a sustained focus at the district and school level is needed because teachers must have opportunities to learn, practice, and observe reform-oriented strategies and the effects on student learning. Eisenhower National Clearinghouse (2004) concluded standard based instruction includes standards delineating what matters, providing clarity and a fixed point of reference for teachers and students, guiding instruction so it is focused on student learning, providing a common language to encourage conversation about student learning, and assisting in identifying struggling students. The following four embedded central strategies should exist: inquiry and problem solving, collaborative learning, continual assessment embedded in instruction, and higher-order questioning.

**Essential Questions will guide lessons.** Wiggins (2007) defined essential questions as an important, vital, "at the heart of the matter", or essence of the issue. Essential questions should be important questions that recur throughout one's life; broad in scope, and timeless in nature. Questions are essential when they help students make sense of important but complicated ideas and knowledge.

**Use the backwards design to develop lessons: Understanding By Design.** Wiggins (2007) introduced a template for designing lessons based on beginning with the Desired Results (goals, understandings, essential questions, and what students should know at the end of the unit. Next, the Assessment Evidence will include performance tasks or other evidence to assess student learning, followed by the Learning Activities outlining the daily lesson plans based on the standards. Bransford, Brown, and Cocking (2000) revealed students should not only become familiar with factual knowledge, but develop a conceptual framework of concepts and ideas that facilitate meaning and learning.

**Use of common formative and summative assessments to have data chats among grade level teachers.** Formative assessments were found to improve the pedagogical practices of teachers and provided specific instructional support for lower performing students; thus increasing student achievement (Dunn & Mulvenon, 2009). Whether an assessment is defined as formative or summative, depends on how the teacher uses the data. Formative assessments provide quantitative and qualitative feedback for the teacher in order to produce a better understanding of the material by the student. Summative evaluation may be defined as the assessment based data for the purpose of assessing academic progress and recognizing students' standing relative to an established criterion. Both types of assessment provide opportunities for teachers to disaggregate data and plan for future instruction and/or remediation or acceleration; differentiated instruction.

**Differentiated instruction based on students' needs.** McQuarrie, McRae, and Stack-Cutler (2008) found using differentiated instruction consistently yielded positive results and that students with mild or severe learning disabilities received benefits from instruction in small groups or with targeted groups of students. Guiding principles for differentiated instruction include focusing on essential ideas and skills in the content areas and the elimination of ancillary activities; responding to individual student differences such as prior knowledge, interests, engagement, and learning styles; grouping students by shared interest, topic, or ability; integrating ongoing and meaningful assessments; and continually assessing, reflecting, and adjusting content, process, and product based on students' needs. Tomlinson (1999) warned moving toward differentiation is a long-term change process of learning and implementing new strategies.

**Positive Behavior Support Model, data tracking.** School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Data from the 2014 – 2015 school year indicated that office discipline referrals decreased by 7%. Cambridge's in-school suspensions decreased by 30%, and out-of-school suspensions increased by 11%. The PBS tracking system which is provided by the University of South Florida's PBS Program, suggested that discipline issues/referrals increased during the month of February. This may possibly be due to upcoming state assessments or students and teachers becoming lax in the expectations set forth in the beginning of the school year. Therefore, there will be a concentrated effort in reinforcing positive behavior support when teachers and students return from the semester break, 2016. Additionally, research concluded that referrals often happen when students are outside of the general education classroom suggesting the need for consistent expectations, enforcement of the RAPS, throughout the campus and not just in the classroom.

**Develop a system/process for Cambridge Elementary teachers to support the MTSS (Multi-Tiered System of Support).** Teacher survey results revealed that 80 percent of grade levels responding to the survey were confused on the MTSS process and frustrated with the data collection expectations of the students. Therefore, a focus on establishing an MTSS process for Cambridge will be scheduled. Classroom teachers and the leadership team will meet throughout the year with the district MTSS trainer to establish a procedure and protocol for Cambridge Elementary. These meetings will allow time to discuss concerns of students and the tracking of data. The MTSS team will act as a collaborative group to suggest strategies for student success and support.

**School-Based Goal:** What can be done to improve instructional effectiveness?

**Teachers will understand, plan, and implement standards based instruction in all content areas to increase student achievement.**

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>Budget</b>	<b>In-Process Measure</b>
<b>1. Lack of knowledge in prioritizing standards</b>	<b>1. Provide initial training on Prioritizing standards</b>	<b>Administration Understanding by Design (UbD) team members</b>	<b>Pre-planning</b>	<b>None</b>	<b>Prioritization of standards by grade level, chart paper</b>
	<b>2. Gallery Walk for vertical alignment/discussion of standards.</b>	<b>UbD team, Administration</b>	<b>August Early Release Day</b>	<b>None</b>	<b>Oral discussion of findings</b>
	<b>3. Meet with grade levels during Early Release Wednesdays to discuss/refine prioritization</b>		<b>Once per month</b>	<b>None</b>	<b>Prioritization of standards, color-coded by priority for grade levels</b>
<b>2. Using textbook and activities to drive instruction</b>	<b>1. Training using Understanding by Design</b>	<b>Administration UbD team members</b>	<b>August – February</b>	<b>None</b>	<b>Unit Design and Presentation to grade cluster during Early Release Wednesday PD training</b>
	<b>2. Grade level early release Professional Development to include collaboration and reflection on standards and lesson development</b>	<b>Administration UbD team members</b>	<b>August – May</b>	<b>None</b>	<b>Lesson Plans for the UbD grade level choice of standards</b>
	<b>3. Informal classroom observations with</b>	<b>Administration</b>	<b>October - April</b>	<b>None</b>	<b>ProGOE Informal Observation</b>

	<b>specific feedback to change instruction from Administration</b>				<b>Data</b>
<b>3. Limited knowledge of the Multi-Tiered System of Support (MTSS) process</b>	<b>1. Brainstorming meeting</b>	<b>District MTSS trainer, leadership team, school psychologist, and staffing specialist</b>	<b>August</b>	<b>None</b>	<b>Plan for implementation of Cambridge MTSS system</b>
	<b>2. MTSS overview to staff</b>	<b>2. District MTSS trainer, administration, leadership team, grade level team members</b>	<b>2. August grade level meetings</b>	<b>None</b>	<b>Cambridge MTSS booklet</b>
	<b>3. MTSS process with student data</b>	<b>3. District MTSS trainer, administration, leadership team, grade level teams</b>	<b>3. September 2 hour training and collaboration with grade level teams</b>	<b>Substitute Funds to cover 2 hour blocks, 2 days</b>	<b>Data chats, review of Tier 2 and 3 progress, discussion of students in need, MTSS meeting notes, IPST Forms</b>
	<b>4. MTSS Follow Up Meeting</b>	<b>4. District MTSS trainer, Reading Coach, administration, and Guidance Counselor to facilitate grade level meeting as a follow up from September training</b>	<b>4. October</b>	<b>None</b>	<b>MTSS meeting notes, student data, MTSS forms when needed</b>
	<b>5. Future MTSS follow-up</b>	<b>5. District MTSS trainer, Reading Coach, administration, and Guidance Counselor</b>	<b>5. As needed</b>	<b>5. None</b>	<b>MTSS meeting notes, MTSS forms when needed</b>

<p><b>4. Lack of feedback for teachers on lesson plans based on standard based instruction</b></p>	<p><b>1.Administrators to provide specific feedback in ProGOE; offering meetings with teachers to discuss feedback</b></p> <p><b>2.Based on need, provide teachers support through Title I Teachers, Reading Coach, and district trainings</b></p>	<p><b>1.Administration</b></p> <p><b>2.Administration, Title I Teachers, Reading Coach, and district trainings</b></p>	<p><b>1.October – May</b></p> <p><b>2.September – May</b></p>	<p><b>None</b></p> <p><b>2.Possible sub costs if not able to be covered by Title I Teachers</b></p>	<p><b>1. ProGOE feedback and scoring; schedule of classroom informal observations by administrators</b></p> <p><b>2.Improved scoring in ProGOE, training, implementation of skills in lesson plans</b></p>
<p><b>5. Staff lacking the knowledge of 2014 – 2015 end of year behavior data and trends. There are 16 new teachers, lack of knowledge on Positive Behavior Support (PBS) system</b></p>	<p><b>1.Preplanning Presentation and review of PBS also including 2014 – 2015 end of year behavior data/trends.</b></p> <p><b>2. Group of 3 teachers to be trained in Classroom Coaching Training</b></p>	<p><b>1.PBS Coach</b></p> <p><b>2.PBS Coach 1 intermediate and 1 primary teacher</b></p>	<p><b>1.August</b></p> <p><b>2.September</b></p>	<p><b>1.August</b></p> <p><b>2.September</b></p>	<p><b>1.Agenda and PowerPoint</b></p> <p><b>2. Primary and Intermediate representatives to train grade levels. 3 teachers will become mentor to beginning teacher on positive behavior strategies.</b></p> <p><b>3. Monthly PBS Team Meetings</b></p>

<p><b>6. Proper training in Leveled Literacy Intervention (LLI) - use with fidelity for Walk to Intervention with K-6th students.</b></p>	<p><b>1. Staff training in LLI</b></p> <p><b>2. Leadership team and grade level teams</b></p>	<p><b>1. LLI Consultant and teachers from Cambridge trained in LLI summer of 2015</b></p> <p><b>2. Create and schedule LLI groups and plan for other intervention groups</b></p>	<p><b>1. Initial September training and follow up during Winter as needed</b></p> <p><b>2. September, October, and as needed to adjust groups</b></p>	<p><b>1. None</b></p> <p><b>2. None</b></p>	<p><b>1. Grade level LLI groups, data</b></p> <p><b>2. LLI groups, Grade Level intervention schedule</b></p>
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**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

100% of classroom teachers will produce an Understanding By Design unit including lesson plans that support standard based instruction to include lessons and activities supporting the full intent of the standards.

The UbD unit, including lesson plans for the unit, will be completed by all classroom teachers. The lessons will be observed and scored by administrators in ProGOE. Specific feedback will be provided during the construction of the UbD unit by administration and Title One teachers who will collaboratively work with grade levels during early release Wednesdays’ professional development.

100% of classroom teachers will have more than the two required informal observations completed by administration. The informal observations will be scored and the teacher will be provided specific feedback noted in ProGOE in suggestions to improve in a specific dimension or element.

End of year EDI (or similar) survey results will reveal that 90% of planned lessons will begin with an end goal or assessment task, and increase of 63% from the 27% reported in the spring of 2015. The focus on prioritizing standards will result in 80% of teachers responding being an expert on understanding the full intent of the grade level standards, a 46% increase from the spring of 2015. Prioritizing standards will also increase the percentage of teachers being confident in knowing which standards were priority from 48% in the spring of 2015 to 80% in the spring of 2016. There will be an increase of 63% (17 to 80) of teachers being familiar with the Understanding by Design process.

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

According to the end of the year 2015 FAIR results, students in third through sixth grade showed an overall percentage improvement in Probability of Literacy Success. Historically, standardized test results (FCAT) for Cambridge showed students were not proficient in Reading. FAIR results, although improved in grades three through six, still show a low percentage of students scoring in the green for Probability of Literacy Success:

Third Grade (Baseline 11% to 33% probability at the end of the 2015 school year)  
Fourth Grade (Baseline 8% to 23% probability at the end of the 2015 school year)  
Fifth Grade (Baseline 24% to 38% probability at the end of the 2015 school year)  
Sixth Grade (Baseline 10% to 19% probability at the end of the 2015 school year)

2016 end of year FAIR data (AP3) will reveal the Probability of Success for third grade through sixth grade to show an increase of 30 percentage points on Success of Probability from baseline FAIR results (AP1) to end of year 2016 FAIR data (AP3). This is an increase of 15% improvement from AP3 2015 end of year FAIR results.

2014 – 2015 discipline data, as reported in the Positive Behavior Support (PBS) model revealed the following discipline referral data: 532 total referrals for the school year. The suspension data reported 130 out of school suspensions for the 2014 – 2015 school year.

2015 – 2016 discipline data, as reported in the Positive Behavior Support (PBS) model will reveal a decrease of 25% in referral, totaling 392 referrals. Suspension rates will decrease by 50% to a total of 58 referrals.

## **Part 2: Support Systems for Student Achievement**

### **(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2015-2016.**

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

School leadership identifies and aligns with all available resources (e.g. personnel, instructional, curricular) in order to meet the needs of all students:

MTSS Leadership Team consist of the following stakeholders: Administration – Dr. Wendy Smith (Principal) and Kori Hurst (Assistant Principal), Dr. Sarah Brothers (Guidance Counselor), Title I staff: Sandra Marines (Title I ELA-Intermediate), Rick Dillon (Title I ELA/ Math Primary), Abbey Turner (Title I Math-Intermediate), Mary Anne Pitman (Literacy Coach), and Coordinating Teacher, Eric Jacobson (Positive Behavior Support Coach). Their purpose is to coordinate the efforts of the Cambridge MTSS system and to support Positive Behavior Support (PBS).

MTSS stakeholders' objectives: in order to ensure that IPST documents are completed with fidelity, the guidance counselor, with support from a designated grade level team leader, work collaboratively, to assist members of the grade level teams with the completion of IPST documents. This affords stakeholders to gather relevant information in the domains of sound instruction, curriculum, learning environment, and the student through the use of interviews, reviews, observations, and assessments to determine contributing factors to the problem. During this process, grade levels meet (data team meetings) in an effort to explore and utilize interventions that will foster academic success for students of concern. This endeavor includes consultation and assistance from Title I staff and district personnel, thorough record keeping of meetings held, utilization of data meeting checklists for tracking required documents, as well as, the implementation of the tiered-levels of support.

Cambridge beliefs align with the Continuous Improvement Model. This model affords all stakeholders to work, unitedly, to improve services to students by using this four step quality model—the plan-do-check-act (PDCA) cycle Deming Institute (2015). [<https://www.deming.org/theman/theories/pdsacycle>] This process allows the team of professionals to identify opportunities to **(Plan)** and implement interventions that foster academic change for students of concern. This encompasses “walk-to- intervention”, where blocks of time are scheduled, within the school day for every grade level, to allow for additional and specific academic support for all students. **(Do)** Implement the change on a small scale (Tier 3), when Tier 2 interventions do not suffice. **(Check)** by using data to analyze the results of the change and determine whether it made a difference, and **(Act)** if the change was successful. Teachers will continue to implement interventions and assess results as required. If the change doesn't work, interventions are modified or requests for additional support from district personnel, is solicited in order to determine if services are needed through ESE programs.

In addition to interventions during the school day, Cambridge offers an After School Program (ASP) for students. Students who are in grades 3 through 6 and are working below grade level are given additional support in reading and math, twice a week for approximately eight weeks.

To ensure that all stakeholders obtain a thorough understanding of the MTSS process, grade level training from Shelly Dickinson (MTSS Facilitator) will be conducted. This training will assure that all stake holders are receiving consistent information concerning the MTSS process. The Guidance Counselor and Literacy Coach will be attending MTSS meeting, throughout the year, to stay abreast of changes/ updates to the MTSS process. They will convey what transpired at each meeting to ensure that all Cambridge stakeholders have up-to-date information. Staffing Specialist, School Psychologist, and other district professional (as needed) will also, provide MTSS support to Cambridge stakeholders through consultation, review of data, and intervention recommendations.

The Literacy Coach and Title I teachers will be responsible for consulting, monitoring, sharing strategies, and reviewing materials that are appropriate for grade level interventions. This is inclusive of modeling the instruction for intervention groups. Peer coaches and Title I teachers will also assist with staff training and provide feedback.

The Primary ELA/Math Title I teachers for grades K- 3, will provide support, model strategies, and review materials for reading and math instruction for primary grade levels. This will also include modeling and support during intervention groups.

The 4<sup>th</sup>-6<sup>th</sup> grade Math Title I teacher will model instructional strategies, that align with the Math Florida Standards, to classroom teachers in intermediate grade levels. Title I teachers will provide additional support through workshops/trainings for teachers, MTSS data collection and management, and provide additional



support for intervention groups. Math Title I teacher and Peer Coaches will assist with teacher training and provide additional feedback.

The intermediate (ELA) Title I teacher will be responsible for monitoring, advising, and modeling Language Arts Florida Standards instructions and assessments in grades 4<sup>th</sup>-6<sup>th</sup>. This Title I teacher will work to ensure that grade levels implement the schoolwide writing plan with fidelity. In addition, this teacher will model and provide assistance/ support with writing instruction within the classrooms, with emphasis on writing in response to reading and provide additional support for intervention groups.

The Science Leadership Team will be responsible for advising, monitoring, and modeling strategies, as well as review materials for science instruction for all grade levels. Resources will be provided for classroom teachers in support of implementation of the NGSSS Science curriculum. To enhance student learning, our science lab will be utilized by our Title I Science teacher and is part of the activity wheel for 2<sup>nd</sup>-6<sup>th</sup> grades.

In support of the MTSS process, the guidance counselor and S.H.I.E.L.D. teachers will assist in the completion of IPST documentation by conducting observations, during specified times, on students of concern. Our guidance counselor will serve as facilitator of the bi-weekly MTSS grade level/ data team meetings. The guidance counselor is the gatekeeper of all documents to be used in determining recourse of students going through the MTSS process.

Positive Behavior Support (PBS) will continue to be implemented schoolwide. PBS Tier 2 interventions will also be implemented. Coordinating Teacher, Erik Jacobson (PBS Coach) will serve as Tier 2 implementer for grades 2<sup>nd</sup> -6<sup>th</sup>. Our Guidance Counselor, Dr. Brothers, will be the Tier 2 coach for grades K-1<sup>st</sup>. A “Check In/Check Out” intervention with parent and student involvement will be utilized when data indicates the intervention works for the student. A Behavior Intervention Plan (BIP) will be developed for students who display a need for more intensive individualized behavioral intervention. 2014--2015 data supports the need for Social Skills instruction for all kindergarten students (Tier 1).

The data source(s) and the data management system(s) used to summarize data:

- Data Sources District Required Assessments (DRAs) based on the district adopted content area curriculum programs for reading, language arts, mathematics, science, and social studies. (Tier 1,2,3)
- Florida Assessment for Instruction in Reading (FAIR-FS) (Tier 1,2,3)
- DIBELS Oral Reading Fluency (DORF)
- Brevard English Language Arts Assessment (BELAA)
- Pearson SuccessMaker Computer Assisted Instruction in reading and math (Tier 1,2,3)
- Phonological Awareness Screener for Intervention (PASI) (Tier 2,3)
- Phonics Screener for Intervention (PSI) (Tier 2,3)
- Rewards-Multisyllabic Word Study (Tier 2,3)
- Level Literacy Intervention (LLI) Program (Fountas & Pinnell)

Data Management Systems

Unify (powered by Performance MATTERS/replaces A3) district and teachers  
AS400  
Desktop Student Data System  
Progress Monitoring and Reporting Network (PMRN)  
Response to Intervention for Behavior (RTiB)

Our plan to train staff on MTSS

August 2015 - May 2016,

Along with the MTSS Leadership Team, teachers will meet bi-weekly to focus on students of concern, the MTSS process, and compliance of Tier 1, 2, and 3 intervention requirements. The MTSS Leadership team is comprised of the following personnel: administration, Individual Problem Solving Team (IPST) members, MTSS District Facilitator, Guidance Counselor, MTSS Support Building Facilitator, and the Title I Team. Designated grade level representatives will serve as MTSS facilitators for the teachers on their team. We will utilize our new MTSS District Facilitator to ensure fidelity and consistency throughout the MTSS process.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

90 K-6<sup>th</sup> grade parents participated in the 2015 parent survey.

#### **Areas of Strength:**

- Communication:
  - Personal Phone Calls from Staff
  - Newsletters and Teacher notes including agenda
  - Personal Folder
  - Parent Conferences
- School /Academic Meetings
  - Information is useful
- Safe School Environment
  - 68.67% rated this area as Excellent
  - All gates and doors are locked after 8AM
  - Campus is secure with the only entry point being through the front office
  - All visitors must sign in through the new KeepNTrack system before they are allowed access to student areas
  - School Personnel are assigned designated locations throughout school property for supervision and student monitoring from 7:30am-8:00am and 2:30pm-2:50pm daily
  - Keeping parents informed
- ESE Services
  - 504s, IEP, and EP
- 21st Century Skills
- Academics
  - Reading, Math and Science

#### **Areas of Concerns/Needs:**

- Communication:
  - Automated Call System-continuing to request up dated phone numbers – addressing – the new BlackBoard Connect 5 system is being utilized and making on-going corrections as reported
  - Edline and Cambridge’s school website- addressing- informing the parents of the information provided through Edline during Title I Nights and monthly newsletters
- School /Academic Meetings:
  - Meetings not at convenient time – addressing - increasing use of 5:30pm and 6:00pm as start times and continue to schedule events on Mondays, Tuesdays and Thursdays
- Parent Topics:
  - Homework Help – addressing –Title I Homework Night in February 2016 – provide parents with resources available for them to help students with homework in content areas

- School Safety/Anti-bullying – addressing – Title I Night in November 2015 on Anti-bullying
- ESE Services:
  - Gifted Services – addressing – All gifted students will be serviced at Cambridge rather than bused to a neighboring school for services.

In addition to Cambridge’s Title I Nights, parents, students, and teachers will take part in Data Nights. Students discuss and explain their individual data, learning gains, challenges, and set future learning goals with their parents/guardians. Parent involvement at Cambridge will increase student achievement through the increased use of Edline. Teachers in grades 3<sup>rd</sup>-6<sup>th</sup> will post updates and grades weekly in core academic subject areas to allow parents to review student progress. In turn, utilization of Edline will increase student achievement and parental awareness.

Cambridge’s Parent Involvement Plan Link:

[http://www.edline.net/files/JCKsC\\_/074d76f2a95751803745a49013852ec4/Cambridge\\_PIP\\_Summary\\_15-16.pdf](http://www.edline.net/files/JCKsC_/074d76f2a95751803745a49013852ec4/Cambridge_PIP_Summary_15-16.pdf)

## **STUDENT SURVEY RESULTS:**

Address Elements of Student Survey Results found in the District Strategic Plan and describe how you will improve student perceptions of these indicators.

Strategic Plan Indicators:

- ✓ Promotes 21<sup>st</sup> Century Skills 1.4.2, 1.4.3, 1.4.4, 1.4.5
- ✓ Safe Learning Environment 2.2.3, 2.2.4, 2.2.5

The data for the Strategic Plan Indicators can be located on the following survey pages.

Elementary Student Survey:

- ✓ 21<sup>st</sup> Century Skills – Refer results pages 3 – 4
- ✓ Online Safety – Refer results pages 4 – 6
- ✓ School Safety – Refer results pages 6 – 7

Secondary Student Survey:

- ✓ 21<sup>st</sup> Century Skills – Refer results pages 4 – 6
- ✓ Online Safety – Refer results pages 6 – 7
- ✓ School Safety – Refer results pages 7 – 8

Cambridge student surveys were completed by 100% of our 4<sup>th</sup>-6<sup>th</sup> grade students. Finding from the 2014-2015 Brevard Public Schools Student Survey revealed a need for increased opportunities for students to engage in real-world issues (environmental, community, healthy life style), apply practical use of technology (presentations, word processing, spreadsheets), and incorporate meaningful projects (critical thinking, problem solving, creativity) in order to develop 21st Century skills. Of the students responding, 58.16% indicated they were given opportunities to engage in real-world issues (environmental, community, healthy life style). Additionally, 61.22% specified they were given opportunities to apply practical use of technology (presentations, word processing, spreadsheets) and 66.84% of students surveyed felt that lessons incorporated meaningful projects (critical thinking, problem solving, creativity). In order for students to successfully master the Florida Standards and continue to develop 21st Century skills, especially the skills focusing on communication, teamwork, and research we will provide students relevant opportunities to engage in real-world issues, use technology, and incorporate meaningful projects across content areas and classes.

85.71% of the students surveyed feel safe at school. Of the remaining students, 7.65% did not feel safe walking or riding their bikes to and from school.

**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3**

1. List any additional early warning system indicators and describe the school’s early warning system.

**ELEMENTARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Students who are not proficient in reading by third grade

**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Other

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2014-15 school year. This data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2015-16:

- 3.
- The number of students by grade level that exhibit each early warning indicator listed above.

Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	41	54	35	30	23	21	19	223
1 or more ISS or OSS	8	13	0	5	9	3	9	47
Level 1 in ELA or Math	*	*	*	*	*	*	*	*
Course Failure in ELA or Math	0	0	0	3	6	0	0	9
Students exhibiting 2 or more indicators	8	8	0	4	5	1	4	30

\*2014-2015 FSA ELA and Math assessment results are not available.

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

**ATTENDANCE:** Cambridge’s attendance rate for 2014-2015 school year was 95.16%. Due to the continued increase in our attendance rate, we will utilize BlackBoard Connect 5 (automated home calling system) to inform guardians of daily student absences and tardies. Our staff will distribute letters to parents of students with excessive absences based on the requirements of the Brevard Public Schools Attendance Policy. Prior to

referring students to our Central Area Resource Teacher for Attendance issues as required by Brevard Public Schools policy, the Individual Problem Solving Team (IPST) will conduct a meeting to address attendance issues.

**SUSPENSION:** In an effort to lower the amount of referrals during the 2015-2016 school year, Cambridge will utilize Positive Behavior Support (PBS) system strategies such as school-wide expectations, classroom expectations and procedures, social skills instruction, incentives, rewards, and consequences. Additionally, school policy dictates that once a student receives three referrals, an individual behavior plan is created by the teacher with assistance from the PBS Coach, parent/guardians, and school counselor. This behavior plan is created with the goal of eliminating unwanted behavior. Cambridge differentiates Tier 2 through Positive Behavior Support: Response to Intervention for Behavior (RTiB) by use of the PBS Coach to form behavior interventions based on areas of concern for Tier 2 students and track discipline data accordingly. Data is tracked by the school, grade level teachers, and students. Areas where behaviors of concern are committed is tracked as well as the specific type of misconduct. All discipline referrals are coded in AS400 (District Reporting System) and inputted into the RTiB database.

**ACADEMICS:** When students are identified as below grade level or struggling, grade level discussions are then facilitated in order to identify targeted students, as well as ineffective and effective strategies. The students identified as not proficient in a particular instructional area are given standards based instruction in a small group setting (Tier 2) in order to increase student achievement. Their progress is tracked and discussed during grade level meetings. Students still identified as not proficient will be moved to a more intense intervention group (Tier 3) and referred to the Individual Problem Solving Team (IPST) if Tier 2 and Tier 3 intervention is not sufficiently successful. In addition to providing Tier 1, 2, and 3 interventions during the school day, Cambridge also provides these students with an opportunity to attend the After School Program (ASP). ASP provides additional academic support to students in the lowest 25% for reading and math.

In addition, Cambridge received a social worker through the National Institute of Justice (NIJ) Safe School and Climate Research Grant. All teachers and administrators will be trained as defined by the grant. The goal of the social worker is to provide services of social assessment, case work, family social work, and community liaison to assist in meeting the NIJ research grant objectives.

## STUDENT TRANSITION AND READINESS

### 1. PreK-12 TRANSITION **This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).**

Cambridge Elementary Magnet School provides transition from preschool to kindergarten through:  
Current Cambridge Head Start Students are able to participate in the following activities:

- Title I Family Nights
- PBS
- Data monitoring
- Kindergarten Round-Up

Community based VPK providers:

- Kindergarten Round-Up
- Kindergarten registration week/classroom visits
- Host family walk-throughs
- Provide fliers and newsletters

### 2. COLLEGE AND CAREER READINESS This section is required for schools with students in grades 9th-12<sup>th</sup>. **This section meets the requirements of Sections 20 U.S.C. § 6314(b).**

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). **As required by section 1008.37(4), FL Statutes.**

(TITLE 1 SCHOOLS ONLY)

**Highly Qualified Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
1. Cambridge Elementary Magnet School welcomes pre-service teachers from both Eastern Florida State College and the University of Central Florida.	Administration Trained Supervising Teachers	May 2016
2. Our teachers allow the education majors to observe them in the classroom and welcome them as tutors in the America Reads, Brevard Reads, and Eastern Florida State College Buddies Program	Administration Teachers SACC Coordinator	May 2016
3. Each new teacher hired at Cambridge receives a CET mentor teacher and is assisted by our Mentor Council Representative, National Board Certified Teachers, our Reading Coach, our Title I Coordinator, Peer Coaches, as well as writing, science, and math contact members.	Administration Title I Teachers Teacher Mentors Peer Coaches	May 2016
4. B.E.S.T. practices and Instructional Performance Appraisal System Observation criteria will be used to create a system for continuous improvement of instruction and supervision based on a common vision of effective teaching.	Administration	May 2016
5. Our goal is to have 80% of the teaching staff hold a master's degree or higher or National Board Certification by 2020.	Administration Teachers	May 2020 (Strategic Plan Goal)

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>
13% (7) are currently out of field for ESOL <ul style="list-style-type: none"><li>• Daniel Sweeney</li><li>• Wendy Bryson</li><li>• Erik Jacobson (awaiting DOE approval)</li><li>• Mary McMenamy</li><li>• Katelyn Pitts</li><li>• Jaycie Tipton</li><li>• Monique Vargas (awaiting DOE approval)</li></ul>	All teachers are currently completing professional development ESOL course work being offered through the District by years end

**CTE/STEM:**

1. All Levels

a) Number of Science Technology Engineering Math (STEM) related experiences provided for students (e.g. field trips; science fairs, Odyssey of the Mind) – Eleven.

b) Participation in STEM-related experiences provided for students – Cambridge Science Lab will continue on the activity Wheel for grades 2nd-6th, continued use of Cocoa High School Feeder Chain STEM Grant Netbook computers for 5th and YOGA computers for 6th grade, Lagoon Quest field trip, Cambridge Science Fair, Central Area Science Fair, STEM based Science After School Program (ASP) for 5<sup>th</sup> grade students, Kennedy Space Center field trip, Engineering Design Challenges, 5th grade Zoo School at the Brevard Zoo , Odyssey of the Mind, and Keep Brevard Beautiful Recycling Program.

By having science on the activity wheel, grades 2nd-6th are able to participate in integrated science activities through hands on experiences. Additionally, students are engaged in STEM activities in their classrooms and hands on field trips. The students will strengthen their understanding of the natural world and increase their knowledge of technology through the use of the NGSSS standards for Science.