

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Cambridge Elementary Magnet School

Asst. Supt. of Leading and Learning:

Jane Cline

Principal:

Dr. Wendy Smith

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 Insight Survey results shared with the School Advisory Council (SAC). Teachers, staff, parents, and students offer all stakeholders the opportunity to provide time to review and provide input for the school based goal, strategies, barriers, action steps, and evaluation. End of year student assessment and behavior data shared with all stakeholders allows collaboration to discuss positive trends and areas for improvement. The data drives the School Improvement Plan (SIP). Once the goal(s) are established, a team works collaboratively to develop the SIP. The team consists of administration, leadership team, and district support staff. Each grade level provides input for improvement and change. A presentation of the SIP goal at Open House offers parents the ability to provide feedback on an exit survey. The SAC

members review the SIP draft to provide input for change. According to the responses, parts of the SIP may be changed. The newsletter and Edline will communicate the SIP goal to the parents and community members. Twice per year, the SAC reviews and monitors the SIP goal and action steps based on data. The SAC updates and adjusts the SIP if necessary.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

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?

Quantitative and Qualitative data sources support the SIP goal of **teachers implementing standards-based student activities and utilizing a Reading Intervention Block with fidelity to support learning to read (K – 2) and reading to learn (3 – 6) to increase student engagement and achievement.**

Strengths

Classroom walk-through data shows improvement of teachers' planning and implementing lessons based on the full intent of the ELA standards. This correlated with our focus of the 15-16 SIP goal which was for teachers to understand, plan, and implement standards based instruction in all content areas to increase student achievement.

Teachers collaboratively prioritized the ELA standards, posted the standards in the classrooms and in lesson plans, and referred to the standards while teaching the students.

- ELA Learning Scales, developed by teachers during the summer of 2016, will begin to be used as a tool for students to become more responsible for their own learning.
- EDI results, Standards and Intervention Related Professional Development offered in small group settings will continue with 94% of teachers stated that in the past six months, new skills or content knowledge was provided and immediately applied in the classroom.
- 90% of teachers communicated that Cambridge is committed to improving instructional practice. 84% of teachers reported that professional development opportunities at the school are well planned and facilitated. Thus, the professional development delivery will continue in the 2016–2017 school year.

Feedback in ProGOE by administrators provided evidence that ELA lesson plans were detailed and focused on the increased implementation of student led learning, rather than teacher directed learning.

- Collaborative student groups and small group instruction with the teacher on a daily basis improved engagement and students' ownership of their learning.

Opportunities

With the 2015 - 2016 focus on prioritizing and teaching the ELA standards, there is new evidence to support:

- the need to provide a scheduled intervention time for each grade level that will be met with fidelity
- the need for Title One teachers to be scheduled during grade levels' intervention time, reducing student to teacher ratio
- that students working below grade level will be a priority for the LLI intervention taught by the Title One staff

2015 - 2016 Walk thru data and observations in ProGOE revealed:

- ELA lessons can be improved by the students knowing the "why" behind their learning
- ELA lessons can be improved by student-owned progress monitoring
- Professional Development on how to create and implement ELA Learning Scales will allow students and teachers to monitor progress toward the prioritized standards

With the 2015 - 2016 focus being on prioritizing ELA standards:

- there is a need to prioritize Math standards for the current school year with Learning Scales to follow in the summer of 2017

2015 – 2016 data revealed 41% of students made an ELA annual learning gain in 4th grade, 53% in 5th grade, and 55% in 6th grade. The Academic Support Program (ASP) curriculum and identification of students will be modified.

- Cambridge Elementary teachers will be employed to teach students in grades 3-6 who have a PMP (past or opened in the 2016-2017 school year). Cambridge ASP will be October-January on Monday and Thursday afternoons, 3:00-4:30pm. One day each week will have an ELA focus, while the other a Math focus. No ASP will meet during the week of Thanksgiving.
- Teachers will utilize differentiated resources available in the iReady Toolkit to target the specific needs of the students they serve. Students will receive instruction during ASP in small groups.
- These students have already been identified by their classroom teacher and are receiving additional interventions during the school day. A school wide intervention block has been implemented to accommodate all students with fidelity.
- ASP Saturdays will occur January-April. There will be six Saturdays for students in grades 3-6 to have targeted, differentiated instruction in ELA, Math, and Science. The students will be on campus 9am-12pm. Second grade will be considered for ASP Saturdays according to midyear assessments.
- Student progress during classroom interventions and ASP will be constantly monitored to ensure academic progress. This monitoring will be indicated by the PMP.

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

Strengths

1. Running Record data indicated that 100% of students participating in the Cambridge Summer Success Program maintained or improved their Running Record Level with the implementation of LLI.

Summer Success Camp 2016:

	# of students who attended at least 7 out of 12 days (58%+):	Percentage of Running Record Levels <u>decreased</u>:	Percentage of Running Record Levels <u>maintained</u>:	Percentage Running Record Levels <u>increased</u>:
Kindergarten	7	0%	14%	86%
First	18	0%	17%	83%
Second	17	0%	18%	82%

2. The i-Ready program is meant to be implemented across an entire school year. With this initial i-Ready trial, Cambridge implemented it in the second semester, but the implementation lacked fidelity. Even with sporadic use and limited teacher training the average gains towards targeted growth (average across all students) was 52% from January to May.

Opportunities

1. Students will participate in a scheduled intervention time allowing Title One teachers, Title One assistants, and classroom teachers to provide combined instruction during the intervention block for each grade level
2. Best Practices for Inclusive Education (BPIE) results revealed the need for instructional assistants to receive professional development opportunities: Mental Health First Aid USA
3. Title One teachers and assistants will provide Leveled Literacy Intervention (LLI) instruction to leveled students
4. All students will participate in a minimum of two dedicated 30 minute i-Ready ELA weekly sessions
5. Teachers will receive i-Ready training on data monitoring, Teacher Toolbox, and Standards Mastery

i-Ready Reading:

Grade Level:	Grade Level Growth (Jan.-May)
Kindergarten	35%
First	44%
Second	41%
Third	40%
Fourth	60%
Fifth	58%
Sixth	99%

i-Ready Math:

Grade Level:	Grade Level Growth (Jan.-May)
Kindergarten	40%
First	52%
Second	48%
Third	43%
Fourth	72%
Fifth	66%
Sixth	109%

The goal is for 100% of students to show a growth from the i-Ready diagnostic to the i-Ready post-test. Cambridge implemented i-Ready during the second semester as a trial, therefore not completing the entire school year.

The average ELA growth for Cambridge was 52%

The average Math growth for Cambridge was 60%

6. Reading results from multiple sources support a need for intensive ELA interventions

due to students not showing mastery of tested standards. Data supports the need to align overall core and intervention Reading instruction aligned with the standards. A change in intervention schedules will increase the amount of teachers in each grade level, reducing the student to teacher ratio. Intervention instruction will be based on student need.

FSA Learning Gains:

Grade Level	Reading		Math	
	All students	Lowest 25%	All students	Lowest 25%
4 th Grade	41%	24%	36%	29%
5 th Grade	53%	44%	69%	69%
6 th Grade	55%	37%	73%	79%

FSA results show a need to increase gains for all students, including the Lowest 25%. A focus on intervention will be implemented for the 2016 - 2017 school year.

FSA Reading

Grade Level	Percent of Students Scoring a Level 3 or Higher	
	District	Cambridge
3 rd Grade	60%	38%
4 th Grade	57%	33%
5 th Grade	56%	35%
6 th Grade	63%	46%

Cambridge FSA results compared with District FSA results show a need to increase gains for all students, A focus on core instruction based on prioritized standards and a scheduled intervention time will be implemented for the 2016 - 2017 school year.

FSA Reading: Breakdown by Level

Grade Level	Number of students at Level 1	Number of students at Level 2	Number of students at Level 3	Number of students at Level 4	Number of students at Level 5
3 rd Grade	35	27	22	15	1
4 th Grade	38	29	23	7	4
5 th Grade	17	48	24	10	2
6 th Grade	23	31	20	21	6

Disaggregated FSA data shows a need to increase the number of students that score proficient (3+) on FSA.

BELAA: Reading Proficiency

Grade Level:	BELAA A	BELAA B	Percentage Gain
First	71%	70%	-1%
Second	54%	57%	3%

BELAA results show a need to increase gains from BELAA A to BELAA B and be more aligned with the district averages. Current reading instruction does not support gains in Reading for first and second grade students.

FAIR:

Grade Level:	AP1	AP3
Third	14%	28%
Fourth	6%	12%
Fifth	15%	31%
Sixth	13%	26%

FAIR data reveals students are making gains from AP1 to AP3, however not at a rate that shows grade level mastery.

FSA Math

Grade Level	Percent of Students Scoring Level 3+	
	District	Cambridge
3rd Grade	60%	44%
4th Grade	60%	38%
5th Grade	57%	48%
6th Grade	68%	70%

Grade Level	Number of students at Level 1	Number of students at Level 2	Number of students at Level 3	Number of students at Level 4	Number of students at Level 5
3rd Grade	32	24	23	18	2
4th Grade	35	27	30	6	2
5th Grade	16	35	31	16	2
6th Grade	8	22	29	27	14

Data supports the need for teachers to understand the standards by aligning student activities with the depth of the standards. Teachers will prioritize Math standards and create lessons using standards and test item

specifications for the 2016 - 2017 school year.

Analysis of Current Practices:

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

The action steps in the 2012 – 2016 SIPs that will be maintained are as follows:

- Essential questions or I-Can statements will continue to be posted in classrooms. The ELA prioritized standards and learning scales will offer teachers the opportunity to provide authentic learning activities that support the understanding of the standards.
- Teachers will use Differentiated Instruction (DI): content, process, and product based on student readiness/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 One team who will be providing training, modeling, and support of DI strategies.
- Early release Wednesday training will continue to focus on one group each Wednesday: K – 1st on the first Wednesday, 2nd – 3rd on the second Wednesday, and 4th – 6th on the third Wednesday. Title One teachers and administration will support each of these differentiated groups.
- Continuing and improving the LLI program at Cambridge to include an increase in the amount of students served in each grade level by the master schedule being built around the intervention block to allow the maximum amount of Title One teachers to support the same grade level at the same time.
- Students will engage in writing across the disciplines to summarize, clarify, justify, explain, list, give examples, etc.
- Utilize Positive Behavior Intervention Support (PBIS) 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
- 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

Reflection on practices that may impede student achievement include:

- 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

Best Practice:

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

Providing an intervention block met with fidelity.

According to The ABCs of RTI in Elementary School (2012) schools can use the following screening questions to assess students' needs:

- Is the general classroom instruction working?
- Is instruction effective?
- Which students need additional assessment and instruction to make progress toward grade level goals? Findings from the National Reading Panel (1997) stated it is critical to provide help as early as possible to children who may have trouble learning to read. Progress monitoring can be used by answering the following questions:
- Are students meeting short-term and long-term performance goals?
- Are students making progress at an acceptable rate?
- Does instruction need to be adjusted or changed?

Small-group instruction offers an environment for teachers to provide students extensive opportunities to express what they know and receive feedback from other students and the teacher. Instructional conversations are easier to conduct and support with a small group of students (Goldenberg, 1993). Ransford-Kaldon et al. (2010) recommended that wherever possible,

LLI intervention should be implemented as soon as possible to combat reading deficits. In addition, it is best practice to ensure the LLI intervention is administered with fidelity. Amendum et al (2009) stated the single best weapon against reading failure is the quality of reading instruction given in the primary grades. The most effective intervention is provided earlier in education. Abbott, Greenwood, & Kamps (2007) indicated that implementing progress monitoring, instructing students in small groups of students, and explicit instructional approach in small group instruction helps prevent reading failure.

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. Kauerz, (2006) stated educations should be structured in a way that children have opportunities to learn that build on those in previous years and connect with those to come, creating a smooth and predictable climb to the top.

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.

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 2015 – 2016 school year indicated that office discipline referrals decreased by from 532 referrals in 2014 – 2015 to 342 referrals in 2015 – 2016, a reduction of 36%. Out of school suspensions were reduced by 56% and in school suspensions decreased by 98%. The PBIS 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.

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

Teachers implementing standards-based student activities and utilizing a Reading Intervention Block with fidelity to support learning to read (K – 2) and reading to learn (3 – 6) will increase student engagement and achievement.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
<p>Teacher to student ratio needs to be decreased in the Reading intervention block.</p>	<p>1.Create a master intervention schedule</p> <p>2. Title One team members to provide support (up to 6 additional adults per grade level) during the scheduled intervention block</p> <p>3. Screen and place students in intervention groups</p> <p>4. Progress Monitor and adjust groups when necessary</p>	<p>1.Administration</p> <p>2.Classroom Teachers</p> <p>3.Title One staff</p>	<p>September 2016 – April 2017</p>	<p>1. LLI reports</p> <p>2. Classroom teacher data</p> <p>3. End of year BELAA (K-2) and FAIR</p> <p>4. I-Ready Progress Monitoring Charts and Data Chats with teachers</p> <p>5. End of year FSA Data</p> <p>6. Admin. to provide feedback in ProGoe during walk thrus</p>
<p>Teachers not well-versed in intervention strategies</p>	<p>Teachers will receive formal training during pre-planning, district PD in September, after the first diagnostic, and then when needed. Webcasts and support groups available on-line</p>	<p>4.i-Ready Consultant</p>		<p>1. i-Ready progress monitoring tool</p> <p>2 Master schedule, i-Ready progress monitoring tool</p> <p>3.Admin. to</p>

	Schedule created for each class to go to the computer lab a minimum of 2 days per week for an uninterrupted 30 minute ELA lesson using i-Ready			provide feedback in ProGoe during walk thrus. 4. Grade level team meeting notes
Students have limited print material in the homes preventing print rich environments	Every student will receive a book to take home at night events	Title One Team	School sponsored events throughout the year	Total number of books distributed throughout the 2016-2017 school year
Teachers will benefit from collaborating with grade level team members to produce Learning Scales based on the ELA prioritized standards.	1. Creation of ELA Learning Scales	Teachers Administration	Summer 2016	Learning Scales and student activities
	2. Professional Development will focus on reviewing ELA prioritized standards. Teams of teachers create Learning Scales to post and use in classrooms		August 2016	Prioritized standards, learning scales, ProGOE notes and observations
	3. Peers offer feedback on prioritized standards and learning scales	Teachers Administrators	September 2016	Revelations recorded on chart paper
	4. Prioritized standards and Learning Scales posted on Share Site	Title One teacher	September 2016	Cambridge Share Site
5. Administration to provide	Administrators		September 2016 –	ProGOE, data

	feedback in ProGOE, through written notes, and discussions 6. Teachers will begin to create student activities based on the Learning Scales	Teachers Title One Teachers Administrators	May 2017 August 2016 – April 2017	meetings, email, and notes to teachers Early Release Wednesday PD training agendas, student activities
--	--	---	--	---

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 teachers will use the intervention schedule provided with the master schedule.

100% of grade levels will receive scheduled support from the Title One staff.

Percentage of teachers scoring Proficient or Distinguished in Instructional Delivery (Dimension 3) will increase from the baseline data to the end-of-year data as rated in ProGOE.

Classroom walk-thru data will show feedback to support teachers using the intervention block with fidelity.

Also implementation of the lesson plans for the intervention block will be observed by administration and comments put into ProGOE.

End-of-year survey results will show an increase in teacher buy-in to the new intervention schedule and the support provided from Title One teachers.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Progress monitoring will show an improvement in levels for 100 percent of students using the i-Ready program.

70% of students will show an annual learning gain on the 2017 ELA portion of the FSA in comparison to 49% of students showing an annual learning gain in 2016.

90% of students in the LLI program will make a learning gain as measured by the LLI post-test.

75% of the entire student body at Cambridge will show an improvement on i-Ready from the initial diagnostic to the end-of-year assessment.

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 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

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.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.````
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

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

MTSS Leadership Team consists of the following stakeholders: Administration – Dr. Wendy Smith (Principal) and Dr. Chana Speir (Assistant Principal), Title I staff: Jonell Clevenger (Title I ELA/Math), Rick Dillon (Title I ELA/ Math Primary), Abbey Turner (Title I ELA/Math and Parent Involvement Coordinator), Mary Anne Pitman (Literacy Coach), and Coordinating Teacher Danielle Kraus (Positive Behavior Intervention Support Coach). Their purpose is to provide instruction, instructional support, coordinate the efforts of the Cambridge MTSS system and to support Positive Behavior Intervention Support (PBIS).

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, works 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 Elementary 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 each grade level has a scheduled intervention block with up to six Title I teachers/assistants to support the intervention. **(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, math, and science twice a week for approximately fourteen weeks.

The Guidance Counselor and Literacy Coach will be attending MTSS meetings, 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.

Progress Monitoring Plans are created for students who are working below grade level. They may be initiated or reviewed during IPST meetings as needed. Parents are contacted during the initial development of the PMP and/or the review of the PMP documents throughout the school year.

The Literacy Coach and Title I teachers will be responsible for consulting, monitoring, sharing strategies, reviewing materials that are appropriate for grade level interventions and teaching LLI during the intervention block. Peer coaches and Title I teachers will also assist with staff training and provide feedback on Tier 1 lesson plans. In addition, Title I teachers 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 Kindergarten and 2nd–6th grades. The Million Women Mentor volunteers will work with girls in fourth and fifth grade after school to promote STEAM careers.

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 in the MTSS 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 Instructional Support (PBIS) will continue to be implemented schoolwide. PBS Tier 2 interventions will also be implemented. Coordinating Teacher, Danielle Kraus (PBIS Coach) will serve as Tier 2 implementer for grades K -6th. A “Check In/Check Out” intervention with parent and student involvement will be utilized when data indicate 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. 2015--2016 data supports the need for Social Skills instruction for all kindergarten students (Tier 1). The social worker provided by the National Institute of Justice Grant will continue to work with parents and students with the Zones of Regulation program for students in all grades, K – 6.

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)
- I-Ready Data
- 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)

LLI Data Sheets

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).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Data provided from the parent survey and feedback gathered on various Title I Nights and from the SAC committee revealed the following:

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
 - 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 updated 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 5:30 pm and 6:00 pm as start times and continue to schedule events on Mondays, Tuesdays and Thursdays
 - SAC members requested to move meeting times from 5:30 to 3:30 pm.
- Parent Topics:
 - Homework Help – addressing –Title I Homework Night in February 2017 – 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 2016 on Anti-bullying
 - Love and Logic Training for teachers and parents- Once per semester
- 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 will discuss and explain 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 3rd-6th 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 parental awareness. Furthermore, Love and Logic parent trainings will be offered to parents and teachers each semester. These trainings will promote and foster healthy communication and relationships between parents and their student(s).

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Cambridge's Parent Involvement Plan: Located on the Cambridge Elementary webpage

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

- Teachers report any student missing three days in a grading period to the guidance counselor.
- Parents are contacted
- If absences continue, the guidance counselor schedules an Attendance Meeting on the MTSS schedule
- If absences continue, the truancy officer is notified and appropriate action is taken

Add any additional EWS indicators here:

- Students arriving tardy/checked out early resulting in missed instruction

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These 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 2016-17:

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

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90	58	34	44	30	27	22	26							241
1 or more ISS or OSS	6	3	13	3	5	6	4							40
Level 1 in ELA or Math	N/A	N/A	N/A	35	39	17	18							109
Course Failure in ELA or Math	N/A							N/A						
Students exhibiting 2 or more indicators	2	3	10	17	14	9	7							62

3. 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 the 2015 – 2016 school year was 94.34%. Blackboard Connect is used on a daily basis to notify parents or guardians of daily student absences and tardies. Teachers alert the guidance counselor on the third absence. The guidance counselor will notify the parent. After the fifth absence, the truant officer will be notified and a request for a conference with the parent or guardian will be made. The Individual Problem Solving Team (IPST) will conduct meetings to address attendance concerns.

Suspension

In an effort to lower the amount of referrals during the 2016 – 2017 school year, Cambridge will utilize Positive Behavior Intervention Support (PBIS) system strategies such as school-wide expectations, classroom expectations and procedures, social skills instruction, incentives, rewards, and consequences. The IPST will meet with parents to write and implement behavior plans based on student needs. Cambridge differentiates Tier 2 through Positive Behavior Interventions Support: Response to Intervention for Behavior (RTiB) by the 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. For the 2016 – 2017 school year, Cambridge administration will present the Love and Logic training program to parents to provide positive strategies for raising productive members of society.

Academics

Students identified as below grade level or struggling are discussed in grade level meetings and with administration in order to target effective/ineffective teaching strategies. Tier 2 instruction is delivered to students not making progress in Tier 1 whole group instruction. 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). In addition to providing Tier 1, 2, and 3 interventions during the school day, Cambridge also provides the opportunity for students to attend After School Program (ASP). ASP provides additional academic support to students in the lowest 25% for reading, math, and science.

The National Institute of Justice (NIJ) will continue to offer a school social worker through the Safe School and Climate Research Grant. New teachers and instructional assistants will be trained as defined by the grant. The goal of the social worker is to provide services of social assessment, casework, 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
- PBIS
- Data monitoring
- Kindergarten Round-Up
- Parent Meet and Greet during Preplanning

Community based VPK:

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

2. COLLEGE AND CAREER READINESS *This section is required for schools with 9, 10, 11 or 12. 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.

Descriptions of Strategy	Person Responsible	Projected Completion Date
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 2017
2. Cambridge Elementary allows observations by college students. College students are encouraged to become tutors through the America Reads, Brevard Reads, and Eastern Florida State College Buddies Program.	Administration Teachers SACC Coordinator	May 2017
3. Each new teacher hired at Cambridge receives a CET mentor teacher and is assisted by our Mentor Council Representative, National Board Certified Teachers, Reading Coach, Title I Coordinator, Peer Coaches, as well as writing, science, and math contact members. The Brevard County Mentor Teacher visits new teachers and provides support when/if necessary.	Administration Title I Teachers Teacher Mentors Peer Coaches	May 2017
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 2017

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]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified
5% (3) are currently out of field for ESOL <ul style="list-style-type: none"> ● Tracy Green ● Tiffany Kane ● Tera Shaw 	All teachers are currently completing professional development ESOL coursework being offered through the District by years’ end