

Brevard Public Schools

Cambridge Elementary Magnet School



2019-20 Schoolwide Improvement Plan

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Cambridge Elementary Magnet School

2000 CAMBRIDGE DR, Cocoa, FL 32922

<http://www.cambridge.brevard.k12.fl.us>

Demographics

Principal: Regina Tagye M

Start Date for this Principal: 1/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (50%) 2016-17: C (51%) 2015-16: C (51%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

A model community of excellence and success

Provide the school's vision statement.

To inspire and empower lifelong learners

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Tagye, Gina	Principal	Instructional Leader Monitor schoolwide data and in particular 6th grade iReady data, meet with students to encourage them to pass lessons, chart progress Classroom Walkthroughs conducted with Leadership Team using the SIP Walkthrough tool Meet with SAC, other stakeholder groups Parent/Family Engagement activities
Speir, Chana	Assistant Principal	Instructional Leader Monitor schoolwide data and in particular 1st grade iReady data, meet with students to encourage them to pass lessons, chart progress Classroom Walkthroughs with Leadership Team Meet with SAC, other stakeholder groups Parent/Family Engagement activities
Clevenger, Jonell	Teacher, K-12	Leadership Team Member Literacy Coach Monitor Data for 3rd grade Coach ELA teachers with Tier 1 instruction Walk to Intervention group Classroom Walkthrough
Kirkpatrick, Robert	Teacher, K-12	Leadership Team Member Title I coordinator Monitor Data for 4th grade Classroom Walkthrough Interventionist Parent and Family Engagement
Falusi, Kimberly	Instructional Coach	Leadership Team Member Math Coach for Primary teachers- Tier 1 instruction with fidelity Monitor data for 2nd grade Classroom Walkthrough Parent and Family Engagement
Lucero, Anna Jeanne	Teacher, K-12	Title I Teacher for Math for intermediate grades Tier 1 instruction with fidelity Monitor data for 4th grade Math Classroom Walkthroughs Parent and Family Engagement
Black, Selina	Teacher, K-12	Title I interventionist Monitor data Classroom Walkthroughs Parent and Family Engagement

Name	Title	Job Duties and Responsibilities
Dugan, Matthew	Teacher, K-12	Teacher on Assignment PBIS Coach Monitor grade 5 data

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	91	78	93	96	86	84	0	0	0	0	0	0	613
Attendance below 90 percent	52	53	39	39	43	27	33	0	0	0	0	0	0	286
One or more suspensions	7	6	13	9	8	5	17	0	0	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	6	11	4	40	20	29	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	10	6	2	0	0	1	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Wednesday 10/16/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	52	53	39	39	43	27	33	0	0	0	0	0	0	286
One or more suspensions	7	6	13	9	8	5	17	0	0	0	0	0	0	65
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	49	49	16	31	0	0	0	0	0	0	145

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	4	10	4	40	21	31	0	0	0	0	0	0	117

Part II: Needs Assessment/Analysis
School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	62%	57%	44%	63%	55%
ELA Learning Gains	52%	60%	58%	53%	60%	57%
ELA Lowest 25th Percentile	56%	57%	53%	47%	52%	52%
Math Achievement	51%	63%	63%	55%	64%	61%
Math Learning Gains	60%	65%	62%	63%	62%	61%
Math Lowest 25th Percentile	45%	53%	51%	47%	52%	51%
Science Achievement	70%	57%	53%	51%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	85 (0)	91 (0)	78 (0)	93 (0)	96 (0)	86 (0)	84 (0)	613 (0)
Attendance below 90 percent	52 ()	53 ()	39 ()	39 ()	43 ()	27 ()	33 ()	286 (0)
One or more suspensions	7 ()	6 (0)	13 (0)	9 (0)	8 (0)	5 (0)	17 (0)	65 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	64%	-33%	58%	-27%
	2018	31%	63%	-32%	57%	-26%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	26%	61%	-35%	58%	-32%
	2018	37%	57%	-20%	56%	-19%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				
05	2019	64%	60%	4%	56%	8%
	2018	39%	54%	-15%	55%	-16%
Same Grade Comparison		25%				
Cohort Comparison		27%				
06	2019	33%	60%	-27%	54%	-21%
	2018	42%	63%	-21%	52%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	61%	-20%	62%	-21%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	39%	64%	-25%	64%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	59%	-15%	62%	-18%
Same Grade Comparison		-5%				
Cohort Comparison		-2%				
05	2019	73%	60%	13%	60%	13%
	2018	55%	58%	-3%	61%	-6%
Same Grade Comparison		18%				
Cohort Comparison		29%				
06	2019	46%	67%	-21%	55%	-9%
	2018	73%	68%	5%	52%	21%
Same Grade Comparison		-27%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	69%	56%	13%	53%	16%
	2018	48%	57%	-9%	55%	-7%
Same Grade Comparison		21%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	43	45	26	44	37	7				
ELL	31	52	64	45	61	61	70				
BLK	30	52	55	41	56	36	62				
HSP	35	49	58	47	58	58	64				
MUL	52	53		55	57						
WHT	53	57		68	69		91				
FRL	36	50	54	51	60	46	66				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	24	20	25	59	40	19				
ELL	17	35	33	40	68	71	8				
BLK	20	35	32	34	63	54	31				
HSP	36	48	37	56	77	64	36				
MUL	52	61		61	76						
WHT	58	55		71	76		74				
FRL	36	46	34	51	71	57	44				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	40	42	28	28	25	20				
ELL	26	42	58	45	50						
BLK	27	38	42	43	52	25	29				
HSP	45	63	62	56	65	64	52				
MUL	58	68		55	68						
WHT	59	58		68	71	75	63				
FRL	40	50	45	53	62	45	51				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement Levels 3+

We believe we need to focus on Tier 1 standards aligned lesson planning and tasks. Fifth grade FSA scores were the highest. When looking at what they do differently, standards aligned lesson plans and tasks, and relationships with students contributed to the difference. They work well as a team to support one another and students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Lowest 25% making Annual Learning Gain

We believe we need to focus on Tier 1 standards aligned lesson planning and tasks. Fifth grade FSA scores were the highest. When looking at what they do differently, standards aligned lesson plans and tasks, and relationships with students contributed to the difference. They work well as a team to support one another and students.

Though some grade levels were experimenting with Eureka, we believe the implementation was not done with fidelity as teachers did not have support from a coach or professional development.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement Levels 3+

Trends remain flat

We believe we need to focus on Tier 1 standards aligned lesson planning and tasks.

Which data component showed the most improvement? What new actions did your school take in this area?

Science Achievement Levels 3+

The teachers plan strong Tier 1 instruction based on standards and standards aligned tasks, meet with students for conferences, Science Blast after school, build strong relationships with students. They work well as a team to support one another and students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

SWD and African American students

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Walk to Intervention school wide
2. Tier 1 ELA whole group lesson planning aligned to standards with embedded tasks
3. Title I Math teachers/coaches to support implementation of Tier 1 standards aligned Math lessons using Eureka K-5
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA 3+ Proficiency and Learning Gains
Rationale	3 Years of FSA data shows Cambridge has flatline scores in ELA proficiency. (44% in 2017, 37% in 2018, and 39% in 2019)
State the measurable outcome the school plans to achieve	ELA 3+ proficiency will increase from 39% to 45%. ELA learning gains will increase from 52% to 55% and ELA L25% will increase from 56% to 60%.
Person responsible for monitoring outcome	Gina Tagye (tagye.gina@brevardschools.org)
Evidence-based Strategy	<p>Direct Instruction has an effect size of 0.59. When lesson plans are developed intentionally beginning with the standard and selecting assessments and tasks that scaffold student learning until mastery, student achievement will increase. When teachers are prepared, having a clear idea of learning intentions and success criteria, student achievement is positively impacted.</p> <p>We will create ELA lesson plans for 10 week cycles of Guided Reading that include priority standards, learning targets, quality text, high quality questioning and standards aligned tasks.</p>
Rationale for Evidence-based Strategy	School wide standards focused ELA guided reading lesson plans and tasks to improve Tier 1 instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Summer 2019 ELA planning for available teachers, school Literacy Coach, district Literacy facilitator, and administration. . <ol style="list-style-type: none"> a. Review priority standards and learning targets b. Begin working on 10 week cycle of lesson planning including check for understanding, tasks, and writing workshops. (30 min Guided Reading plans) Use the standards focus documents in planning and iReady Standards Mastery for instruction (1 form) and assessment (the other form). c. Continue to develop lesson plans and tasks throughout the year. d. Implement lesson plans with fidelity. 2. Leadership Team will meet monthly to conduct walk throughs using the SIP Walk Through tool to inform next steps for building teacher capacity. 3. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data. 4. Hire additional Title I teacher to support interventions of selected students. 5. Literacy Coach will facilitate support for targeted teachers based on observational and student data. 6. Implement a school wide walk to intervention 4 days a week (M-TH) from 8:00-8:30. 7. School wide book to read for enjoyment, videos of students and adults reading sections of the book to post online. The book was selected by students from the Sunshine State Reader list: The Dragon with a Chocolate Heart. 8. We will use Title I funds to purchase materials for walk to intervention in order to focus on specific skills students need to work on: Cracking the Code, LLI, 9. We will use Title I funds to pay for the Iready instructional piece, Write Score for grades

4-6, subscriptions such as Newsela for 5th and 6th ELA teachers, Brainpop, materials for student recognition-certificates of achievement, and iReady PD as well as technology to support the use of iReady.

10. We will also use Title I money to provide summer success camp in June 2020.

Person Responsible Gina Tagye (tagye.gina@brevardschools.org)

#2

Title Math Learning Gains

Rationale Our Math proficiency scores have dropped by 2 percentage points each of the last two years. Learning Gains dropped 11 percentage points last year. Learning gains for the lowest 25% dropped by 13 percentage points last year.

State the measurable outcome the school plans to achieve During the 2019-20 school year, the math learning gains for all students will increase by 5 percentage points from 60 to 65% and the learning gains for the lowest 25% will increase from 45% to 55%.

Person responsible for monitoring outcome Gina Tagye (tagye.gina@brevardschools.org)

Evidence-based Strategy Implement standards aligned program (Eureka) in grades K-5

Rationale for Evidence-based Strategy The previous program used to teach math was not aligned to MAFS. Eureka is closely aligned to MAFS.

Action Step

Description

1. Summer Eureka Training for at least one teacher per grade level.
2. Hire a Title I teacher and Math Coach to model and provide feedback on Tier 1 instruction as well as to support students and teachers in the classroom.
3. L 25 students identified and monitored through Eureka and iReady Math
4. Common strategies and Math Talk will be used
5. Parent training on Eureka strategies will be offered.

Person Responsible Gina Tagye (tagye.gina@brevardschools.org)

#3	
Title	Acheivement Gap of SWD
Rationale	43% of our SWS made an ALG in ELA.
State the measurable outcome the school plans to achieve	Our SWD making an ALG will increase from 43% to 50%.
Person responsible for monitoring outcome	Gina Tagye (tagye.gina@brevardschools.org)
Evidence-based Strategy	Direct and small group instruction
Rationale for Evidence-based Strategy	LLI (Leveled Literacy Instruction) Instruction in Phonemic Awareness, Phonics, Vocabulary, and Comprehension iReady instruction based on iReady diagnostic and progress monitoring for lowest 25%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Summer 2019 ELA planning for available teachers, including our VE self contained unit teachers,, school Literacy Coach, district Literacy facilitator, and administration. Hire substitutes in order to continue planning for the next 10 week cycle. Improvement of Tier 1 instruction will help all students. <ol style="list-style-type: none"> a. Review priority standards and learning targets b. Begin with standards focus documents to work on 10 week cycle of lesson planning including check for understanding, tasks, and writing workshops. (30 min Guided Reading plans) c. Continue to develop lesson plans and tasks throughout the year. d. Implement lesson plans with fidelity. 2. Provide ESE resource teachers with the opportunity to attend co teaching training to better meet the needs of students with support facilitation. 3. Have two Title I teachers attend training and then present to all teachers on Learning Ally, a collection of recorded books read by volunteers. This resource can be used in any class where a student with an accommodation for oral/verbatim presentation can hear the text thus allowing the student to use the knowledge to complete grade level text. 4. Instructional monitoring, feedback and coaching will occur based on student data trends and observational data. 5. Literacy Coach will facilitate support for targeted teachers based on observational and student data. 6. Implement a school wide walk to intervention 4 days a week (M-TH) from 8:00-8:30 designed to match student and the targeted skill they need to improve reading proficiency. ESE teachers will use this time to meet with a group of the students they serve.
Person Responsible	Gina Tagye (tagye.gina@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will continue to use Zones of Regulation as our social emotional learning school wide program. Our school social worker and guidance counselor will provide counseling and monitor the students who seek or are recommended for small group or individual counseling sessions. Sensory Focus Tools may be provided to students as a way to help them through times of frustration and anxiety in the classroom. They will also facilitate a parent session to explain the Zones to encourage crossover of the program into the home.

Safety: We will continue to improve our communications across campus through the purchase of additional two way radios. This is a safety issue.

Parent Family Engagement: We will seek feedback from parents to improve the family events we plan, to look for ways to share with those who cannot attend, and to use as part of the development of our SIP and Title I plans for 2020-2021.

We will use Title I funds to provide access to field trips our students may not be able to attend otherwise (Zoo School, St. Augustine, Lagoon Quest)

In order to maintain the growth we are seeing in Science scores, we will continue to employ a teacher to be on the activity wheel for Science instruction.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Cambridge will continue to build and maintain positive relationships with parents, families, and community through communication, family events, and seeking input through surveys.

We will initiate a parent focus group to encourage parent participation in school improvement and in planning family events.

*Reference parent survey data

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Cambridge uses Zones of Regulation school wide. Additionally we have a school social worker who meets with students individually and in small groups to provide strategy instruction in Zones of Regulation.

Two parent nights have been scheduled for the 2019-20 school year where the Guidance Counselor and School Social Worker will talk about Zones of Regulation and who to support students at home with strategies as well as parenting styles.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Cambridge works with our feeder school, Cocoa Jr/Sr High School to support our 6th graders' transition to middle school through visits from administration and visits to Cocoa Jr/Sr High.

Incoming students: Pre-K students visited Kindergarten classrooms at the end of the 2017-2018 school year in order to familiarize students already attending Cambridge and to ease transitional anxiety.

Kindergarten Round Up was held in the Spring of 2018 to provide an early registration opportunity for the community, a presentation by the Kindergarten teachers, engaging student activities, and school tours. During the first 3 days of school, Kindergarten students were scheduled to visit their classroom for placement assessments and to meet their teacher. This gave them an opportunity to experience their classroom and see commonly visited areas of campus prior to the official first day.

Outgoing 6th: To support the transition of 6th grade students, family nights are held at Cocoa High School. Cocoa High School visits Cambridge to introduce AVID and extra-curricular opportunities. Students attend a field trip to CHS to become oriented with the campus, complete registration materials for the next year, learn about extra-curricular opportunities, and expectations of middle school are shared. McNair Magnet and Cocoa Beach Jr/Sr High also visited Cambridge 6th graders to share opportunities at those schools.

Cambridge held it's first Rising 7th grade Expo in the Fall of 2018. Area Middle schools were invited to Cambridge for parents and students to visit with and ask questions. This gave all in attendance the opportunity to consider multiple options for their middle school experience.

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 and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team, including the Literacy coach, have worked to create an intervention schedule utilizing available resources to meet students at their instructional level. Title I funds were used to hire 2 Math teachers to support classroom teachers with the implementation of Eureka and 2 ELA teachers and an Instructional assistant to support with reading, purchase materials such as i Ready instructional pieces and PD, LLI and Cracking the Code to support students

The leadership meets at least bi monthly but more frequently as needed. The Literacy Coach and Title I teachers maintain inventory of materials.

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

Cambridge partners with a local women's engineering group to sponsor a Girls Engineering club. The newly created digital yearbook club plans to visit the community college. A local church partners with Cambridge to provide many volunteers as well as presentations and donations to support students and staff including classroom mom/dad, uniform shirts for all students, backpacks of supplies for all students, beautification projects around the campus, luncheons and gifts for Staff Appreciation week, etc. Fifth grade partners with the Brevard Zoo for Zoo School. This is paid for with Title I funds.