Collier County Public Schools

Herbert Cambridge Elementary School

2020-21 Schoolwide Improvement Plan

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Herbert Cambridge Elementary School

5055 20TH PLACE, SW, Naples, FL 34116

https://www.collierschools.com/hce

Demographics

Principal: Sarah Barber

Start Date for this Principal: 7/8/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Collier 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.](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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5055 20TH PLACE, SW, Naples, FL 34116

https://www.collierschools.com/hce

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

As we are a brand new school, our school community (staff, students, families, community stakeholders) will be working on creating a mission and vision statement over the course of the year.

Provide the school's vision statement.

As we are a brand new school, our school community (staff, students, families, community stakeholders) will be working on creating a mission and vision statement over the course of the year.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Woofter, Sarah	Principal	1. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 2. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 3. Ensures there is a data driven focus on student achievement. 4. Creates a positive school climate and culture within the school. 5. Maintains fair, reasonable, and consistent discipline within the school. 6. Facilitates the School Advisory Committee and develops the School Improvement Plan. 7. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 8. Ensures the proper maintenance and custodial care of school facility and grounds. 9. Supervises the creation of the master schedule and related staff assignments. 10. Provides professional development opportunities for all staff. 11. Evaluates instructional and non-instructional staff. 12. Assists as needed with District accreditation process. 13. Facilitates parent involvement in the school community. 14. Serves as liaison between school and community to utilize community resources. 15. Maintains and properly disposes of administrative and student records. 16. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 17. Ensures compliance with state and district assessment requirements. 18. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 19. Supervises the preparation of county, state, and federal reports originating at the school level. 20. Maintains inventory of supplies, equipment, and furniture within the school. 21. Recruits and interviews prospective staff members. 22. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 23. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. 24. Performs other tasks, duties and responsibilities as assigned.
Lippold, Jacqueline	Instructional Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative team, the district Curriculum

Name	Title	Job Duties and Responsibilities
		department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' reading levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.
Denny, Cara	School Counselor	1. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. 2. Serves as a member of RtI (Response to Intervention) and/or PBIS (Positive Behavior Intervention Support Team(s) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs. 3. Serves as a member of the school's ELL (English Language Learners) Committee. 4. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's

Name	Title	Job Duties and Responsibilities
		School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. 5. Consults with teachers, teams, administrators, families and/or students regarding the progress of students. 6. Performs other duties as assigned by the Principal.
Schreiber, Jodi	Assistant Principal	1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership with teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. 9. Assists the Principal in working with community groups and utilizing community resources. 10. Assists in the development of the School Improvement Plan. 11. Coordinates evaluation, selection, and distribution of instructional materials. 12. Assists the Principal in the selection, supervision, and evaluation of staff. 13. Supervises extra-curricular activities. 14. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 15. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 16. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 17. Secures substitute teachers as needed. 18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences, parent-teacher meetings.

Name	Title	Job Duties and Responsibilities
		21. Serves as liaison between school and community to utilize community resources. 22. Coordinates the IDEA 504 process. 23. Oversees the implementation of the Positive Behavior Support (PBS) program. 24. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 25. Performs such other duties, tasks, and responsibilities as assigned by the Principal.
Brady , Christine	Instructional Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative team, the district Curriculum department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Elementary Math to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' mathematics levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Elementary Math or Principal, when and only when such duties are literacy related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and mathematics skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.
MacNeill, Melissa	Teacher, ESE	1. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for

Name	Title	Job Duties and Responsibilities
		evaluation. 2. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development, 3. Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. 4. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs. 5. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements. 6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports. 7. Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. 8. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education. 9. Performs other duties as assigned.

Demographic Information

Principal start date

Wednesday 7/8/2020, Sarah Barber

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

23

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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	19	29	57	38	57	46	0	0	0	0	0	0	0	246
Attendance below 90 percent	2	1	8	3	5	5	0	0	0	0	0	0	0	24
One or more suspensions	0	0	2	1	2	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 8/24/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
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		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	0%	60%	57%	0%	56%	55%
ELA Learning Gains	0%	59%	58%	0%	62%	57%
ELA Lowest 25th Percentile	0%	51%	53%	0%	57%	52%
Math Achievement	0%	68%	63%	0%	67%	61%
Math Learning Gains	0%	64%	62%	0%	67%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	0%	55%	51%	0%	58%	51%
Science Achievement	0%	59%	53%	0%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
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

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

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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

Based on data from FY19, the lowest performing category for our students that previously attended Golden Gate Elementary was Math proficiency. Contributing factors for those scores include: many brand new teachers instructing math and a school-wide emphasis on ELA.

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

Because the school did not exist prior to this year, we do not have data to evaluate trends.

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.

The greatest gap was in the area of Math Meeting Standards. As mentioned previously, contributing factors include the high number of brand new teachers teaching math and the school-wide focus on ELA. Our next greatest gap was in Reading Meeting Standards. Our community includes many students that are learning the English language which contributes to the lower proficiency score.

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

Because the school did not exist prior to this year, we do not have data to evaluate trends.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest area of concern are the number of fifth grade students that scored a Level 1 on the ELA and Math FSA. Due to our low enrollment numbers, the fifth grade students will count heavily in multiple categories for our school grade.

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

1. Math - Learning Gains/Proficiency
2. Reading - Learning Gains/Proficiency
3. School Culture
4. Students in the Low 25% in Reading
5. Students in the Low 25% in Math

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In order to accomplish our goal, we will be targeting the students who are in the lowest 25% in math to make gains. Additionally, we will be able to assist our students that fall into specific subgroups make the gains necessary.
Measurable Outcome:	By June 2021, the students at Herbert Cambridge Elementary will increase overall Math proficiency score from 37% to 42% as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome:	Sarah Woofter (wooftesa@collierschools.com)
Evidence-based Strategy:	Online math program Small group supports Student data binders to track data Spiral review Pre/post unit assessments District-provided benchmark assessments Frequent progress monitoring using biweekly probes focused on critical content
Rationale for Evidence-based Strategy:	Use of departmentalization in tested grades Math Coach and/or Resource supports pushing into classrooms with high levels of students in L25 Consistent use of math evidence-based strategies in lesson planning and implementation Ongoing progress monitoring of grade-level critical content standards through biweekly probes

Action Steps to Implement

1. Admin and/or math coach present during math planning
2. Weekly review of lesson plans and monitoring of lesson implementation
3. Classroom observations will include "look fors" for evidence-based strategies
4. Resource teacher providing additional support in classrooms with high numbers of L25 students
5. Use of progress monitoring data to make instructional adjustments
6. Student data binders for students to track pre/post assessment data, track ongoing progress monitoring, and set math goals
7. Lessons plans monitored for rigor appropriate for the standards and high-quality, standards-aligned student work

Person Responsible	Christine Brady (bradyc@collierschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The FY19 data for our current Herbert Cambridge students showed a 41% proficiency rate for the 2018-2019 school year. This was our second lowest scoring area. We will focus on acceleration strategies by providing students with content area, grade level texts in order to build up fluency and comprehension. A variety of progress monitoring tools including, but not limited to, district benchmark assessments, iReady reports, running records and weekly probes targeting Florida Standards can be used to make instructional decisions that will move our students forward.
Measurable Outcome:	By June 2021, the students at Herbert Cambridge Elementary will increase overall ELA proficiency score from 41% to 46% as measured by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome:	Jodi Schreiber (schreijo@collierschools.com)
Evidence-based Strategy:	Collaborative planning framework will be utilized across the grade levels to ensure consistency and alignment, allowing all students to be exposed to on-grade level instruction. K - 2 Groups: Utilizing Reading Street lessons, grade level content materials, tiered interventions with LLI and other district-approved resources, and Reading Horizons 3 - 5 Groups: Utilizing iReady prescribed lessons, grade level content materials, and tiered interventions with LLI and other district-approved resources Master schedule adjustments to support an increase in coaching and resource supports Resource teachers participate in collaborative planning to align resource support with on-grade standards Push in support for SWD and EL students during during ELA and Science SWD and EL teacher PLCs and data chats
Rationale for Evidence-based Strategy:	During planning for instruction and implementation of lessons, we will be working with teachers to ensure that they are exposing students to on-grade level experiences which will increase the rigor in their learning. SWD teachers will be tracking student data with the inclusion teachers based on the students they are serving.

Action Steps to Implement

1. Develop a collaborative planning structure for coaches to guide the discussion
2. Creation of master schedules to support strategies
3. Resource teachers scheduled strategically to support learners
4. School-wide data tracking: data boards, student data notebooks
5. Quarterly data chats with teachers and students
6. Regularly meet and plan with our ESE and EL Resource teachers
7. Ongoing professional learning to assist in planning for student evidence

Person Responsible Jacqueline Lippold (lippolja@collierschools.com)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Being a brand new school and a Leader in Me Lighthouse school, we want to involve our students and families in being a part of our school culture. This year, we will be working with our families to ensure they feel welcomed and a sense of belonging in our building. Establishing a strong school culture will allow us to develop relationships and build trust so that we can work together to move students forward academically.
Measurable Outcome:	By June 2021, Herbert Cambridge Elementary will analyze Panorama survey results to create baseline data for our school culture and a sense of belonging.
Person responsible for monitoring outcome:	Sarah Woofter (wooftesa@collierschools.com)
Evidence-based Strategy:	Quarterly staff "temperature check" surveys Provide opportunities for parents to meet with the Administration and give feedback: SAC, Parent Involvement activities, Donuts with the Principal (once we are able to invite them in to the building), etc. Collaboration on the development of school mission and vision statements Frequent communication with families Monitoring and celebrating individual, classroom, grade level and school-wide Wildly Important Goals (WIGs) Developing personal relationships with students Connection Coaches, 30/60/90 Day check-ins, Handle with Care, Friendship Ambassadors
Rationale for Evidence-based Strategy:	The strategies we are putting in place are focused around building the sense of belonging and ensuring students feel that they have an advocate on campus. Additionally, we want parents to know that their input is heard and valued. We want to create a school environment that reflects the purpose and goals of all our school stakeholders. Additionally, we hope to parlay the inclusion of our parents into the creation of a Parent Lighthouse Team.

Action Steps to Implement

1. Share school information in multiple languages via dialers, fliers, and social media posts
2. Share out adjustments and supports based on our quarterly survey results
3. Quarterly professional learning related to the mission and vision for teachers
4. Teachers will have conversations related to the mission and vision during their Morning Meetings and then provide Leadership with feedback from students
5. Use SAC meetings and parent involvement activities to review and receive input on drafts of mission and vision
6. Leadership team will be visible in classrooms and on campus to work on developing relationships with students and teachers

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Leadership team will be actively monitoring specific subgroups within the Math and ELA content areas. Instructional adjustments and intervention groups will be made as identified through progress monitoring data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In opening our new school, creating a positive school culture is a top priority. Despite the current global circumstances, we are striving to ensure that our students, families, and community stakeholders know that they are an integral part of our school community. Through the use of social media, phone calls, and messages sent home, we want all our school family members to feel welcome and valued. In addition to our Virtual Meet the Teacher, we are beginning the year with our virtual Annual Title I Meeting and Curriculum Night in September. During this event, parents and students will have the opportunity to share, discuss expectations and how parents can assist with at-home activities to enhance their child's learning. Since campuses our closed, we will also be offering virtual activities throughout the year, such as STEAM Starters, Literacy Night, Leadership activities, and opportunities for families to join their child's class virtually for presentations, demonstrations, etc.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				$68,992.28
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A	0.8	$64,192.28
		Notes: Math Coach, Christine Brady 0.8				
	6400	310-Professional and Technical Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$3,300.00

			Notes: Staff development and coaching consultant			
	6400	750-Other Personal Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$1,500.00
			Notes: Guest teachers for staff development			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$76,467.51**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A	0.8	$69,440.39
			Notes: Reading Coach, Jackie Lippold 0.8			
	5100	510-Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$7,027.12
			Notes: Supplies to support goals and objectives included Reading Resource materials, data notebooks,and student response systems			
3	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$1,372.02**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$722.02
			Notes: Supplies for Parent Involvement Activities			
	6150	160-Other Support Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A		$150.00
			Notes: Translation for Parent Involvement Activities			
	6150	370-Communications	0491 - Herbert Cambridge Elementary School	Title, I Part A		$200.00
			Notes: Postage for Parent Communications			
	6150	390-Other Purchased Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$300.00
			Notes: Printing for Parent Communications			
					Total:	**$146,831.81**