Herbert Cambridge Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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
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.

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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.

At Herbert Cambridge Elementary, we are passionate about inspiring leadership skills, embracing strong family relationships, and fostering a supportive community.

Provide the school's vision statement.

As Otters, our vision is to guide and motivate students to reach their greatest academic and leadership potential, both in and out of the classroom.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Woofter, Sarah	Principal	• Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. • Directs all school administrative operations. • Provides instructional leadership for all school programs. • Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. • Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. • Ensures there is a data-driven focus on student achievement. • Creates a positive school climate and culture within the school. • Maintains fair, reasonable, and consistent discipline within the school. • Facilitates the School Advisory Committee and develops the School Improvement Plan. • Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). • Ensures the proper maintenance and custodial care of school facility and grounds. • Supervises the creation of the master schedule and related staff assignments. • Provides professional development opportunities for all staff. • Evaluates instructional and non-instructional staff. • Assists as needed with District accreditation process. • Facilitates parent involvement in the school community. • Serves as liaison between school and community to utilize community resources. • Maintains and properly disposes of administrative and student records. • Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). • Ensures compliance with state and district assessment requirements. • Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. • Supervises the preparation of county, state, and federal reports originating at the school level. • Maintains the inventory of supplies, equipment, and furniture within the school. • Recruits and interviews prospective staff members. • Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. • Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. • Performs other tasks, duties and responsibilities as assigned.
Schreiber, Jodi	Assistant Principal	• Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal

Name	Position Title	Job Duties and Responsibilities
		law. • Assists the Principal in directing all school administrative operations. • Assists the Principal with providing instructional leadership for all school personnel and programs. • Manages school operations in the absence of the Principal. • Assists the Principal in maintaining a positive school climate and culture within the school. • Provides leadership with teachers and department chairperson/team leader concerning instructional programs. • Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. • Develops and implements the school's master schedule and related staff assignments. • Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. • Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. • Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. • Assists the Principal in working with community groups and utilizing community resources. • Assists in the development of the School Improvement Plan. • Coordinates evaluation, selection, and distribution of instructional materials. • Assists the Principal in the selection, supervision, and evaluation of staff. • Supervises extra-curricular activities. • Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. • Assists the Principal in the preparation of county, state, and federal reports originating at the school level. • Coordinates and conducts appropriate parent/teacher conferences related to curriculum. • Secures substitute teachers as needed. • Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). • Works in conjunction with the Principal to provide professional development opportunities for all staff. • Participates/facilitates in workshops, conferences, parent-teacher meetings. • Serves as liaison between school and community to utilize community resources. • Coordinates the IDEA 504 process. • Oversees the implementation of the Positive Behavior Support (PBS) program. • Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). • Performs such other duties, tasks, and responsibilities as assigned by the Principal.

Name	Position Title	Job Duties and Responsibilities
Lippold, Jacqueline	Instructional Coach	• Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. • Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan. • Assists in the implementation of an articulated K-12 literacy program. • Coordinates with appropriate groups and staff including ESE and ESOL personnel, for district-wide articulation regarding literacy issues. • Assists with the delivery of staff development. • Supports and follows up literacy training including meeting with teacher groups and modeling instructional strategies. • Participates actively in the selection of instructional materials for literacy development. • Assists school personnel and the staff of the technology department in efforts to utilize technology to enhance literacy instruction. • Works collaboratively with the administrative teams, assistant principal of curriculum, reading coaches, and staff at each assigned school to help implement an effective literacy program. • Assists in the design, implementation and evaluation of new instructional program development, assessment of student progress and identification of appropriate instructional strategies and materials. • Performs other duties as assigned.
Brady , Christine	Instructional Coach	• Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to math instruction. • Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding math issues. • Assists in the implementation of the Multi-Tiered System of Supports. • 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. • Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. • Assists teachers/schools in ordering materials to support math instruction in all content areas. • Provides trainings related to the General Responsibilities. • Collaborates with Coordinator of Elementary Math to ensure common vision, goals, and objectives. • Assumes a leadership role at the school level for the study and use of professional literature. • Assists in testing and diagnosing students' mathematics levels and needs. • Attends district meetings and state meetings (when possible) in support of professional learning. • Performs other duties as assigned by Coordinator of Elementary Math or

Name	Position Title	Job Duties and Responsibilities
		Principal, when and only when such duties are math related. • Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. • Assists content area teachers in incorporating critical thinking, study skills, and mathematics skills instruction into their content area teaching. • Collaborates with teachers in the Lesson Study process. • Performs other duties as assigned.
Denny, Cara	School Counselor	• Provides school counseling services for students, utilizing parents, staff and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development. • Works with and through the lead counselor where applicable, in the area of student services. • Maintains professional growth via staff development activities both within and outside the district. • Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida's School Counseling Framework. • Serves as on-staff resource with expertise in student services. • 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. • 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. • Serves as a member of the school's ELL (English Language Learners) Committee. • Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. • Consults with teachers, teams, administrators, families and/or students regarding the progress of students. • Performs other duties as assigned by the Principal.
Pike, Amy	Instructional Media	• Fosters student achievement and development. • Serves as an on-staff specialist with expertise in Library/Media services. • Works with and through the department/grade level chairpersons, and all teachers and staff to support curriculum, technology, and student services.

Name	Position Title	Job Duties and Responsibilities
		• Collaborates with colleagues for the purpose of improving instruction and student performance. • Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the district's code of ethics policy, and the professional practices of the American Library Association. • Organizes and supervises use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment. • Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student community. • Provides group and individual instruction to students in research, technology, reading selection, and information skills. • Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. • Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing intellectual property and fair use across all media. • Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media Center's resources to accomplish these strategies. • Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. • Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. • Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability

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

Total number of students enrolled at the school

273

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	47	43	34	60	35	54	0	0	0	0	0	0	0	273
Attendance below 90 percent	3	5	2	6	2	5	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	8	1	5	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	2	1	2	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	5	15	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	5	22	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	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	0	2	0	1	2	3	0	0	0	0	0	0	0	8

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	2	0	0	3	0	0	0	0	0	0	0	0	0	5
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

Friday 8/27/2021

2020-21 - As Reported

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	
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	

2020-21 - 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	
Number of students enrolled	47	43	34	60	35	54	0	0	0	0	0	0	0	273
Attendance below 90 percent	3	5	2	6	2	5	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	8	1	5	0	0	0	0	0	0	0	0	0	16
Course failure in Math	1	2	1	2	1	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	3	5	12	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	3	5	22	0	0	0	0	0	0	0	30

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	2	0	1	2	3	0	0	0	0	0	0	0	8

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	2	0	0	3	0	0	0	0	0	0	0	0	0	5
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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					60%	57%		61%	56%
ELA Learning Gains					59%	58%		62%	55%
ELA Lowest 25th Percentile					51%	53%		54%	48%
Math Achievement					68%	63%		69%	62%
Math Learning Gains					64%	62%		65%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					59%	53%		60%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-2 iReady
3-5 Local Quarterly Benchmark Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	24	52
	Economically Disadvantaged	9	24	50
	Students With Disabilities	0	0	0
	English Language Learners	5	6	41
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	32	58
	Economically Disadvantaged	6	31	75
	Students With Disabilities	0	0	25
	English Language Learners	6	22	46
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	56	55
	Economically Disadvantaged	56	55	53
	Students With Disabilities	0	0	0
	English Language Learners	56	50	58
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	69	43
	Economically Disadvantaged	73	71	44
	Students With Disabilities	0	0	0
	English Language Learners	63	61	32

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	40	52
	Economically Disadvantaged	29	36	48
	Students With Disabilities	0	0	0
	English Language Learners	15	17	34
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	33	17
	Economically Disadvantaged	27	30	13
	Students With Disabilities	0	20	0
	English Language Learners	18	20	3

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	32	34
	Economically Disadvantaged	26	35	33
	Students With Disabilities	0	13	18
	English Language Learners	7	7	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	50	16
	Economically Disadvantaged	42	50	15
	Students With Disabilities	25	13	9
	English Language Learners	29	33	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41	34	30
	Economically Disadvantaged	41	35	33
	Students With Disabilities	13	13	9
	English Language Learners	27	13	7

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	11	55		5	42		18				
ELL	35	62		36	55		26				
BLK	39			38	80		30				
HSP	47	57		47	68		43				
FRL	45	62	64	46	68	60	37				

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
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 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
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	67
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	52
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Herbert Cambridge Elementary was established in August 2020. Over the course of our first year, the following trends emerged in 3rd through 5th grade.
- Primary grades increased in proficiency over the course of the school year as measured by iReady.
- Overall science proficiency in fifth grade declined over the course of the school year as measured by the district quarterly benchmark assessments.
- Overall English language arts proficiency remained steady or increased in grades third, fourth, and fifth as measured by the district quarterly benchmarks assessments.
- Math scores trended upwards from fall to winter. The quarter three assessment was administered online through the State provided progress monitoring tool, which resulted in a decline in proficiency. Students were not familiar with the online platform.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Because the school did not exist for the 2019 assessment, we do not have trend data. We did notice a decline in the Quarter 3 benchmark assessment in math for grades 3, 4, and 5. There was also a decline in 5th-grade science quarterly benchmarks over the course of the year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A major contributing factor would be the need to compensate for learning loss during the previous school year where students' learning was disrupted when the district transitioned to online learning. Additionally, students were learning in different ways. Some students were learning in person, online, or in a blending model.

This year, Herbert Cambridge Elementary has an additional 30 minutes built into the master schedule, which will be used for math instruction and immediate intervention in grades3 through 5. In addition, 4th and 5th-grade students will use the Aleks program, an adaptive computer program, that continuously reviews previously taught content.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Because the school did not exist for the 2019 assessment, we do not have trend data. Over the course of the year in English language arts the data increased as measured by iReady and the district quarterly benchmark data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Throughout the year, teachers used iReady data to provide intervention supports based on individual students' needs, as well as monitoring weekly standards mastery assessments and quarterly assessments. Targeted instruction with a focus on foundational skills was provided in grades kindergarten through second. In 3rd through 5th grade, students were engaged with on-grade level text daily with scaffolded supports for students in need of individualized interventions.

What strategies will need to be implemented in order to accelerate learning?

ELA: Continue to utilize on-grade level text for CORE instruction with scaffolded support. Additionally, students will be provided individualized interventions, re-teaching opportunities, and enrichment activities during the 30 minute differentiated instruction block. All grade levels will have a designated amount of time to address foundational reading skills.
Math: The instruction block will have an additional 30 minutes built into the master schedule, which will be used for core math instruction and immediate intervention in grades 3 through 5. In addition, 4th and 5th-grade students will use the Aleks program, an adaptive computer program, that continuously reviews previously taught content.
Science: With increased exposure to on-grade level text, students will be able to tackle science content with instructional strategies they have learned through ELA instruction. Students will also have more exposure to NGSSSS style questions in addition to hands-on learning opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Throughout the year, grade level teams will meet weekly with content area coaches during collaborative planning. This provides opportunities to unpack content standards, plan for effective instruction strategies, determine evidence of student mastery, and select appropriate interventions for individual students. Additionally, teachers also have the opportunity to share best practices, as well as engagement strategies that impact student learning.

Once a month, teachers have the opportunity to attend or present best practices through our "You Pick PD" offerings. Each month these will vary, but will focus on content specific engagement strategies, specific elements using Marzano's framework, or acceleration/differentiation techniques.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

As a Leader In Me school, we continue to set school-wide goals, as well as track individual and classroom goals in students' leadership notebooks and in our school hallways. Teachers and leadership members will monitor individual student progress towards their individual goals, celebrating success as individuals, classes, and as a school.

To support our teachers and build content capacity, our curriculum coaches will conduct coaching cycles and push-in support. Our math coach will begin morning math clubs with fourth and fifth graders that will run through the spring. In the spring, students in grades 3rd through 5th will have an opportunity to attend our academic after-school program with a focus on math, science, and reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The FY20 data for our students showed an overall 47% proficiency rate for the 20-21 school year. While this was our highest scoring area, there are still improvements to be made. Profiency rates by grade level based on end of 21-22 school year assessments are: K - 100% (iReady) 1 - 100% (iReady) 2 - 85% (iReady) 3 - 48% (FSA) 4 - 41% (FSA) 5 - 42% (FSA) We will focus on acceleration strategies by providing students with content area on-grade level text in order to build fluency and comprehension. A variety of progress monitoring tools including, but not limited to, district benchmark assessments, iReady reports, learning module culminating tasks, and bi-weekly selection assessments targeting Florida B.E.S.T. standards can be used to make instructional decisions that will move our students forward.
Measurable Outcome:	By May 2022, the students in Grades 3-5 at Herbert Cambridge Elementary will increase in the overall ELA proficiency score from 47% to 51% as measured by the Florida Standards Assessment (FSA).
Monitoring:	A variety of progress monitoring tools including, but not limited to, district benchmark assessments, iReady reports, learning module culminating tasks, and bi-weekly selection assessments targeting Florida B.E.S.T. standards will be used to make instructional decisions that will move our students forward.
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. Master schedule adjustments to support an increase in coaching and resource supports. Resource teachers participate in collaborative planning to align resource support with grade level benchmarks. Push in support for SWD and EL students will occur during the ELA differentiated instruction block. K-2 groups: Utilizing HMH lessons, grade level content materials, iReady adaptive lessons, tiered interventions with Reading Horizons and LLI, as well as other district approved resources. 3-5 groups: Utilizing HMH lessons, grade level content materials, iReady adaptive lessons, iReady comprehension tool kit, tiered interventions with Reading Horizons and LLI, as well as other district approved resources.
Rationale for Evidence-based Strategy:	During planning for instruction and implementation of lessons, we will be working with teachers to ensure they are exposing students to on-grade level experiences which will increase the rigor in their learning. ESE and EL teachers will be tracking student data with the inclusion teachers based on the students they are serving.
Action Steps to Implement	

Develop a weekly collaborative planning structure for coaches to guide discussions.

Person Responsible   Jacqueline Lippold (lippolja@collierschools.com)

Creation of master schedules to support instructional needs,

Person Responsible   Sarah Woofter (wooftesa@collierschools.com)

Resource teachers and tutors are scheduled strategically to support learners with individual needs.

Person Responsible   Jodi Schreiber (schreijo@collierschools.com)

School-wide data tracking: classroom and grade-level data boards, student data notebooks (biweekly math probes)

Person Responsible   Jacqueline Lippold (lippolja@collierschools.com)

Quarterly data chats with teachers and students on District benchmark and iReady data

Person Responsible   Sarah Woofter (wooftesa@collierschools.com)

Meet and plan with our ESE and EL teachers monthly

Person Responsible   Jodi Schreiber (schreijo@collierschools.com)

Ongoing professional learning to assist in planning for student engagement, rigor, and evidence of student mastery.

Person Responsible   Jacqueline Lippold (lippolja@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In order to accomplish our goal we will be targeting the students in the lowest 25% and students with disabilities to make gains. Additionally, we will be able to assist other students that fall into specific subgroups to make necessary gains.
Measurable Outcome:	By May 2022, the students at Herbert Cambridge Elementary will increase overall math proficiency from 46% to 50% as measured by the Florida Standards Assessment (FSA).
Monitoring:	A variety of progress monitoring tools including, but not limited to, district benchmark assessments, Aleks reports, learning module assessment, and bi-weekly probes targeting Florida Standards will be used to make instructional decisions that will move our students forward.
Person responsible for monitoring outcome:	Sarah Woofter (wooftesa@collierschools.com)
Evidence-based Strategy:	Online math program Small group supports Additional 30 minutes for grade third through fifth Student data binders to track individual goals Pre/Post module assessments Spiral Review District provided benchmark assessments Frequent progress monitoring using bi-weekly probes focused on critical content Use of departmentalization in tested grades to allow for math coach support
Rationale for Evidence-based Strategy:	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 bi-weekly probes.

Action Steps to Implement

Administrator and/or Math coach present during weekly math collaborative planning

Person Responsible	Christine Brady (bradyc@collierschools.com)

Weekly review of lesson plans and monitoring of lesson plan implementation. Lesson plans monitored for appropriate levels of rigor and high quality, standards-aligned student work.

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Classroom observations will include "look fors" for evidence-based strategies and appropriate alignment with the arc of instruction

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Resource teacher providing daily support in classrooms with high numbers of L25 students

Person Responsible	Christine Brady (bradyc@collierschools.com)

Use of progress monitoring data to make instructional adjustments - including biweekly math probes, quarterly benchmark assessments, formative assessments, and module assessments

Person Responsible   Christine Brady (bradyc@collierschools.com)

Student data binders for students to set math goals and track ongoing progress monitoring from biweekly problems and quarterly benchmark assessments

Person Responsible   Christine Brady (bradyc@collierschools.com)

Encourage evidence of student thinking and support productive struggle in learning math

Person Responsible   Christine Brady (bradyc@collierschools.com)

Build procedural fluency from conceptual understanding

Person Responsible   Christine Brady (bradyc@collierschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The FY21 data for our Herbert Cambridge students indicated a 40% proficiency rate in Science for the 2020-2021 school year. This was our lowest scoring area. We will focus on acceleration strategies by providing students with robust background knowledge building activities, instruction in content area vocabulary, and instructional strategies within content area, grade level text. We will utilize progress monitoring tools that include practice NGSSSS-style questions, district benchmark assessments, unit assessments and USA Test Prep reports to make instructional decisions that will move our students forward.
Measurable Outcome:	By May 2022, the 5th grade students at Herbert Cambridge Elementary will increase overall Science proficiency score from 40% to 45% as measured by the Next Generation Sunshine State Standards Science assessment (NGSSSS).
Monitoring:	We will utilize progress monitoring tools that include practice NGSSSS-style questions, district benchmark assessments, unit assessments and USA Test Prep reports to make instructional decisions that will move our students forward. Additionally, instruction and planning will be monitored through classroom observations and collaborative planning sessions with District support.
Person responsible for monitoring outcome:	Jodi Schreiber (schreijo@collierschools.com)
Evidence-based Strategy:	Utilize district provided curriculum supports including the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) Provide students with background knowledge-building activities Explicit instruction in content area vocabulary Application of instructional strategies within content area, grade level text Use of Exit Tickets and formative assessments Resource teachers and tutors provide push-in support for SWD and EL students in science Provide hands-on lab experiences that aligned with the nature of science methodologies Increase exposure to NGSSSS style questions
Rationale for Evidence-based Strategy:	During planning for instruction and implementation of lessons, we will be working with teachers to ensure they are exposing students to on-grade level text, experiences, and tasks aligned to the NGSSSS which will increase the rigor and their understanding of scientific concepts. The 5E Instructional Model is a research-based strategy from the National Science Teaching Association that is used as a basis for lesson delivery. Exit tickets and formative assessment will provide data for teachers to inform instruction and provide individual feedback to students.

Action Steps to Implement

Develop a collaborative planning schedule with district science support for departmentalized science teachers in grades 3-5.

Person Responsible	Jodi Schreiber (schreijo@collierschools.com)

Creation of master schedules to support instructional strategies and supports.

Person Responsible	Jodi Schreiber (schreijo@collierschools.com)

Resource teachers and tutors are scheduled strategically to support learners with individual needs.

Person Responsible	Jodi Schreiber (schreijo@collierschools.com)

Weekly review of lesson plans and monitoring of lesson implementation

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Ongoing professional learning to assist in planning for student engagement, rigor, and evidence of student mastery.

Person Responsible	Jodi Schreiber (schreijo@collierschools.com)

Student performance data from classroom observations, assessments, quarterly benchmark assessments, and USA Test Prep will be monitored regularly for progress towards goals.

Person Responsible	Jodi Schreiber (schreijo@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

At this time, Herbert Cambridge Elementary does not appear on the State list. We will continue to work on developing a positive school culture and implementing the Leader In Me habits. The consistency of language and expectations should continue to result in lower behavior and discipline numbers.

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.

Since opening our new school, creating a positive school culture has been 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 our school family members to feel welcome and valued. In addition to our Meet the Teacher, we are beginning the year with our Annual Title I Meeting and Curriculum Night in August - providing both an in-person experience and on-demand option. 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. We will also be offering a variety of in-person and virtual activities throughout the year, such as Tuck in Tuesdays evening events, STEAM Starters, Literacy Night, Student-Led Conferences, Parent academies, and opportunities for families to join their child's class virtually for presentations, demonstrations, etc.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All Staff: communicate regularly with families, encourage student and family engagement, positive referrals
PBiS Action Team: review PBiS data, organize student celebrations and recognition of positive role models, develop incentive programs for students and staff
Parent Engagement Action Team: organize and plan family engagement events
SAC: provides parents with a place to voice opinions and suggestions, play an active role in making school based decisions, assist in setting goals and making plans to achieve goals, help identify issues and potential solutions
Community Stakeholders: provide tangible rewards for teachers and students, provide expertise for content area topics through virtual field trips, guest speakers and interviews
Students Lighthouse: create school programs and incentives, provide input about school culture, role models for all students, exemplify the 7 Habits of highly effective people
Students Groups: safety patrol, news crew, student clubs
Leadership: Communicate regularly with families, provide incentives and celebrations for students and staff

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$137,143.77
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A	1.0	$84,944.60
		Notes: Salaries and benefits for 1.0 Academic Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
	5100	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A	0.2	$15,684.87
		Notes: Salaries and benefits for .20 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70				
	6400	750-Other Personal Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$1,000.00
		Notes: Guest Teachers				
	5100	519-Technology-Related Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$1,245.19
		Notes: Technology supplies				
	6400	310-Professional and Technical Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$3,000.00
		Notes: LIM Consultant - Staff Development				

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A		$3,605.18
		Notes: Salary Projection for Teachers in After School Program				
	7300	160-Other Support Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A		$769.24
		Notes: Salary Projection for Teachers in After School Program				
	6300	130-Other Certified Instructional Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A		$284.90
		Notes: Salary Projection for Curriculum Writing				
	5100	510-Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$12,395.68
		Notes: Instructional Supplies				
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0491 - Herbert Cambridge Elementary School	Title, I Part A		$10,481.10
		Notes: Collaboration Stations for Grades 3-5				
	5100	519-Technology-Related Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$2,497.38
		Notes: Technology supplies				
	6150	510-Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$585.63
		Notes: PI Supplies				
	6150	160-Other Support Personnel	0491 - Herbert Cambridge Elementary School	Title, I Part A		$150.00
		Notes: PI Translations				
	6150	390-Other Purchased Services	0491 - Herbert Cambridge Elementary School	Title, I Part A		$400.00
		Notes: PI Printing				
	6150	370-Communications	0491 - Herbert Cambridge Elementary School	Title, I Part A		$100.00
		Notes: Postage for parent communication				
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$4,802.13**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0491 - Herbert Cambridge Elementary School	Title, I Part A		$4,802.13
		Notes: Instructional Resources/Supplies				
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
					Total:	**$141,945.90**