Herbert Cambridge Elementary School

2022-23 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: 3/24/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (56%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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

School Grades History

Year	2021-22	2020-21
Grade	B	

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 facilities 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 the 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.
Lehner, Stacey	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	Reading 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	Math 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
Tuesday 3/24/2020, Sarah Barber

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
3

Total number of teacher positions allocated to the school
26

Total number of students enrolled at the school

263

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	37	49	49	41	47	44	0	0	0	0	0	0	0	267
Attendance below 90 percent	2	65	6	3	5	3	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	3	9	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	6	10	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	9	20	21	4	9	0	0	0	0	0	0	0	63

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	1	0	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	7	0	0	0	0	0	0	0	0	0	9
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

Wednesday 8/24/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	64%	56%					60%	57%
ELA Learning Gains	58%							59%	58%
ELA Lowest 25th Percentile	55%							51%	53%
Math Achievement	56%	56%	50%					68%	63%
Math Learning Gains	67%							64%	62%
Math Lowest 25th Percentile	52%							55%	51%
Science Achievement	48%	72%	59%					59%	53%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	41	46	28	35	30					
ELL	47	56	59	43	61	56	27				
BLK	45	54		40	46						
HSP	58	59	53	59	72	59	48				
WHT	64			55							
FRL	53	56	55	54	65	52	41				
2021 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 2019-20	C & C Accel 2019-20
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				
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 our two years, the
following trends emerged in 3rd through 5th grade.
- Primary grades increased proficiency over the school year as measured by iReady.
- Overall science proficiency in fifth grade continued to improve over the school year as measured
by the district quarterly benchmark assessments and NGSSS Scores.
- Overall English language arts proficiency remained steady or increased in grades third, fourth, and
fifth as measured by the district quarterly benchmark assessments and FSA scores.
- Overall Math proficiency has steadily increased in grades 3 through 5 as measured by the district
quarterly benchmark assessments and FSA scores.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate
the greatest need for improvement?**

While we have made growth in our proficiency levels over the past two years, our greatest areas of need
are to continue to increase those proficiency levels for all students. Last year, we exceeded our school
improvement plans goals of a 5% increase in ELA, Math, and Science; however, we still have work to do
and will continue to support all students in moving towards proficiency, but specifically, targeting our
students with Disabilities and English Language Learners with research-based strategies and
interventions.

**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 19-20 and
20-21
school years 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 reading and writing in grades K through 2 and math instruction and
immediate intervention in grades 3 through 5. Also, all students will use the Redbird program, an
adaptive computer program that continuously reviews previously taught content and emphasizes newly
taught concepts.

**What data components, based off progress monitoring and 2022 state assessments, showed the
most improvement?**

Our students improved in overall proficiency in the following areas: ELA improved from 47% to 56%, Math improved from 46% to 56%, and Science improved from 40% to 48%.
Additionally, we saw improvements in ELA and Math achievement in all subgroups:
SWD improved from 11% to 22% in ELA and 5% to 28% in Math
ELL students improved from 35% to 47% in ELA and 36% to 43% in Math
Black students improved from 39% to 45% in ELA and 38% to 40% in Math
Hispanic students improved from 47% to 64% in ELA and 47% to 59% in Math
FRL students improved from 45% to 53% in ELA and 46% to 54% in Math

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

This school year, we have had an influx of students new to the country with little or no knowledge of English. We have strategically scheduled our ELL Resource teacher and tutors to push into classrooms to provide extra assistance and support for these students. The students will also be receiving tiered interventions to focus on foundational skills while also participating in the core lessons that support on-grade level content. We will utilize various progress monitoring tools to determine specific areas of need and how we can adjust instruction and supplemental support to meet the needs of individual students.

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, 3rd, 4th, and 5th-grade students will use the Redbird program, an adaptive computer program that continuously reviews previously taught content.
Science: With increased exposure to on-grade level text, students can tackle science content with instructional strategies they have learned through ELA instruction. Students will also have more exposure to NGSSSS-style questions and 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 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 either 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 our school hallways. Teachers and leadership members will monitor individual student progress towards their individual goals, celebrating success as individuals, in 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 4th and 5th graders running through the spring. In the spring, students in grades 3rd through 5th will be able to attend our academic after-school program focusing on reading, math, and science.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our FY22 ELA data showed an overall proficiency rate of 56% for the 21-22 school year. While this was an increase of 9%, exceeding our previous School Improvement Plan goal, there are still improvements to be made explicitly targeting our students with disabilities.

Proficiency rates by grade level based on the end of 21-22 school year assessments are:
K – 91% (iReady)
1 – 57% (iReady)
2 – 41% (iReady)
3 – 57% (FSA)
4 – 58% (FSA)
5 – 50% (FSA)

We will focus on acceleration strategies by providing students with the content areas and on-grade level text to build fluency and comprehension. A variety of progress monitoring tools include, but are not limited to, district benchmark assessments and the state FAST. progress monitoring assessment, 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 and strategic supports to move our students forward. |
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, the students in Grades 3-5 at Herbert Cambridge Elementary will increase their overall ELA proficiency score from 56% to 60% as measured by the Florida FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	A variety of progress monitoring tools including, but not limited to, district benchmark assessments, the state FAST progress monitoring assessment, 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, and strategic supports for that will move our students forward.
Person responsible for monitoring outcome:	Stacey Lehner (lehnes@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collaborative Planning Framework

Strategic Master Schedule

Support for K-2 Groups

Support for 3-5 Groups

Rigorous, targeted support for students with disabilities and students in the low 25%; |

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Departmentalized Differentiated Instruction periods Systematic Writing instruction for grades 3-5 Collaborative Planning Framework - The framework will be utilized across the grade levels to ensure consistency and alignment with standards, allowing all students to be exposed to on-grade level instruction. Strategic Master Schedule - The adjustments to the master schedule support an increase in coaching and resource teacher 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 and the Math block, depending on student needs. Support for K-2 Groups - Utilize the HMH lessons, grade level content materials, iReady adaptive lessons, tiered interventions with Reading Horizons and LLI, as well as other district-approved resources. Support for 3-5 Groups - Utilize the HMH lessons, grade level content materials, iReady adaptive lessons, tiered interventions with Reading Horizons and LLI, as well as other district-approved resources. Rigorous, targeted support for students with disabilities and students in the low 25%; Departmentalized Differentiated Instruction periods - Based on student data, plan for specific interventions to be provided during Differentiated Instruction times and how they will be implemented utilizing resource teachers, coaches, and teachers in a departmentalized model in grades K-5. Systematic Writing instruction for grades 3-5 - Increase student motivation for writing using a consistent instructional, systematic model that incorporates listening, speaking, and student engagement and is used within ELA, Science, and Social Studies content.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide ongoing professional development to teachers in the areas of Differentiated Instruction support strategies, Interventions, student engagement, evidence of student mastery, and systematic writing practices

Person Responsible	Jacqueline Lippold (lippolja@collierschools.com)

Develop a weekly collaborative planning structure for coaches to guide discussions and a schedule to ensure teachers have ample time to prepare for the upcoming weeks

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 the learners of individual students

Person Responsible	Stacey Lehner (lehnes@collierschools.com)

School-wide data tracking: classroom and grade-level data boards, student data notebooks, etc.

Person Responsible   Jacqueline Lippold (lippolja@collierschools.com)

Data chats with teachers and students following quarterly benchmark assessments and state progress monitoring

Person Responsible   Sarah Woofter (wooftesa@collierschools.com)

Schedule ESE and EL resource teachers to allow for collaborative planning with classroom teachers

Person Responsible   Stacey Lehner (lehnes@collierschools.com)

Classroom observations will include "look fors" for evidence-based strategies using the state-provided Literacy Walkthrough Tool.

Person Responsible   Stacey Lehner (lehnes@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In order to accomplish our goal, we will be targeting the students in the lowest 25% and students with disabilities to make gains and increase proficiency levels. Additionally, we will be able to assist other students that fall into specific subgroups to make necessary gains and increase proficiency levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the students in Grades 3-5 at Herbert Cambridge Elementary will increase their overall Math proficiency score from 56% to 60% as measured by the Florida FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A variety of progress monitoring tools including, but not limited to, district benchmark assessments, the state FAST progress monitoring assessment, learning module assessments, and Redbird reports targeting Florida B.E.S.T. standards can be used to make instructional decisions, and strategic supports for that will move our students forward.
Person responsible for monitoring outcome:	Sarah Woofter (wooftesa@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Online math program Small group supports Additional 30 minutes for 3rd through 5th grades Student data binders to track individual goals Pre/Post module assessments Spiral Review The district provided benchmark assessments Frequent progress monitoring using module assessments and exit tickets focused on critical content Use of departmentalization in tested grades to allow for math coach support
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Math coach and/or resource support 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 module assessments and exit tickets. Adjusting whole class and small group instruction based on data collected during progress monitoring

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 the 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 exit tickets, 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 completed lessons on Redbird 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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The FY22 data for our Herbert Cambridge students indicated a 48% proficiency rate in Science for the 2021-2022 school year. This was our lowest scoring area, despite being an 8% gain from FY21. We will continue to 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 Progress Learning reports to make instructional decisions that will move our students forward.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the 5th-grade students at Herbert Cambridge Elementary will increase their overall Science proficiency score from 48% to 52% as measured by the Next Generation Sunshine State Standards Science assessment (NGSSSS).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 Administrators' classroom observations and collaborative planning with the part-time Science Coach. sessions with District support.
Person responsible for monitoring outcome:	Stacey Lehner (lehnes@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for	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

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.	tickets and formative assessment will provide data for teachers to inform instruction and provide individual feedback to students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible	Stacey Lehner (lehnes@collierschools.com)

Creation of master schedules to support instructional strategies and supports.

Person Responsible	Stacey Lehner (lehnes@collierschools.com)

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

Person Responsible	Stacey Lehner (lehnes@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	Stacey Lehner (lehnes@collierschools.com)

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

Person Responsible	Stacey Lehner (lehnes@collierschools.com)

Professional development provided to 4th and 5th grade science teachers to expose them to a variety of instructional strategies within the Science content and ways to incorporate immersive science experiences for the students.

Person Responsible	Stacey Lehner (lehnes@collierschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	While our Students with Disabilities improved in proficiency in both ELA and Math from SY21, they performing at or below the Federal Index threshold. Students with Disabilities were 22% in ELA and 30% proficient in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the Students with Disabilities at Herbert Cambridge Elementary will increase their overall ELA proficiency score from 22% to 30% as measured by the Florida FAST assessment and their overall Math proficiency scores from 30% to 38% as measured by the Florida FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A variety of progress monitoring tools including, but not limited to, district benchmark assessments, the state FAST progress monitoring assessment, iReady/Redbird reports, learning module assessments and culminating tasks, and bi-weekly selection assessments targeting Florida B.E.S.T. standards can be used to make instructional decisions, and strategic supports for that will move our students forward.
Person responsible for monitoring outcome:	Sarah Woofter (wooftesa@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative Planning Framework Support for K-2 Groups Support for 3-5 Groups Rigorous, targeted support for students with disabilities Departmentalized Differentiated Instruction periods Systematic Writing instruction for grades 3-5 Online math program Small group supports Additional 30 minutes of math instruction for 3rd through 5th grades Student data binders to track individual goals Pre/Post module assessments Spiral Review Frequent progress monitoring using module assessments and exit tickets focused on critical content Use of departmentalization in tested grades to allow for ELL, ESE, and coaching support
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Collaborative Planning Framework - The framework will be utilized across the grade levels to ensure consistency and alignment with standards, allowing all students to be exposed to on-grade level instruction. Strategic Master Schedule - The adjustments to the master schedule support an increase in coaching and resource teacher 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 and the Math block, depending on student

	needs.
used for selecting this strategy.	Support for K-2 and 3-5 Groups - Utilize the HMH lessons, grade level content materials, iReady adaptive lessons, tiered interventions with Reading Horizons and LLI, as well as other district-approved resources. Departmentalized Differentiated Instruction periods - Based on student data, plan for specific interventions to be provided during Differentiated Instruction times and how they will be implemented utilizing resource teachers, coaches, and teachers in a departmentalized model in grades K-5. Systematic Writing instruction for grades 3-5 - Increase student motivation for writing using a consistent instructional, systematic model that incorporates listening, speaking, and student engagement and is used within ELA, Science, and Social Studies content. Math coach and/or resource support 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 module assessments and exit tickets. Adjusting whole class and small group instruction based on data collected during progress monitoring

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development on content, engagement strategies, and differentiation in ELA and Math.

Person Responsible	Jacqueline Lippold (lippolja@collierschools.com)

Collaborative planning with coaches for classroom and resource teachers.

Person Responsible	Christine Brady (bradyc@collierschools.com)

Monitoring of lesson plans and implementation of differentiation strategies through collaborative planning sessions and classroom observations.

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Quarterly data chats with classroom and resource teachers following district/state progress monitoring assessments, making instructional adjustments as needed.

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

Quarterly meetings with the ESE team to discuss student progress, scheduling adjustments, and interventions.

Person Responsible	Sarah Woofter (wooftesa@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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 an on-demand option. During this event, parents and students will have the opportunity to share and 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 Tuesday's 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 school culture and environment.

All Staff: communicate regularly with families, encourage student and family engagement, and 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, and 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, Connect for Success
Leadership: Communicate regularly with families, provide incentives and celebrations for students and staff