Cambridge Elementary Magnet School

2023-24

Schoolwide Improvement Plan (SIP)

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Cambridge Elementary Magnet School

2000 CAMBRIDGE DR, Cocoa, FL 32922

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Every student. Every day. Every minute matters. (revised 2021-22)

Provide the school's vision statement.

Preparing tomorrow's leaders today. (revised 2021-22)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Tagye, Gina	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Monitors effectiveness of vision through classroom walk throughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as the Instructional Leader of the building. Leverages resource to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success. Leverages school leadership team members, teachers, and any additional staff who may be able to offer support in their area of expertise. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.
Ziccardi, Evelyn	Assistant Principal	Shares a vision of academic success. Monitors effectiveness of vision through classroom walkthroughs, Instructional Rounds with District Leaders and data analysis to ensure all systems align within the school community in order to improve student achievement. Serves as an Instructional Leader of the building. Works with the principal to leverage resources to provide teachers with the tools to support high quality learning and instruction. Models instructional practices through participation in collaborative planning and school wide professional development. Coordinates the development of an effective Multi-Tiered System of Supports to ensure students with need are provided with additional supports to achieve success. Leverages school leadership team members, teachers, and any additional staff who may be able to offer support in their area of expertise. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach is developed.
Estes, Courtney	Teacher, K-12	1st grade teacher, ELA Champion
Hardwick, Tyquiera	Teacher, K-12	Leadership Team Member, 4th grade teacher

Name	Position Title	Job Duties and Responsibilities
Clarke, Devane	Teacher, K-12	Interventionist, Title I to support lowest 25% subgroup and students identified as struggling to meet grade level expectations (T). Title I Coordinator, Lead Mentor, Leadership Team Member, 3rd grade ELA teacher
Perini, Donna	Teacher, K-12	Mrs.Perini is our Title I STEM teacher. She meets with all students grades K-6 to develop knowledge and interest in STEM. Mrs. Perini is a member of our school leadership team.
Hughes, Marisol	Teacher, K-12	Third Grade Teacher, Leadership Team Member
Vargas, Monique	Teacher, K-12	5th grade Math teacher, member of school leadership team

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In June 2023, a team of school leadership members and teachers worked to develop a plan for 2023-24 based on qualitative and quantitative data from stakeholders (Surveys from students, faculty and staff, parents/families). Parents and community members were invited to attend, but none came.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will use progress monitoring tools to monitor the effective implementation and impact on student achievement and make adjustments as needed. Individual teacher data meetings with administration as well as grade level discussions will ensure everyone is focused on the effectiveness and impact. Classroom walk throughs and coaching based on observations will support teachers and students.

Notes
Evidence of implementation
Classroom walkthroughs
Data Team Meetings
PLCS
Agendas

Evidence of Impact
Student achievement data
FAST Data PM 1, 2, 3
Exit Slips

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	15	16	7	14	1	9	5	0	0	67
One or more suspensions	10	1	2	3	2	12	4	0	0	34
Course failure in English Language Arts (ELA)	0	0	0	1	1	3	0	0	0	5
Course failure in Math	0	0	0	3	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	18	11	27	30	0	0	86
Level 1 on statewide Math assessment	0	0	0	15	13	33	25	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	18	11	27	30	0	0	86
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	3	5	1	4	4	0	0	22

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	3	1	13	4	0	0	22
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	7	6	11	8	7	0	0	47
One or more suspensions	0	1	5	1	5	5	12	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	35	30	17	0	0	82
Level 1 on statewide Math assessment	0	0	0	0	39	30	15	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	18	5	32	25	17	0	0	97

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	2	1	7	26	16	10	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	2	1	6	1	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	8	7	6	11	8	7	0	0	47
One or more suspensions	0	1	5	1	5	5	12	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	35	30	17	0	0	82
Level 1 on statewide Math assessment	0	0	0	0	39	30	15	0	0	84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	18	5	32	25	17	0	0	97

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	2	1	7	26	16	10	0	0	71

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	2	1	6	1	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	1	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	38	61	56	39	62	57
ELA Learning Gains	55	63	61	52	60	58
ELA Lowest 25th Percentile	40	54	52	56	57	53
Math Achievement*	46	60	60	51	63	63
Math Learning Gains	59	64	64	60	65	62
Math Lowest 25th Percentile	45	55	55	45	53	51
Science Achievement*	67	56	51	70	57	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	62			73		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	49			
AMI				
ASN				
BLK	42			
HSP	53			
MUL	59			
PAC				
WHT	55			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	55	40	46	59	45	67					62
SWD	21	21	8	21	36	31						53
ELL	22	44	35	43	66	59	63					62
AMI												
ASN												
BLK	29	51	40	35	48	33	59					
HSP	34	50	38	50	67	59	63					61
MUL	61	71		43	59							
PAC												

2021-22 ACCOUNTABILITY 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	ELP Progress
WHT	50	61		50	59							
FRL	42	54	34	47	59	42	65					56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	51	53	40	59	48	41					44
SWD	16	42	47	22	50	58	7					31
ELL	24	46	47	42	67	44	25					44
AMI												
ASN												
BLK	26	51	60	31	61	67	32					
HSP	25	46	47	44	63	44	30					43
MUL	50	67		50	53							
PAC												
WHT	44	55		41	47		67					
FRL	31	49	59	40	62	55	38					45

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	39	52	56	51	60	45	70					73
SWD	14	43	45	26	44	37	7					50
ELL	31	52	64	45	61	61	70					73
AMI												
ASN												
BLK	30	52	55	41	56	36	62					
HSP	35	49	58	47	58	58	64					73
MUL	52	53		55	57							
PAC												
WHT	53	57		68	69		91					
FRL	36	50	54	51	60	46	66					72

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	59%	-27%	54%	-22%
04	2023 - Spring	35%	61%	-26%	58%	-23%
06	2023 - Spring	47%	61%	-14%	47%	0%
03	2023 - Spring	22%	56%	-34%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	67%	3%	54%	16%
03	2023 - Spring	32%	60%	-28%	59%	-27%
04	2023 - Spring	30%	61%	-31%	61%	-31%
05	2023 - Spring	46%	55%	-9%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	57%	4%	51%	10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Grades 3-5 ELA scores for FAST PM 3 were the lowest in the school. We know these students were impacted by COVID (missed EARLY reading instruction at the time of COVID, eLearning). We lacked in staffing to provide interventionists that would support substantially deficient students in foundational skills. While the grade level average nearly doubled from PM1 to PM 3, the scores were far below the district and the state. The data are as follows:

3rd grade = 22% (compared to 56% district and 50% state)
4th grade = 35% (compared to 61% district and 58% state)
5th grade = 32% (compared to 59% district and 54% state)

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

SWD data continues to be our greatest need for improvement. Learning gains decreased in ELA (43% in 2019, 42% on 2021, and 21% in 2022) and Math (44% in YR19, 50% in YR21 and 36% in YR22). Proficiency has been stagnate in ELA (14% YR19, 16% in YR21, and 21% in YR22) and trending down in Math
(26% in YR19, 22% in YR21 and 21% in YR22. Lack of consistent ESE staffing is a contributing factor. Classroom walk throughs indicate scaffolding is taking place but we can improve on gradually releasing the support and allowing students to take the ownership and heavy lifting of their work.

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

Grades 3-5 ELA showed the greatest gap. We have been hovering in the 30-38% range for multiple years. In 2023 the percent of students scoring at levels 3 and above for ELA:

3rd grade = 22% (compared to 56% district and 50% state)
4th grade = 35% (compared to 61% district and 58% state)
5th grade = 32% (compared to 59% district and 54% state)
6th grade = 47% which tied the state (compared to 61% district wide)

We believe the constant staff turn over, lack of applicants with Reading Endorsement/Certification, applicants who have a bachelors degree in areas other than education and lack of experience or student teaching experience, and COVID loss of learning have impacted the ELA instruction and therefore student learning and achievement.

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

Sixth grade Math proficiency (70%) was higher than both the state (54%) and district (67%). High expectations, a teacher with a state VAM of Highly Effective in front of the students, small flexible grouping, and immediate and more frequent feedback provided made the difference.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of 3rd grade retentions (18) is an area for concern.

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

ELA proficiency and learning gains grades 3-5
Math proficiency and learning gains grades 3-4
SWD ELA and Math learning gains

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school mission is to maximize every instructional minute every student every day. Our data show we need to continue to increase the level of student accountability and confidence in their ability to do the hard work.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA proficiency will increase from 34% to 45%, as measured by the 2024 FAST PM 3.

The percent of all students achieving ELA learning gains will increase from 55% in 2022 to 58%, as measured by the 2024 FAST PM3.

The percent of all L25 students achieving ELA learning gains will increase from 40% in 2022 to 50%, as measured by the 2024 FAST PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by daily formative assessments by the classroom teacher, unit assessments, iReady and Lexia data. Monthly data chats will be held with Administration, instructional Coach and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome:

Gina Tagye (tagye.gina@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional coaches and ELA school leaders will facilitate collaborative planning with a focus on standards- based instruction, task alignment with students doing the heavy lifting, regular practice with complex texts, and opportunities for peer discussion.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Foundational Skills are key to developing successful readers who comprehend what they read.
- Both Core5 Reading and Power Up Literacy (Lexia) have received a "strong" rating from evidence of ESSA.
- Magnetic Reading Received perfect scores in ELA foundational skills by EdReports in 2023 and has been rated strong according to the ESSA ratings.
- Institute of Education Science confirms that instructional coaching can affect student achievement by enhancing teachers' knowledge and skills in order to positively impact their instruction and student outcomes.
- Job embedded, teacher driven, subject specific, collaborative planning is the most effective and sustainable way to transform instructional practice and increase student performance.
- The 95 Phonics is listed as "strong" on the Evidence of ESSA website.
- Benchmark Advance is research validated and ESSA-evidence aligned.
- iReady Personalized Instruction Efficacy Study Receives Moderate Rating from Evidence for ESSA. The

independent, evidence-based rating verifies that the program meets evidence standards defined in the Every Student Succeeds Act (ESSA).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will design and deliver rigorous instruction in both reading and writing according to research-based principles by utilizing coaches, cohort teachers, and teacher leaders to support increased rigor. Teachers will cultivate a trusting and motivating culture where curiosity, improvement, & risk-taking are valued.
Rework daily schedules to designate time for Magnetic Reading and Core Phonics.

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

By When: This is an ongoing goal as teachers and coaches will plan collaboratively throughout the school year.

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback

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

By When: This is an ongoing goal as teachers and coaches will plan collaboratively throughout the school year.

Teachers will provide differentiated small group reading instruction to all readers, regardless of additional supports outside of the classroom.

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

By When: This is an ongoing goal as teachers and coaches will plan collaboratively throughout the school year.

Literacy coach (To be hired) will provide support to teachers in all grade levels, including modeling, co-teaching, conferencing, developing lessons, lesson planning and professional development. ELA champions will be empowered to develop as literacy leaders (ex: co-facilitate PD sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).

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

By When: Ongoing

Calendar dates for all ELA training including Summer 2023, preplanning, and weekly PLCs. Teachers will be provided with support and PD to increase their knowledge of the science of reading & evidence-based practices. K-2 teachers will be provided training on Magnetic Reading and Orton Gillingham approach to helping struggling readers with the connection between letters and sounds using a multisensory strategies.

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

By When: Orton Gillingham training takes place in July 2023. Magnetic Reading training takes place in August 2023.

Administration and Literacy Coach (T-still to be hired) will provide support and actionable feedback focused on explicit, systematic and sequential approaches to reading instruction including a gradual release of responsibility model of instruction. The ELA Walkthrough tool and other ELA tools will be utilized to provide feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

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

By When: Ongoing

Retained 3rd grade students will be pulled daily for the 90 min reading block and work with a teacher with a Highly Effective State VAM score and who is reading endorsed.

Person Responsible: Devane Clarke (clarke.devane@brevardschools.org)

By When: Throughout the school year.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD has been under performing in ELA for multiple years, however, we have been making gains:

In 2018-19 14% of our SWD reached ELA proficiency.
In 2020-21 16% of our SWD reached ELA proficiency.
In 2021-22 21% of our SWD reached ELA proficiency.
In 2022-23 _____% of our SWD reached ELA proficiency.

In math, the reverse trend is occurring and also needs to be addressed:

In 2018-19 26% of our SWD reached Math proficiency.
In 2020-21 22% of our SWD reached Math proficiency.
In 2021-22 21% of our SWD reached Math proficiency.
In 2022-23 _____% of our SWD reached Math proficiency.

If we provide differentiation and remediation to our students with disabilities, then
student growth and proficiency will increase to 43%. Our students with disabilities subgroup according to ESSA
was _____%, which is below the threshold of 41%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024, our students with disabilities will achieve 38% proficiency in ELA
overall and 38% proficiency in Math as demonstrated by FAST progress monitoring 2.

By May 2024, our students with disabilities will increase ELA and math achievement
and learning gains demonstrated by FAST progress monitoring 3, which will compile
to a Federal Points Index above 41%

Specifically, our students with disabilities will achieve 43% proficiency in ELA overall and 43% proficiency in Math as demonstrated by FAST progress monitoring 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a very important step toward student achievement and school improvement. Data will be analyzed and discussed during individual teacher data meetings and PLCs that target ELA and Math achievement and learning gains. Subgroup data will also be analyzed to ensure that students with disabilities are making adequate progress. Classroom walk-throughs will ensure that implementation of standards-based instruction and differentiated instruction is occurring with fidelity.

Person responsible for monitoring outcome:

Evelyn Ziccardi (ziccardi.evelyn@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

a. ELA and Math teachers will participate and engage in professional development on
differentiated instruction and scaffolding instruction as well as collaborative planning with instructional

coaches.
b. Adaptive technology will provide remediation and enrichment, such as iReady and
Lexia (Literacy Coach)
c. An afterschool tutorial will take place starting in October so students that need
additional support can be serviced (Evelyn Ziccardi)
d. Differentiated small group instruction within the ELA and Math classrooms.
(Literacy Coach, admin)
e. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan
(IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in
the Least Restrictive Environment (LRE). (Gleason and Schroeter)
f. Provide Scaffolded Supports (classroom and ESE teachers)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

a. As teachers are provided with the strategies and skills necessary to provide differentiated, scaffolded
instruction, student growth and proficiency will increase.
b. Programs such as iReady, Lexia (T) are adaptive to the individual needs of each student.
c. An afterschool tutorial will provide extended learning opportunities for enrichment, remediation.
d. If students receive specialized instruction on areas of weaknesses, then student growth will increase.
Our students learn best in small groups, and having an additional resource teacher in classrooms
maximizes time receiving instruction.
e. Our ESE students continue to struggle with mastery of grade level content as evidenced by the
percentages of Level 1 and Level 2 on the FAST. Our continued efforts to collaboratively plan grade level
material with general education teachers and servicing our ESE students via a "push-in" model will provide
timely support for increases in proficient performance.
f. (Lenz and Bulgren 2013) Content Enhancement Routines such as organizers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of
evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborative planning schedule developed for the year (grade level teachers with coaches). This planning
will focus on provided scaffolded support to students in order to be successful with grade level content.
Walkthroughs schedule developed
Individual Teacher Data Meetings scheduled quarterly
Leadership Team Meeting to review data, reflect, make adjustments as needed.

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

By When: Quarterly data meetings and reflection with Gen Ed and ESE teachers

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP)
goals while learning the foundational skills they need to engage in rigorous, grade-level content in the
Least Restrictive Environment (LRE).

Person Responsible: Evelyn Ziccardi (ziccardi.evelyn@brevardschools.org)

By When: ongoing We need to hire a second ESE resource teacher to support students

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice has a tremendous impact on student learning. If mathematics instruction is rigorous, data driven, aligned to curriculum which is evidencd based (Reveal K-5 and EdGEMS in 6th), standards based and student centered, students will be able to master grade level standards. This was identified as a critical need based on 2023 FAST data Our performance level on the 2023 FAST PM 3 was 43%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving math proficiency will increase from 43% to 55%, as measured by the 2024 FAST PM 3.

At least 55% of all students will have a Math learning gains as measured by FAST PM 3.

The percent of all L25 students achieving Math learning gains will be at least 50%, as measured by the 2024 FAST PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by daily formative assessments (Exit tickets, etc) by the classroom teacher, unit assessments, and iReady data. Data chats will be held with Administration and grade level teams. Students will monitor their data and set goals in their data binders.

Person responsible for monitoring outcome:

Devane Clarke (clarke.devane@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Classroom teachers will use Reveal and Ed Gems Curriculum, iReady, and Fluency practice to provide rigorous, student-centered instruction daily.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

When rigorous, student centered instruction occurs, the level of active engagement also increases. The more actively engaged students are, the more likely they are to comprehend the standard at the level necessary to perform successfully. The district programs are evidenced based. iReady is also a evidenced based program.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborative planning takes place between the district math coach, our teachers and those at a neighboring school. There will be a focus on how to provide scaffolds and implement the use of manipulatives to increase student success with grade level material.

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

By When: ongoing

Teachers will utilize multiple forms of assessments (Pre-requisite checks, unit assessments, lesson quizzes, exit tickets, etc) to inform instruction and allow students to represent and share their thinking in multiple ways. Student work will be used to guide analysis of student learning in grade level PLCs.

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

By When: ongoing

The CNA (T) team developed math non negotiables/look fors. These are utilized by administration/coach during classroom walkthroughs. Data will be collected in order to identify areas for coaching, professional development, and planning.

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

By When: ongoing

The schoolwide schedule was modified to include a 30 min Math intervention block to support substantially deficient students.

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

By When: ongoing

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have had multiple years with many teaching and support staff positions left vacant. This has negatively impacted our staff in that we have had to creatively cover those vacancies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to have less that 10 percent turnover or vacancies for the beginning 2024-25 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by the number of open positions or folks transferring to other schools.

Person responsible for monitoring outcome:

Gina Tagye (tagye.gina@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement the "Educators Thriving" professional development series to our new teachers, their mentors and any other interested faculty members. We strive to have a cohesive, community where collective efficacy is high. (according to John Hattie, the effect size is 1.57).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We know when collective teacher efficacy is strong, motivation, task effort and persistence, and shared skills/knowledge increases for the group.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A schedule of Educators Thriving PD sessions will be developed as part of the Mentor/Mentee monthly calendar for the year.

Person Responsible: Devane Clarke (clarke.devane@brevardschools.org)

By When: Aug. 15, 2023

A pre and post survey will be administered to participates by the facilitator in order to gather information about the success and level of interest.

Person Responsible: Devane Clarke (clarke.devane@brevardschools.org)

By When: May 2024

Based on teacher input, we will determine the level of retention of participants for the 24-25 school year.

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

By When: July 2024.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district is supporting Cambridge by providing Magnetic Reading training and program materials for K-2 teachers, Orton-Gillingham training, 1 day a week Math and Literacy Coaches.
ESE schedules have been reviewed to avoid students being pulled from intervention time outside of their reading and math blocks. ESE teachers collaborate with the general education teachers to align classroom supports with intended outcomes. Administrative classroom walks will focus on the instructional strategies (i.e. scaffolding, feedback, questioning) being used with SWD to assure that they are receiving the same high expectations and grade level tasks as their general education peers. SWD data will be reviewed quarterly upon the receipt of FAST and iReady assessment data, and resources will be adjusted according to need.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our K and 1st grade classrooms were above the 50% mark for those scoring below the 40th percentile on FAST in 2023.

Our K-2 classrooms will have 90 min reading block, a 40 min intervention block, and 30 min Magnetic Reading block. This provides students with 130 min of ELA instruction. Two of our three first grade teachers have been trained in Orton Gillingham and are using that method to support beginning readers and ESOL students.

Our team developed nonngotiables for ELA those are the basis for our classroom walkthrough tool.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our retained 3rd grade students will have their 90 min reading block with our Title I (T) teacher. This allows for smaller numbers in our three 3rd grade classrooms and provides our retained third graders with a different teacher with strong instructional practices and Highly Effective State VAM.

Grade 3 will have a 30 min block for Core Phonics.

Our team developed nonngotiables for ELA that are the basis for our classroom walkthrough tool.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

At least 55% of our K-3 students will be on grade level as measured by FAST ELA PM 3 in 2024.
We will use ongoing progress monitoring, and data analysis from iReady and FAST PM 1 and 2 to make adjustments to our intervention throughout the school year.

Grades 3-5 Measurable Outcomes

At least 50% of our 3-6 grade students will score above the 40th percentile as measured by FAST ELA PM 3.We will use ongoing progress monitoring, and data analysis from iReady and FAST PM 1 and 2 to make adjustments to our intervention throughout the school year.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our grade level teams meeting monthly to review intervention progress monitoring data and make adjustments to intervention as needed.
In addition, teachers meet individually with admin quarterly to review data, set goals and discuss instructional moves that will support students. Teachers analyze their student data and set goals for individual students.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Tagye, Gina, tagye.gina@brevardschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We use the following intervention programs at Cambridge:
K-3: 95% Group PASI/PSI and Core Phonics, Orton Gillingham, Magnet Reading
Intermediate: Rewards, and Read Naturally

All grades K-5 use Lexia Core 5, 6th grade Lexia Power Up, all grades K-6 use iReady.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

These evidence based programs help us target the skill or component of the Science of Reading that the student needs (Phonemic Awareness, Phonics, Fluency, Vocaburlary, Comprehension)

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching: A calendar of PLCs to work with our district Literacy coach has been created. In those meetings we discuss data, intervention programs, how to best utilize small group instruction with scaffolding in the 90 min block, and our non-negotiables for ELA instruction. Our district literacy coach will provide co-teaching or modeling opportunities especially for new teachers.	Preston, Laurel, preston.laurel@brevardschools.org
Professional Learning and Collaboration: Collaborative planning calendar has been developed for grade level teammates from Cambridge and Saturn Elem to work together with district literacy coach to identify and plan for strong instructional practices, effectively scaffolded questions, and small group instruction.	Tagye, Gina, tagye.gina@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Shared with SAC, posted to the school website, notice in school newsletter, copy available in the school office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://www.brevardschools.org/CambridgeES
Family Engagement Events: Parent and Family Engagement events –
Meet and Greet for grades K-6 on Aug.9, 2023
Annual Title I Meeting/Family BINGO Night Aug 24, 2023
Math Night and STEM Night created to facilitate parent involvement and support for their children in math at home. (T)
1 additional instructional assistants will be used daily to support Lowest 25%
subgroup and students identified as struggling to meet grade level expectations as well as serve as a Parent Liaison to support families struggling with attendance/truancy. (T)
Kindergarten Orientation in Spring 2024.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Academic Support
1 additional teacher and 1 additional instructional assistants will be used daily to support Lowest 25% subgroup and students identified as struggling to meet grade level expectations. (T)
Educational Zoo School, Star Base (5th) (District T) and Lagoon Quest (4th gr) field trips involve 4th students in learning experiences that are difficult to duplicate in a classroom situation and that will lead to literacy activities. (T)

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Head Start
Title I, Title III to support the Imagine software for ELL students, Title III to support ELL district parent liaisons available to support ELL parent events, ESSA funds to support classroom materials, district instructional coaches (funded through Title I) to collaboratively plan and coach ELA and Math instruction, Human Resource Department to support international teacher program, Food & Nutrition Department to support direct certification program which enables all students to eat at no cost, and IDEA to support ESE instructional assistants and classroom materials/technology.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has been allocated/hired a Social Worker. We are searching for a School Counselor.
This year 6th grade classes will start the day with an advisory block, used to give everyone the opportunity to start the day off on the right foot. All K-5 classes will have a circle time built into their schedule to allow for development/fostering classroom culture and healthy conversation, ways to effectively address conflict.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Each Fall, we host a Middle School Expo so families of 6th graders can talk with area schools about their options.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Cambridge uses progress monitoring data to identify students in need of intervention Tiers 2-3 and the MTSS process. Intervention occurs daily. Progress monitoring takes place weekly for Tier 3 and bimonthly for Tier 2.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Grade Level teachers will meet with instructional coaches (T) to plan collaboratively for ELA and Math instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We offer a Kindergarten Orientation where incoming Kindergarten students and their families can experience some of the learning activities that they will use in Kindergarten. In July 2023, we also held a KinderCamp for incoming Kindergarten students. Parents walked their children to class and after some introductions, were given a tour of the school. Students stayed with Kindergarten teachers to participate in some rotations of activities, sit on the carpet for a read aloud and discussion. These activities were planned to give students and parents the opportunity to have a review before the first day of school, increasing comfort levels for all.