



**EVALUATION OF CAMBRIDGE ELEMENTARY SCHOOL'S
TITLE I PROGRAM FOR FY24**

PRESENTED BY: MR. CLARKE

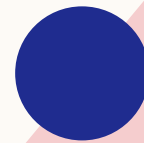
AGENDA

Positive Rantings

What is Title I?

Survey Results: Students, Staff, Families

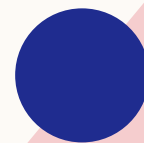
SIP Goals and End of Year Data



POSITIVE RANTINGS

Who have you noticed making an impact on students?

Who do you want to brag on?



WHAT IS TITLE I?

Title I is a federal grant that:

- provides supplemental funds to school districts with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- assists with building capacity of parents and teachers; and encourages parents to be involved in their children's education.

Funds come from the federal government through the state to districts.

WHAT IS THE SCHOOL'S ALLOCATION BASED ON? (HOW MUCH TITLE I MONEY DO WE GET AND WHAT CAN WE SPEND IT ON?)

Title I funds for each school are primarily based on the number of qualifying students counted during FTE week which occurs in early February the previous year.

These federal funds may be spent in three areas and the purchases must be above and beyond what the district/charter is already expected to be purchasing for students and teachers.

The three general areas that funds can be used to support are:

- 1. student achievement in the areas the school has identified as needing improvement*
- 2. professional development (teacher trainings) to help teachers improve their teaching skills in the areas that have been identified as needing support*
- 3. parent and family engagement activities to provide support and strategies for parents and caregivers to support children at home with areas that may influence child's academic achievement.*

WHAT IS THE TITLE I PROGRAM EVALUATION ?

Ways Title I program is evaluated:

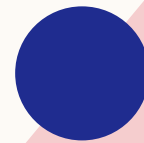
1. **Track student achievement progress:** Title I programs regularly assess student academic progress. This helps us provide targeted support where needed.
2. **Measure program impact:** We regularly check if Title I programs are working. This ensures resources are used effectively for your child's benefit.
3. **Family involvement:** Share your thoughts! Your input helps improve Title I programs to better support all students.
4. **Transparency and communication:** Schools should provide transparent information about their Title I program. Look for regular updates and communication from the school or district to stay informed about the impact of Title I funding on your child's education.

YOUTH TRUTH SURVEY RESULTS

Gr 5-6 students (with parent consent)

Families

Staff

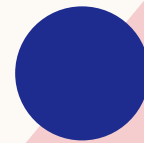


YOUTH TRUTH SURVEY RESULTS

Gr 5-6 students (with parent consent)

Families

Staff



SOME COMMENTS: ENGAGEMENT AND RELATIONSHIPS

they tell me when i make a mistake and show me how to fix it

My Teachers Care About How I Do My Work And How I Show My Work And Pay Attention In Class, My Teachers Help Me With My Work If I Ask For Help In Class

SOME COMMENTS: AREAS FOR IMPROVEMENT

By stop talking when the teachers are talking.

Because it is the best school i want to.

Its Nothing Bad About Cambridge

There's nothing to dislike because teachers and students are nice and teachers want us to work hard and do our best.

YOUTH TRUTH FAMILY SURVEY



SOME COMMENTS

Highest rated

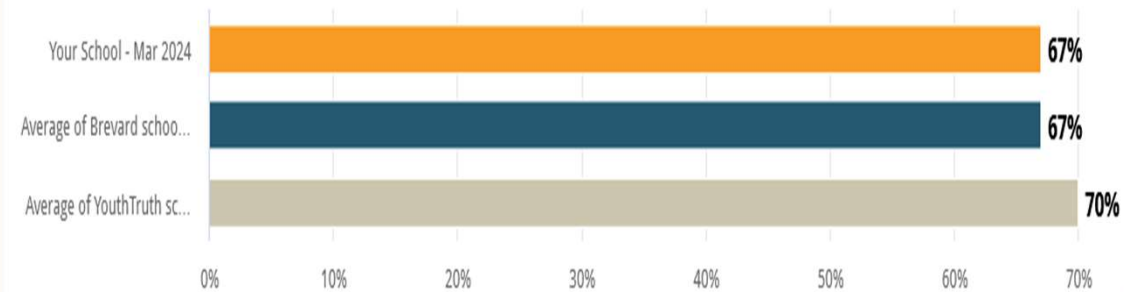
- *Teachers treat families with respect.*
- *I receive regular feedback about my child's progress.*
- *I feel valued by my school.*
- *My school sets high expectations for students.*
- *My child is safe from bullying during school.*

Lowest rated

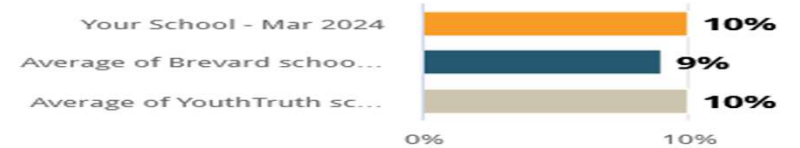
- *I feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school.*
- *Teachers and students care about each other.*
- *I receive information about what my child should learn and be able to do.*
- *My child's learning environment is safe.*

WHAT DO YOU LIKE MOST ABOUT YOUR SCHOOL?

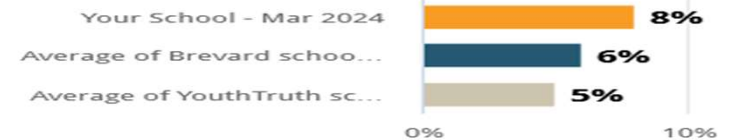
Friendly Teachers and Staff



Strong Academics

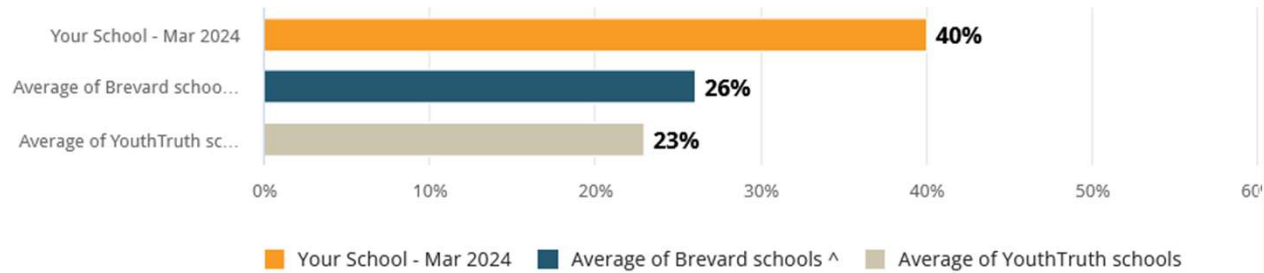


Family Engagement Programs

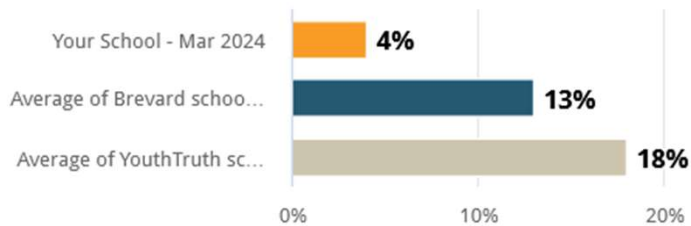


AREAS FOR IMPROVEMENT

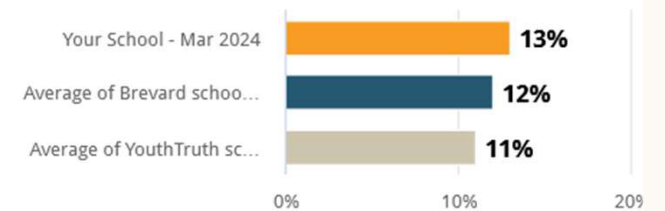
Nothing



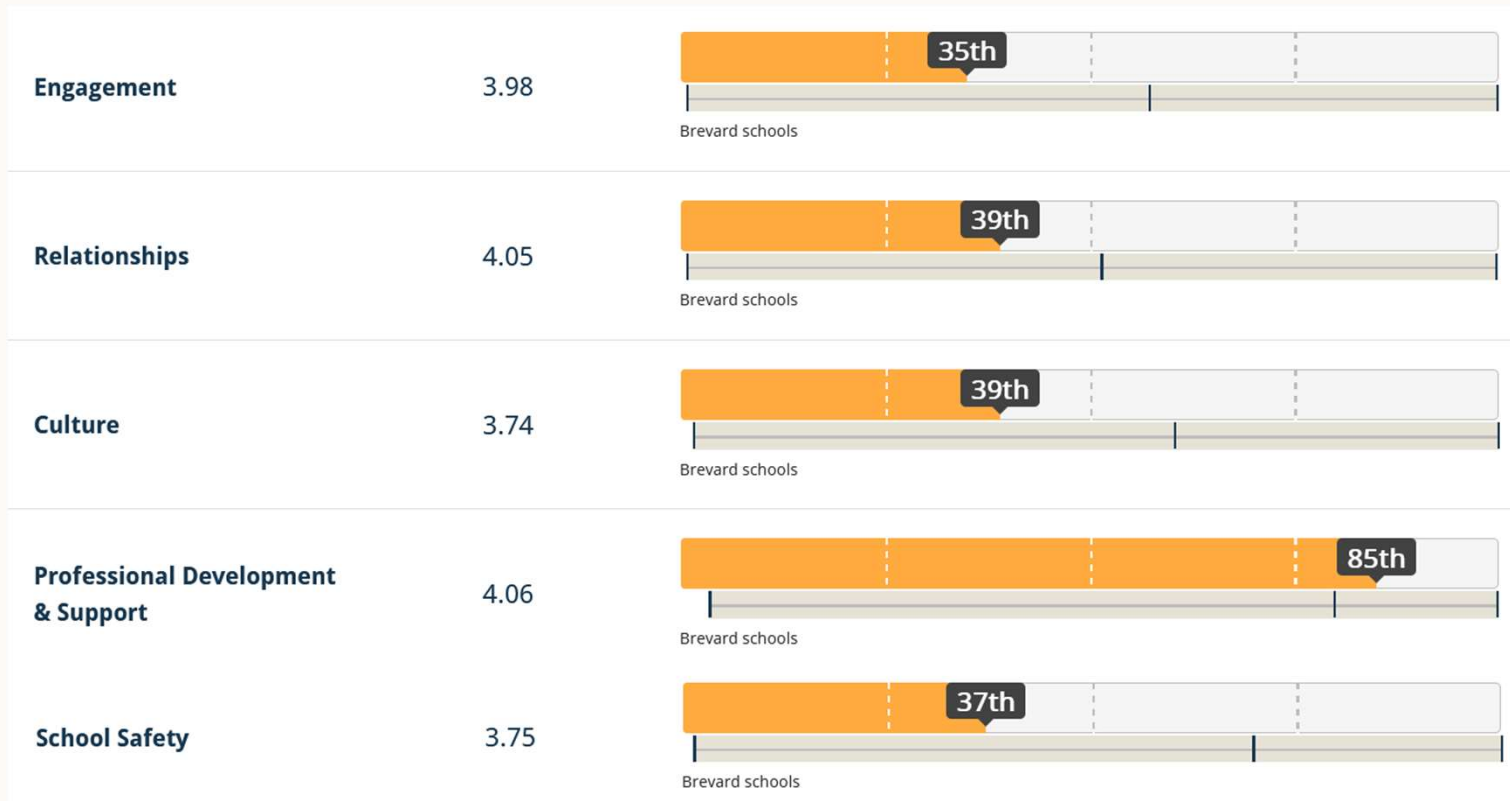
Stronger Academics



Better Family Engagement Programs



STAFF SURVEY RESULTS



SOME COMMENTS

School administrators and staff are genuinely happy to have help around the school. They have always made me feel as though they appreciated me being here.

One big thing for me is that I rarely feel pressured by administrators. There's enough pressure just trying to survive each day with all the demands of this job. It's nice to have leaders who seem to understand this.

I know I have an opportunity every day to make a positive impact with all staff and students through everything I do.

A feeling of belonging and purpose. Family oriented and everyone becomes a big family.

SOME COMMENTS: AREAS FOR IMPROVEMENT

I would like to have more opportunity for professional growth that would enhance my role in the classroom.

I chose that because sometimes they are not as supportive as they can be. Sometimes I feel as though they are too quick to dismiss concerns from teachers and staff members.

I feel that they are both very unapproachable. When confronted they give you an attitude instead of professionalism. They look down at other employees that are beneath them and make comments that I feel are very disrespectful and non professional especially with their roles as leaders of the school

We have improved a great deal with the development of our leadership team. If more staff were to be involved outside of their classroom, we could level the field of work for all when it comes to planning and preparing activities for after school etc..

“OTHER” COMMENTS

The discipline at this school needs a revamp. These students in this community need tough love. They need the structure. Staff members need to be able to depend on one another for support. If that is not what one teacher agrees upon then a discussion should be done as it affects the learning in that classroom. Students need to know that staff members stick together.

Lots of shout outs to staff members that clearly do not follow school instructions/time.

The school has grown in its' culture and is more cohesive and more welcoming. I feel the staff and administration is working together much better and communication has improved. Things are more collaborative.

Our school is a great little community school. Our staff loves being here and understands the community we serve. We would love more parent involvement and support when students are under-performing or misbehaving.

Cambridge Teachers Rock!! They go above and beyond. MOST of us do at least.

SIP FOCUS AREA 1: ENGLISH LANGUAGE ARTS/RAISE

Total Spent: \$75,158

Decodable Fluency Builders (Grade 1) - \$270

Title 1 Interventionist - \$50,000

½ Day Subs for K-2 Magnetic Reading Sep. 25 - \$85

Phonics for Reading Intervention Materials for student's 3rd and 4th Grade - \$675

Phonics for Reading Teacher Books Levels 1-3 - \$235

Books for Literacy Events - \$1842

Chart Paper - \$3030

Classroom Supplies to support reading - \$800

6 Shifts Online Professional Development - \$1789

10 PD Books "7 Mighty Moves" - \$285

3 Subs for On the Spot Benchmark Training - \$300

ASP for 13 Teachers - \$6600

5 Listening Centers for Primary Classes - \$1547

3 Staff to Summer Literacy Institute - \$7700

ELA FAST DATA: % AT/ABOVE GR LEVEL

	FAST PM 1	FAST PM 2	FAST PM 3
K Early Literacy	20%	30%	43%
1 Reading	67% (3 kids)	100% (5 kids)	40% (46 students)
1 Early Literacy	32%	30%	0% (10 students)
2	40%	36%	44%
3	16%	27%	25%
4	19%	29%	37%
5	22%	31%	33%
6	29%	26%	38%

SIP FOCUS AREA 2: STUDENTS WITH DISABILITIES

Total Spent: \$58,159

Decodable Fluency Builders (Grade 1) - \$270

Title 1 Interventionist - \$50,000

½ Day Subs for K-2 Magnetic Reading Sep. 25 - \$85

Phonics for Reading Intervention Materials for student's 3rd and 4th Grade - \$675

Phonics for Reading Teacher Books Levels 1-3 - \$235

Books for Literacy Events - \$1842

Classroom Supplies to support reading - \$800

Balances for Adding, Subtracting, and Multiplying - \$422

Chart Paper - \$3030

Classroom Supplies to support math - \$800

PROGRESS MONITORING DATA FOR STUDENTS WITH DISABILITIES

- The Federal Index will be used to assess the effectiveness of the SWD strategies and purchases.
- The FAST assessment has been administered but the Federal Index Results will be reported to the schools over the summer.
- Results will be reviewed, analyzed, and shared with stakeholders through the Comprehensive Needs Assessment and the Title I Annual meeting.

SIP FOCUS AREA 3: MATHEMATICS

Total Spent: \$63,802

Title 1 Interventionist - \$50,000

Balances for Adding, Subtracting, and Multiplying - \$422

Chart Paper - \$3030

Classroom Supplies to support math - \$800

ASP for 4 Weeks 13 Teachers - \$6600

6th Grade Saturday School - \$2600

Math PD Books - \$350

MATH DATA: % AT/ABOVE GR LEVEL

	FAST PM 1	FAST PM 2	FAST PM 3
K	25%	27%	37%
1	47%	65%	58%
2	38%	44%	41%
3	3%	21%	31%
4	4%	13%	39%
5	5%	22%	45%
6	12%	21%	36%

SIP FOCUS AREA 4: TEACHER RETENTION

Total Spent: \$89,985

Title 1 Interventionist - \$50,000

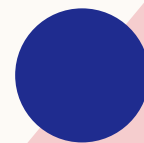
Planbook.edu - \$437

Promethean Boards - \$22,884

Substitutes for Professional Development - \$974

Staff Development Books/Trainings - \$11,190

10 iPads - \$4500



PROGRESS MONITORING DATA TEACHER RETENTION

- The number of returning teachers during the 24/25 will be used to assess the effectiveness of the teacher retention strategies and purchases.
- Results will be reviewed, analyzed, and shared with stakeholders through the Comprehensive Needs Assessment and the Title I Annual meeting.

PARENT AND FAMILY ENGAGEMENT

Spent a total of \$12,050

Events 23/24 School Year

Publix Math Night - None

Orlando Science Center Night - \$1442.60

Science Fair and Art Show - \$170

Literacy Feeder Chain Event – \$2,200

Masked Reader Event - None

Family Game Night - \$305

TECHNOLOGY

(THIS MONEY IS IN ADDITION TO ANY TECHNOLOGY THE DISTRICT MAY PROVIDE TO SCHOOLS AND IS USED TO INCREASE SUCCESS IN THE AREAS IN NEED THE SCHOOL IDENTIFIED.)

Total Cost: \$27,384

2 Promethean Boards - \$22,884

10 Ipads - \$4,500

SUMMER TITLE I PLANS

(WE ALSO SAVED SOME OF OUR TITLE I FUNDS TO SUPPORT THE TITLE I PROGRAM IN JUNE 2024)

Total Held for Summer Plans: \$19,000

- CNA Team Work – June 20th – 22nd – 11,000
- 5 Staff Summer Literacy Institute – 8,000

AS A VALUED MEMBER (STAKEHOLDER) OF THIS SCHOOL - WE NEED YOU...

- to be part of our decision-making activities by completing the survey for this presentation. We use all input to determine our focus areas.
- to tell us what you want us to spend next year's Title I funds on that will support learning at our school.
- to let us know we are doing that is working and what you feel we need to update, get rid of, or create new.
- to be an active part of our school family.

All input is reviewed and considered by the **Comprehensive Needs Assessment Team.**

SCIENCE GRADE 5

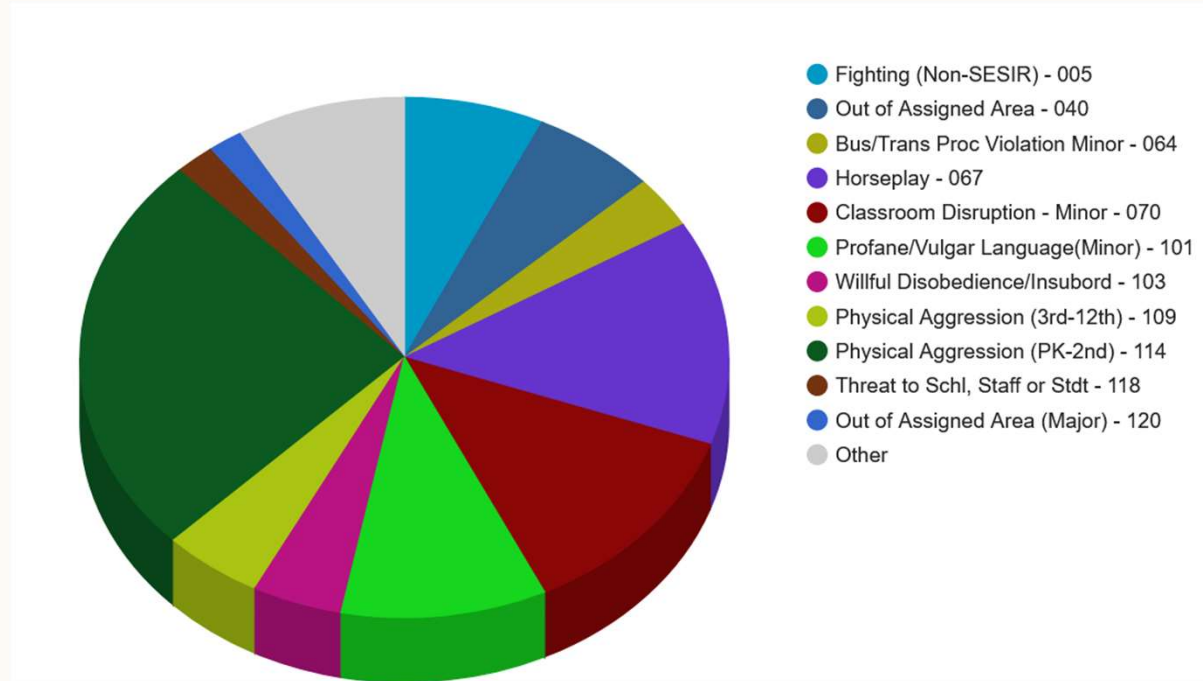
State	55% at/above grade level	
District	58% at/above grade level	
Cambridge	59% at/above grade level	18 Level 3 11 Level 4 8 Level 5

SIP GOALS

ELA Proficiency	45% Goal	35% anticipated score
ELA LG	58% Goal	55% anticipated score
ELA L 25%	50% Goal	48% anticipated score
3 rd gr ELA	55% Goal	25% anticipated score
Math Proficiency	55% Goal	40% anticipated score
Math LG	50% Goal	58% anticipated score
Math L25%	50% Goal	60% anticipated score
Science Proficiency	67% Goal	59% anticipated score
Total Points and Grade	483/800 60% B	380/800 anticipated 48% C
Teacher retention	Less than 10% turn over	Currently we have met that goal

401 DISCIPLINE REFERRALS

1. Phys Aggression PreK-2 (25.2%)
2. Horseplay (14%)
3. Classroom Disruption (Minor) (12.5%)
4. Profane Language (minor) (10.2%)
5. Fighting (7%)



DISCIPLINE REFERRALS

- 107 students have received referrals this school year
 - Ten students have 10 or more referrals (4 are K-2, 6 are gr 4-6)
 - Sixteen students have 5-9 referrals
 - Thirty-six students have 2-4 referrals
 - Forty-five have 1 referral

FEEDBACK?

Email: Clarke.Devane@brevardschools.org

