

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jonathan Valdez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Cambridge Christian School
(As it should appear in the official records)

School Mailing Address 6101 N Habana Avenue
(If address is P.O. Box, also include street address.)

City Tampa State FL Zip Code+4 (9 digits total) 33614-6024

County Hillsborough

Telephone (813) 872-6744 Fax (813) 874-8130

Web site/URL http://www.ccslancers.com E-mail info@ccslancers.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Shawn Minks E-mail sminks@ccslancers.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NA Tel. NA

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Kevin Edmonson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	10	11	21
K	17	18	35
1	23	20	43
2	17	26	43
3	14	21	35
4	23	18	41
5	11	19	30
6	31	20	51
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	146	153	299

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 13 % Black or African American
 - 18 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2018	250
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 4 %

12 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Cambridge is to glorify God in all that we do; to demonstrate excellence in academic, athletic and artistic involvement; to develop strength of character; and serve the local and global community.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Cambridge Christian School is a PK3- 12th grade college preparatory school located in Tampa, Florida. Cambridge Christian School is divided into two divisions; the Lower School (grades PK3-6th) and the Upper School (grades 7-12), however it is only the Lower School that is applying for Blue Ribbon status. Being a private school, most of our students do not come from the surrounding neighborhoods. Most students come to us from communities to the north and northwest of Cambridge, such as Westchase, Carrollwood, Odessa and Lutz. The majority of families travel a distance ranging from five to eighteen miles away. There are many different types of families represented on campus from different ethnic backgrounds. The majority of our families also attend a church within their neighborhood. Numerous families have multiple children attend our school as well, with some students being children of alumni.

Cambridge Christian School has been in existence since 1964. We began as a ministry of Seminole Presbyterian Church, who in 2008 left the campus and turned the school over to us. We were able to officially purchase the property from Seminole Presbyterian in 2015. Cambridge hosts many time-honored traditions here on campus. Our most notable traditions are Senior/ First Grade Chapel, Field Day, Grandparents Day, Christmas Boutique and Back to School Bash. Senior/ First Grade Chapel takes place on the first Wednesday of school, where our Senior class walks in our First Grade students to their very first Chapel. In return, our First Graders walk the Seniors in to their final Chapel in the Spring. Field Day involves all Lower School students and promotes physical education and unity by hosting outdoor competitions in an Olympic format. Each class chooses a country to represent themselves and learn about in the weeks leading up to Field Day. They compete all day in a variety of events, with the coveted “Spirit Stick” being the grade level prize to the winners. Grandparents Day takes place in the Spring to honor all the grandparents of our students. Grandparents are invited to a breakfast and performances by each grade level. For the grandparents that are unable to come in person, Cambridge “livestreams” the event online. Next is our Christmas Boutique. This is an opportunity for students to buy affordable Christmas gifts for friends and family. Our PSA brings in numerous gifts for students to purchase and even custom wraps the gifts for the children. Lastly, our Back to School Bash is a time for our students to come together on campus a few days before school starts. Parents and students come to drop off paperwork and meet their teachers. We also provide time for families to re-connect and fellowship by providing bounce houses, face painting and food trucks.

There are many strategies that our school has utilized that have helped challenge our students to reach their full potential. One of the key strategies was to implement teacher trainings on a regular basis. By improving the knowledge and performance of teachers, we improve the overall academic and social well-being of our students. We have incorporated weekly trainings ranging from academic needs to safety and cultural needs of our school. Another key strategy was analyzing student data. By reviewing all of our students assessments, including standardized testing, we were able to pinpoint specific gaps and develop plans to improve. This strategy helped us to develop a key program at our school called the Inspiration program. We added a full time teacher who focuses on our lower performing students to help them with their specific academic needs in a one on one or small group setting. We also used this data to reach our high achieving students, creating programs that challenge students in similar settings. Another strategy we focused on was to increase diversity training on campus. We have brought in national speakers to train our staff, as well as adding programs and events to increase cultural awareness on campus. We have created a Hispanic Heritage Week over the past three years that recognizes achievements of people of Hispanic descent, which also includes programs on traditional dance, country reports and food tasting. We also created a mentor program for some of our African-American male students, by having a volunteer come in weekly to help mentor and guide those boys, not just academically, but socially as well. A strategy we added to help challenge and improve our students physically was to partner and fundraise with the American Heart Association by participating in their Jump Rope For Heart program. Students spend the month before the culminating event exercising and honing their skills with jump roping in an effort to raise funds and increase awareness of heart disease in our community. Lastly, a final key strategy was to help create a culture of giving and putting others above ourselves. We created stronger partnerships with local and global organizations (as stated in our mission statement). Locally we began a partnership with Hope Children’s Home in Tampa by donating urgent needs (collected, organized and delivered by our students) to their

orphanage as well as serving on their campus and providing meals for them. We also partnered with a local elementary school across the street to provide needed food items to students and families that were deemed “homeless” by the county (also collected, organized and delivered by our students). Globally we partnered with New Missions to provide care packages in the form of stuffed shoeboxes to send overseas to children in need. We also were able to use proceeds from special lunch days to sponsor ten needy children in Haiti. By putting others first and giving back, students were able to engage and connect better by giving students that different perspective.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Cambridge Christian Lower School offers students a balance of traditional and innovative educational opportunities, all within the context of a Biblical worldview. Students in the Lower School are expected to establish a foundation not only of knowledge, but also of study skills and habits that will serve them well throughout their time at Cambridge Christian School and beyond. While the Lower School curriculum is academically rigorous and designed to meet the needs of a college preparatory environment, we understand the importance of having a well-rounded child. Artistic and athletic involvement is also encouraged, not solely academics.

Students are instructed in a classroom setting through a variety of teaching modalities and techniques. Our focus is to address the individual needs of our students while maintaining an active and engaging learning environment. Our Lower School elementary program provides a strong foundation in the disciplines of Bible, math, reading, writing, grammar, social studies and science. In addition to these disciplines, STEM is emphasized school wide. Our Rubicon Atlas planning tool allows for teachers to refer to vertical curriculum maps to guide their planning in all subject areas and all grade levels. It provides teachers with a clear, consistent understanding of the teaching and learning that takes place in the classroom.

Cambridge is blessed with incredibly gifted and passionate teachers and administration that model life for our students, love our students and desire to know our students beyond the classroom. We value relationships. At Cambridge, you will encounter an environment where rigorous academics and high achievement are valued, but where a balance is created by intentional relationships between staff, parents and students.

1b. Reading/English language arts

Our language arts program is multifaceted and comprehensive, built on sound research-based pedagogies. All language arts components are integrated: reading, phonics, vocabulary, spelling, handwriting, grammar, and writing. Cambridge uses the Florida State Standards to guide curriculum. These standards are assessed within each individual unit. These foundational expectations provide a clear picture of what students should know and be able to do in each grade level. Cambridge faculty and staff gather, analyze, and use student assessment data to determine instructional and learning effectiveness. The goal is always to seek ways to continuously improve student performance and teaching practices. Students are assessed to determine instructional reading level and individual needs. We continually monitor our students' individual progress. Student understanding and gains within each course are assessed on a foundational level, which includes diagnostic testing, benchmark evaluations, formative & summative assessments, and TerraNova assessments. The purpose of these various assessments is to gather data from diverse perspectives which provide clear indicators of performance. This approach provides teachers data that can be applied to guide not only in the moment instructional adjustments but also curricular and methods modifications over time. Our teachers utilize the Developmental Reading Assessment (DRA) in grades K-4. The DRA is an individually administered assessment of a child's reading abilities. Teachers use this assessment to identify a student's reading level, fluency, accuracy, and comprehension. Once a reading level is identified, teachers use this information for instructional planning purposes and to evaluate changes in a student's reading progress over time.

Skills and strategies are taught using a whole/small group blended instructional approach to support decoding, fluency, vocabulary, and comprehension. Teachers utilize conferring, along with multiple opportunities for personalizing instruction to best meet the individual needs of our students. Comprehension instruction is taught using a blend of fiction, nonfiction and poetry. Students are taught a variety of strategies and are provided with a variety of tools that will allow for them to have a deeper understanding of what is being read. Phonics is taught along with spelling and vocabulary to reinforce overall proficiency. Grammar

and writing are taught in context, and editing skills, punctuation, and the writing process are all taught along with grammatical conventions of English language. Handwriting is also taught to support the foundational skills required for students to become proficient readers and writers.

A key element to our reading instruction is the Readers' Workshop Model. By using this model, students are provided with learning opportunities during whole group mini-lessons, interactive shared reading, small group guided reading, independent reading, and one on one teacher-student conferences. The format of Readers' Workshop provides our teachers the opportunities to understand the needs of their students and to use the information gathered to drive the classroom instruction. It easily positions teachers to differentiate instruction during small group activities and to ensure that meaningful learning takes place in the classroom.

Through the Writers' Workshop Model, students are able to focus on the writing process of prewriting, drafting, editing and publishing. Students write to a variety of audiences using formal and creative forms of writing such as narrative, expository, persuasive, creative and poetry. Writing time is spent developing each of the six traits of writing including ideas, word choice, organization, sentence fluency, voice, and conventions. The writing workshop offers many opportunities for teachers to differentiate instruction and assess students formally and informally.

1c. Mathematics

The Singapore Math approach has a strong base of foundational research and is highly recognized for producing remarkable results both domestically and abroad. The program emphasizes problem solving, promotes positive attitudes toward math, and focuses on developing skills, concepts, processes, and metacognition through its concrete » pictorial » abstract learning progression. Learning is designed to encourage students to reflect on their thinking and provide real-world, hands-on experiences through the implementation of manipulatives, as well as engaging and differentiated instructional methods. Students are provided with home/school practice and independent work to solidify the concepts covered in class. Students learn to explain their thinking and provide evidence for their answers.

In addition to our Singapore Math resources, teachers also use a variety of teacher-created lessons and technology resources that are specific to what our students need to fill any gaps or to provide more acceleration for students that may need additional enrichment. Our teachers encourage our students to talk about math, ask questions and share different strategies used to arrive at the same answer. Another resource used to differentiate learning, fill gaps and provides enrichment is Moby Max. Moby Max is an adaptive, differentiated learning software. Moby Max is effective because it provides specific support to students over time in mixed-ability classrooms. It allows high achieving students to progress as quickly as they like, while simultaneously allowing students who need remediation to fill any gaps with the extra instruction they may need.

Our Math Workshop Model is utilized by our teachers at Cambridge. By using this model, students are provided with learning opportunities during whole group mini-lessons, hands-on activities, small group guided math with the teacher, and independent math practice. The format of our Math Workshop provides our teachers the opportunities to understand the needs of their students and to use the information gathered from assessments to drive the classroom instruction. The Math Workshop Model easily allows teachers to differentiate instruction during small group activities and to ensure that meaningful learning takes place in the classroom with the teacher and peers.

At Cambridge, we use the Florida State Standards to guide curriculum. These standards are formally and informally assessed within each individual unit. These foundational expectations provide a clear picture of what students should know and be able to do at the end of each grade level. Teachers provide multiple mini formative assessments to see how our students are progressing in the unit prior to the summative that is given at the end of the unit. Formative assessments may include task cards, a problem-solving worksheet, or an assignment from one of our online math programs. Our teachers gather and analyze student assessment data to determine instructional and learning effectiveness. This approach provides teachers data that can be applied to guide, not only in the moment instructional adjustments, but also curricular and methods

modifications over time. Our Rubicon Atlas collaborative planning tool allows for teachers to refer to vertical curriculum maps to guide their planning in all subject areas.

1d. Science

The Science Fusion program is a state-of-the-art digital science curriculum built on inquiry, STEM, hands-on interactive labs and activities, and student-centered textbooks which all promote the critical thinking skills necessary for developing scientific reasoning and understanding. This holistic science experience allows students to inquire, think, predict, analyze, and apply scientific thinking as they interact with content. Our students' inquiry skills are enhanced by our onsite science laboratory investigations, and scientific equipment is used to provide hands-on activities. Biblical worldview principles are integrated within all science content presented.

At Cambridge, we use the Next Generation Sunshine State Standards (NGSSS) for our Science program. These standards are used to guide our curriculum and instruction. These foundational expectations provide a clear picture of what students should know and be able to do at the end of each grade level. These standards are assessed within each individual science unit. Our teachers gather, analyze, and use student assessment data to determine instructional and learning effectiveness. Along with these standards, the Rubicon Atlas planning tool allows for teachers to refer to vertical curriculum maps to guide their planning in all subject areas and grade levels.

Our Lower School Science Lab allows our K-6th grade students to interact directly with the data gathered. They get first-hand learning experience by performing various experiments under the supervision of the science teacher. Our fully functioning Science Lab allows for students to conduct a variety of hands-on labs and use models to gain a better understanding of different scientific theories and concepts.

All classes Pre-Kindergarten through 5th grade participate in a Lower School Science/STEM Fair. Our Science Fair for the intermediate grades takes place during the fall, and in the spring our primary grades participate. Our winners in 4th and 5th grade move forward to participate in the largest academic competition that Hillsborough County offers, the Hillsborough Regional STEM Fair. Our STEM program focus carries over to our after-school programs. Our Lower School after-school enrichment program offers classes such as Minecraft, Robotics, and Engineering.

1e. Social studies/history/civic learning and engagement

Our students learn developmentally appropriate content in the discipline of social studies that is delivered in a variety of engaging ways. Teachers use an array of approaches, strategies, technology, and materials to support children's interests and abilities. Students have the opportunity to read and analyze multiple resources to understand important events, brainstorm solutions to past, present and future problems, re-enact historical events, and participate in rich project-based learning and hands-on experiences. The State Fair, Wax Museum, Country Fair, and Business Day are just a few of our project-based learning highlights in our Lower School Social Studies program. Field Trips provide an exciting real-world experience for students. Field trips to Cracker Country, Biz Town, and Tampa Bay History Museum are just a few ways students experience Social Studies at Cambridge.

Our curriculum standards are pulled from the Next Generation Sunshine State Standards (NGSSS) for Social Studies and the Florida Standards for English Language Arts. These foundational expectations provide a clear picture of what students should know and be able to do at the end of each grade level. Social studies is integrative by nature, so at Cambridge you will find that we often integrate Social Studies into our Language Arts blocks. The integration of Social Studies follows a logical sequence and still allows for an in-depth study of the material. Students are assessed in a variety of ways in Social Studies. We use a variety of resources to help support our students' learning. Some of those resources include, but are not limited to, Social Studies Weekly, Time for Kids and teacher-created resources.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Our core curriculum in the PK3 and PK4 program includes Bible, Math, Language Arts, Science, and Social Studies. Teachers provide thematic and engaging instruction through hands-on experiences, emphasis on exploration, and development of the logical structure of concrete operations for reading and math. Language development is developed through literature, working on letter recognition and sounds, working on correspondence between the written and spoken word, and developing pre-handwriting and handwriting skills. Students also begin rote counting, number recognition and one to one correspondence. Curriculum resources include Zoo Phonics, Wee Learn, and Real Math. A variety of teacher-made resources are created based on the specific needs of our students.

Our preschool (PK3) teachers use the Florida Early Learning and Developmental Standards to guide their teaching. These foundational expectations provide a clear picture of what students should know and be able to do in each grade level. Our teachers gather, analyze, observe and use age-appropriate assessment to determine best instructional approach and learning effectiveness. Assessments are done through class observations and informally during daily instruction. Our PK3 and PK4 classes also use the Brigance to assess growth from the beginning of the year to the end of the year. To ensure alignment of early childhood and Kindergarten through Grade 3, teachers collaborate during joint professional development opportunities to advance vertical teaming. The Rubicon Atlas tool allows for teachers to refer to vertical curriculum maps to guide their planning.

We find that there is a major impact on school readiness and overall success with our preschool students upon entering kindergarten and moving forward into the primary grades. The development of school readiness skills allows for our teachers to expand and further develop our students' skills in the areas of social and emotional development, literacy, language, physical skills, and large/small motor skills. These basic skills are already established upon entry to kindergarten and allow for an easy transition.

2. Other Curriculum Areas:

In addition to our core curriculum subjects taught, Cambridge also incorporates a variety of other elective/special classes to help enrich the child's learning experience to help create a more well-rounded child. One key elective that our students attend is visual arts. Kindergarten through sixth grade attend visual arts class once a week. Students design elements using a variety of media. Specific examples of topics that are taught in our visual arts program are Mola art, studying paper formations, producing clay sculptures, learning about color, form, geometric and organic shapes, and negative and positive space. The students will study the style and art of different artists like Henri Matisse, Vincent Van Gogh, Pablo Picasso, and Andy Warhol. Students also create self-portraits and African masks. They will study ancient Greek pottery and Oaxacan art from Mexico. A highlight of our art program is the Spring Art Show and the creation of a Nativity Set, where students create one piece annually and have a complete Nativity set when they leave Lower School.

Spanish is also a foreign language that is offered in our Lower School. Students in grades PK3- 6th participate in Spanish classes once a week. Each week, the students work to develop their listening and speaking skills of the Spanish language through review, repetition, and practice. Students will be introduced to vocabulary and grammar through a story telling language approach, and an emphasis is placed on pronunciation and real-life conversational phrases. During the months of September/October, students prepare for and participate in a variety of activities that focus on Hispanic Heritage Month. Each class, PK3-6th, is assigned a Spanish-speaking country which they research and represent in our Hispanic Heritage Fair.

Music and Band are also offered electives. Our Music program is designed to teach music from a Scriptural basis, and students will use music as a tool for worship and outreach. The course is divided into four parts, each containing various elements of music with an emphasis on vocal techniques, performance practices, musical history, and exposure to musical instruments. All students have the opportunity to participate in two performances during the school year, our Christmas Program and Grandparents' Day program. Band is also offered exclusively to 4th thru 6th graders, who have the opportunity to attend Band three times a week. Students are given the opportunity to use various musical instruments before choosing one in which to

specialize.

Our Physical Education program is offered to our Pre-Kindergarten students once a week, Kindergarten twice a week, third grade through fifth grade four times a week, and sixth grade every day. Our sixth graders are given the option to play middle school sports with the seventh and eighth graders in lieu of a formal physical education class. Our program is designed to emphasize lifetime health & fitness, as well as begin to develop individual and team sport skills. Students will be tested to determine their physical fitness level throughout the year, with the goal of obtaining the Presidential Fitness Award given out in May.

Formal Technology class is offered once a week to students in Kindergarten through sixth grade. Primary level students are introduced to keyboarding skills as well as other features. Students will produce documents using basic word processing features and be introduced to the basics for creating spreadsheets. Intermediate level students will continue to expand their keyboarding skills and techniques as well as learning Power Points and spreadsheets while applying more complex features. They will also be introduced to coding languages during the month of December. Students also get the opportunity to participate in the annual "Hour of Code" event. Sixth graders continue to build upon their skills in Word, Excel, and Publisher. They will also learn how to create more complex Power Points and expand their usage of coding languages. The goal for sixth graders is to be prepared for the middle school computer courses which will continue to expand their abilities and skills.

3. Academic Supports:

3a. Students performing below grade level

As was mentioned in the Core Curriculum, Instruction and Assessment section, Cambridge uses many different types of assessments to drive instruction, analyze students' progress, and determine if students are below, at or above grade level. While initial grade level testing is done at the beginning of our admissions process, more detailed assessment is done once the students arrive in the classroom. If students are determined to be performing below grade level, we begin to incorporate certain interventions as needed. Our Inspiration program that was described in Part III snapshot is a place where students can get one on one or small group instruction in the specific area in which they are below grade level. Our full time Inspiration instructor will work closely with the child's teacher to determine exactly what specific needs the student has (ex: fractions, vocabulary, etc) and will work with that child during one of their electives focusing exclusively on their needs. We also have in place a program called MobyMax Mornings. MobyMax Mornings is a program led by our Technology teacher and Inspiration teacher where below grade level students can come to our Technology Lab in the Media Center two mornings a week to use a specific software program called MobyMax which helps students fill learning gaps in a variety of subjects at their own pace. In addition to these teacher led programs, we also have high performing high school students (juniors and seniors) who volunteer their time tutoring after school any students that request assistance. Classroom teachers continue to closely monitor the child's growth through a variety of assessments and are in regular contact with the parents and administration regarding their progress. If we still do not see growth after these measures are put into place, they are referred to the Director of our NILD program (see section 3D on special education.)

3b. Students performing above grade level

For Cambridge Christian Lower School students who qualify, we have created two quality programs (Think Tank and Enrichment) designed to challenge and prepare students with high level thinking ability who enjoy thinking out of the box. Student qualification is based on a variety of factors such as standardized test scores, report card grades, and teacher recommendation. First, our Think Tank program is designed for students in grades two through six, and is based on developing the areas of Analytical Thinking, Cooperative Learning, Technology and Strategies (A.C.T.S.). Units are developed to include project-based activities where students apply A.C.T.S. to create and/or build a model or design. This program allows students to gain authentic experiences in Bible, math, language, reading, writing, science, history and art to develop their potential as divergent thinkers. These select students attend either a half day or full day program once a week depending on their grade level. Field trips are also incorporated to enhance the

learning experience. Next, our Enrichment program is designed to reach the above average level student who doesn't qualify for Think Tank. Students are pulled out of the classroom for approximately thirty to forty-five minutes once a week. This program consists of two areas: Language Arts and Math. Language Arts Enrichment students study literature and poetry, developing communication and writing skills through a variety of cooperative and interactive techniques. The students will also create a published work. In Math Enrichment, students will develop critical thinking skills using word problems, computation skills using competitive timed-tests and activities, and graphing of results through a variety of cooperative and interactive techniques. The work will correspond with the concepts taught by the classroom teacher. The emphasis will be on developing critical thinking and mastery of computational skills.

3c. Special education

Although Cambridge does not provide services for students with severe learning disabilities, we do offer the NILD (National Institute for Learning Development) program. The goal of this program is for students who have learning challenges, but have the cognitive ability, to develop strategies to overcome specific learning weaknesses. The focus is to address the underlying causes of learning difficulties rather than simply treating the symptoms. NILD educational therapy is a true therapy because it is individualized and aims the intervention just above the student's level of functioning and raises expectations for performance. Students are trained to view themselves as competent, confident learners. Interventions can be one-on-one or small group. Each session includes a variety of techniques designed to address students' specific areas of difficulty and to improve their overall ability to think, reason, and process information. Techniques emphasize basic skill areas such as reading, writing, spelling, and math, as well as applying reasoning skills within each area. Students are taught by highly trained NILD Educational Therapists who utilize our unique methodology. The goal of NILD Educational Therapy is to help students develop tools of independent learning in the classroom and in life. We currently have one full time NILD Director and 3 therapists working with multiple students that qualify for the program. Students are pulled twice a week for 80-minute sessions to receive therapy. Therapists work closely with the classroom teachers to make sure student learning needs are being met.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Cambridge Christian School engages, motivates, and provides each student with a positive environment that supports their academic, social, and emotional growth through intentional mentoring, engaged learning, and research-based learning. Since Cambridge Christian School educates students from preschool through high school, we have the unique ability to team our oldest students with our youngest students. From the onset of school, our first graders are partnered with our high school seniors. Each first grader is given a senior buddy who walks their little buddy into their first “big” chapel. As the senior takes the hand of the first grader, they form a bond which lasts the entire year. The seniors and first graders meet throughout the year to read and work on projects together. At the end of the year the first graders accompany their senior buddies into the seniors’ last chapel, sing a special song to them, and present a book to their older buddies filled with advice they have written. This is a beautiful tradition which encourages and supports the younger students academically through reading and writing and provides the students with a positive role model who offers both social and emotional growth throughout the year. It is not just the first graders and seniors who are paired, but each grade is paired with another grade level. Positive friendships are formed and all students feel loved and valued.

Another way Cambridge Christian School provides students with a positive academic environment is through various engaging and active learning opportunities. Kagan strategies, thinking maps, inquiry based learning, and Harkness discussions are just a few of the strategies effectively employed in the classroom. Each of these strategies cultivates skills needed to enhance students’ social and emotional learning. To further the learning experience, teachers provide the students with clearly written rubrics which helps ensure students remain on task. Using the rubrics provides useful feedback and students are taught to have a growth mindset and are encouraged to learn from their mistakes. Mistakes are celebrated because students know they can learn from their mistakes. This type of environment supports students both academically and emotionally because they know no one is perfect, and they are challenged to always strive for excellence.

Finally, research-based learning opportunities begin with our kindergarten students all the way up to our sixth graders. The projects are carefully structured, so students are able to work independently and present their research in a safe and secure environment. Of course, the level of sophistication increases on a continuum throughout each grade level. These projects provide students with a challenging problem and gives them voice and choice which further develops them academically, socially, and emotionally.

2. Engaging Families and Community:

The strategy that our school has found to be the most successful in working with family and community members for student success and school improvement is our weekly Chapel program. Being a Christian school that is not affiliated with any specific church or denomination can present challenges; however, it gives us the opportunity to work with a variety of churches and pastors in our community. Every Wednesday we invite a local youth pastor from the community to lead our Chapel services for students in the Lower School. Messages are relevant to the needs of our youth, such as forgiveness, helping others, setting the example, etc. Students respond extremely well to these messages, and we often hear from parents and teachers just how fun and engaging Chapel was. Parents have the opportunity to reiterate this message at home and not just at school. This is a great benefit to our students, our school and our families. Our parents also have the opportunity to speak with these youth pastors directly which can lead to them finding a church home if they are looking.

Additionally we involve our parents and community members by having them give us input on different large scale decisions the school makes. We recently requested and received input from the community on a new STEM program we were creating by inviting a variety of STEM connected members in the community to a dinner and sharing what we had in mind to develop. We solicited feedback from them that night as well as opportunities to contact us later if they had other suggestions or ways they might want to help. We have had multiple parents and community members give their time to help students gain a wider knowledge of

STEM that we could not provide on our own. Another activity we did to engage parents and community members to help our students and our school was to involve them in various school improvement committees in the areas of financial, spiritual growth, and academics. Their feedback was valuable in making schoolwide decisions in those three areas.

Parents and community members are informed of students' academic achievements and challenges mostly through the use of social media and our annual State of School address in January, presented by our Head of School. Academic, artistic and athletic achievements are also posted regularly on the school's Facebook, Instagram and Twitter accounts. Finally, we use multiple public relations teams to help promote school and student achievements through magazines, online articles, television and radio advertisements, and news spots.

3. Creating Professional Culture:

Cambridge is an environment where teachers feel valued and supported. Administration and many of our stakeholders hold our teachers in high regard and do many fun and creative events to show our appreciation. One of the events that administration does for the staff is Starbucks day, where each grade level can choose whatever coffee/drink they want from Starbucks, and administration picks up and delivers it directly to their classroom. Teachers love the individual recognition and the great pick me up in the afternoon! Cambridge also provides free lunch to all of our teachers and staff. By having lunch available each day at no charge for our staff, teachers don't need to worry about preparing one the night before or spending additional money. They also have implemented "Shout Outs." Shout Outs are ways that administration and co-workers can recognize each other anonymously for great work done in or out of the classroom. Teachers look forward to this time during our faculty meetings where various staff members get recognized. Cambridge also has a Parent Service Association (PSA) that regularly supports our teachers by filling their mailboxes with goodies, providing in-house catered food for the occasional breakfast and/or lunch, and going all out for Teacher Appreciation Week by providing treats, themed food and gifts, and a massage day for all staff.

In addition to the fun and festive ways teachers and staff are supported here, Cambridge also shows value to the academic growth of our teachers through professional development and other ways. Our administration has committed once a week after school to training our staff in a variety of ways, from the latest teaching techniques, to diversity training, to safety and cultural training. Speakers range from our in-house staff all the way to national speakers who are brought in for their specific knowledge in a field of study. Lower School has also committed to sending each classroom teacher to a conference applicable to their field for at least one full day each calendar year. Examples of prior conferences were Kagan strategies, Biblical worldview conferences, reading and math conferences, technology conferences and the annual SHAPE conference for physical education. Teachers are also an integral part of our curriculum decisions. Every teacher contributes their thoughts and suggestions to curriculum improvements, and their input is highly valued.

4. School Leadership:

When it comes to leadership, an organizational chart is far less important than the philosophy. When the mission is clear and embraced, multiple structures could be effective. A primary driver of the mission statement at Cambridge Christian School is that of excellence in academics. While "excellence" is a universally overused term in education, we have taken the time to unpack it so we understand the target. If all students are not growing, we are falling short of excellence, and we must examine and modify our approach. Programs that look impressive on paper or even in the classroom need to change or be cut if they do not result in student achievement. Our staff operates from an ever-increasing data-informed perspective.

At Cambridge Christian School (CCS), we have a Head of School (HOS) that reports directly to the School Board. The HOS has numerous direct reports including Principals from both divisions, the Business Administrator, the Athletic Director, etc. His role is to cast the vision, prioritize the mission and ensure its execution. The Lower School Principal (LSP) reports directly to the HOS. His role is to manage the Lower School faculty and staff members, supervise the curriculum and instruction, develop and monitor the annual budget, and oversee daily operations. The measure of his effectiveness is student achievement. The Lower

School Assistant Principal (LSAP) reports directly to the LSP. Her role is to keep abreast of current educational best practices and assist the LSP with daily operations. The measure of her effectiveness is student achievement. Among the faculty, we then have multiple Team Leads that bear the responsibility of facilitating clear and effective communication between administration and teachers.

In a GPA-obsessed society, the focus at CCS is on learning, thinking and creating. We are now in the second year of school-wide STEM program that magnifies our view of students as the thinkers and problem solvers that the world needs. We are committed to equipping and empowering students to lead in today's world. In 2019, this requires more than simply delivering information and then assessing their recall. Instead, we must provide challenges and dilemmas that require thinking and creating in response. The Lower School at CCS provides an active and engaged learning environment wherein teachers facilitate learning that the students own. Our ongoing in-house professional development program has heavily emphasized this in recent years.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There are multiple strategies that contribute to the success of our school, but the one that has made the most impact on our students is the formal implementation of our Love Thy Neighbor program. One part of Cambridge's mission statement is, "to serve the local and global community." Over the years we have participated in various service projects, but approximately six years ago we decided to focus on really dialing in on what it means to serve and how to make these experiences more meaningful to children. In this day and age, there is a huge need for children to feel empathy for others, and serving others in need is a great way to experience compassion and putting others above yourself. Serving others also is the key to creating stronger leaders, which is also part of Cambridge's vision. The Love Thy Neighbor Program helps students not only contribute to the needy by bringing in money and items, but gives students the opportunity to develop relationships with the people in need. We decided to partner with three key organizations, two local ministries and one global. One of our local serving opportunities is to a neighborhood public elementary school. After being connected by a mutual colleague, we learned the school had numerous students deemed "homeless" by the county, with numerous children going hungry in the evenings and weekends. Our students and staff began to coordinate with their administration on how to assist, and a food pantry was created on their campus. Cambridge students were not only able to overflow their pantry, but more importantly our students were able to deliver the food personally, sit and meet with these students, read them stories and hang out, and overall encourage those students in need. We also partner with a local Children's Home facility. Children there have been given up by their parents for various reasons and live there full-time. This organization runs on donations only, with no funding from the government. Cambridge students not only bring in food items to stock up their urgent needs list, but our students take field trips there, learn about their organization, and spend the day hanging out and playing with the children. We also invite them over at Christmas time and provide breakfast for all the children, served to them by Cambridge students. Lastly, our Lower School partners with a global organization that sets up churches and schools in Haiti. We pack shoeboxes full of needed as well as fun items and ship them to Haiti in January. Not only do our students bring in items, they meet annually with the Director of the organization, get updates as to what is happening in Haiti, and form relationships with specific students in their country through letters and photos. Select students also get the opportunity to visit the country in January to see their mission operate firsthand. Overall, the implementation of the Love Thy Neighbor Program has been the most effective strategy to the success of our Lower School, with students not only helping out great causes and developing leadership skills, but for students to feel empathy and compassion for others.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$13564
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4771

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 82%