The School District of Lee County

Cape Elementary School

2016-17 Schoolwide Improvement Plan

Cape Elementary School

4519 VINCENNES BLVD, Cape Coral, FL 33904

http://cap.leeschools.net//

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cape Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide a safe and supportive learning community where every student experiences success.

b. Provide the school's vision statement.

We believe that the most promising strategy for achieving the mission of Cape Elementary is to develop our capacity to function as a professional learning community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

School personnel participate in a structure that gives them interaction with individual students, allowing them
to build relationships over time with the student. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. For example, staff members create a
climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior
guidance strategies preserve the dignity of every child.Commitment to shared values and beliefs about
teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary
for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice. In addition, Cape Elementary will hold student led conferences, as well as academic family nights, family movie nights, and Spring Festival. Newsletters are sent home monthly and translation is available to parents as needed. ESOL paraprofessionals are provided to work very closely with our monolingual students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Cape Elementary has taken numerous measures to ensure the safety of our students and staff. Parents must
present identification when picking up students early from school or visiting campus. A Rainy Day Dismissal
procedure is in place to ensure the safety of our students during inclement weather. All staff members are
required to complete the Safe School Training before the start of the school year and attend a health conditions staff training to ensure awareness of any special needs that our students possess. The procedures
for arrival and dismissal of students is sent home each year for parents so they are made aware and it is located in the student planner as a reference guide. Clear processes and programs are effectively

in place for maintaining safety, cleanliness, and a healthy environment. School personnel and students are accountable for
maintaining these expectations. Routine safety drills such as fire, tornado, bomb and lock-down drills are
performed during the year. All classroom doors are to remain locked during the day. Visitors to the school
must check in to the front office and receive a visitors badge. Teachers and staff are visible and spread
throughout the building each morning to greet and provide supervision of students as they enter the building. Also, our school participates in the Watch DOGS program. Students love when their father or father figure
comes to school to volunteer. This program not only displays a positive and safe environment for the student of that father, but also for every student that sees him. We have a safety patrol system that promotes supporting each other and being mindful of classroom and school rules. Every student wants to be a safety patrol but in order to participate students must show proficient academic achievement and positive behavior. We also have a designated SRO that we can call upon when and if we have safety concerns. The SRO does random visits throughout the week to ensure a safe environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school devised a Vision and Mission statement that are posted in each classroom and referred to as a
reminder to work together in all instances. The SOAR Expectations are recited each day on the morning news and are posted throughout the halls of the school. It is an expectation that all students navigate throughout the campus according to our school-wide SOAR Expectations (SOAR Classroom Expectations, SOAR Cafeteria Expectations, SOAR Hallway Expectations, SOAR Parent Pick-Up Expectations and SOAR Busramp Expectations). Kagan structures are a required component to daily lessons to foster team building, classroom building, collaboration, and cooperative learning. These structures deter from negative behavior by allowing all students the opportunity to become active participants in their learning. A student handbook, outlining the school's expectations, is sent home with all students upon initiating the school year or upon student date of entry. Students, parents, and teachers must sign that they have read and agreed to all expected behaviors. Our school is also a PBIS Gold Status Model School in which positive behaviors are recognized. We take a proactive positive direction instead of a reactive direction involving consequences. Students are given "Capeables" when they have been seen acting in an appropriate manner or exhibiting great academic and/or behavioral excellence. The students then get to purchase items from the school's "Capeable Store". A "Behavior Ladder" is implemented in grades K-2 to monitor and display behavior success each school day. All students begin each day on green on the Behavior Ladder and are able to move throughout the colored steps, each equates to how expectations were met. Students are able to move up the ladder for positive choices/actions as well as move down the ladder when poor choices/actions are made. Grades 3-5 have implemented "Class Dojo" as their behavior plan. Students receive positive points or negative throughout the day based on their choices to track their behavior. Daily and/or weekly reports are sent home to parents in regards to behavior in all grades. Some classes, grades K-2, have implemented the Class Dojo in addition to the Behavior Ladder to encourage and motivate their students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Guidance classes are offered, and the guidance counselor is available for all students to address any concerns that may affect their learning, thinking, and life. Cape Elementary also provides a mentoring program, which invites adult advocates/mentors in to our school once a week to offer additional support to our students' educational experiences. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families, as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the children. At the beginning of each school year, teachers provide positive phone calls home within the first two weeks of schools to begin the communication process with the teacher and family. The principal and assistant principal randomly select students' parents to call home in order to maintain open lines of communication and support between home and school. Second Step Program has been implemented in kindergarten and 1st grade and is an optional program available for our teachers in grades 2-5. Supported by music and videos, take-home activities, and stories kids relate to, the developmentally appropriate Second Step lessons have helped teachers instill social-emotional skills in their students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

1. Increase volunteer hours from 4, 263 to 4,700.
2. Increase family attendance for our school events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Cape Elementary continues to build and sustain meaningful partnerships with the local community in various
ways. With the help of our Business Partners; Horace Mann Insurance, Stuff a Bagal, BJ's Wholesale, Sam's, Perkins Restaurant, Jason's Deli, Publix, Rib City, Dominoes Pizza, Applebees, Bob Evans Restuarant, Quality Pest Control, Culber's, Wendy's, Sky Zone, Hi-Def Printing, Smuggler's Cove, and Cape Coral First United Methodist Church, Christ Lutheran Church, and our family and community events have been a success due to their continued efforts and support. Through their generous donations, support, and free giveaways, our attendance for each event has been ample. Some of our Business/Community Partners, such as Sam's, Cape Coral First United Methodist Church, and Christ Lutheran Church provide academic supports to our classrooms through donated materials and volunteer supports at events and during instructional hours. By exposing our parents and community members to partnerships like this, an increased engagement of learning and parent involvement has been evident throughout the school year.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Osterholm, Nicole	Principal
Sund, Kristine	Assistant Principal
Boeck, Shelly	School Counselor
Johnson, Dianne	Other
Horn, Debra	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The roles of each member are as follows:
Classroom Teacher
* Keep ongoing progress monitoring notes in an MTSS folder (Curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.

* Attend MTSS Team Meetings to collaborate on & monitor students who are struggling.
* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
* Deliver instructional interventions with fidelity.
Reading Specialist
* Attend MTSS Team Meetings.
* Train teachers in interventions, progress monitoring, differentiated instruction
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals of interventions implemented
* Administer screenings
* Collect school-wide data for team to use in determining at-risk students
Intervention Support Specialist
*Lead and implement Instructional Rounds in Education Approach school-wide to improve teaching and learning.
* Attend MTSS Team Meetings to collaborate on & monitor students who are struggling.
* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
* Deliver instructional interventions with fidelity.
* Train teachers in interventions, progress monitoring, differentiated instruction
* Implement supplemental and intensive interventions
* Keep progress monitoring notes & anecdotals of interventions implemented
* Administer screenings
* Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
* Attend MTSS Team Meetings for students receiving supplemental and intensive support
* Completes Communications Skills screening for students unsuccessful with Tier 2 interventions
* Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
* Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
* Facilitate implementation of the MTSS problem-solving process in your building
* Provide or coordinate valuable and continuous professional development
* Assign paraprofessionals to support MTSS implementation when possible
* Attend Team Meetings to be active in the MTSS change process
* Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor
* Often MTSS Team facilitators
* Schedule and attend MTSS Team Meetings
* Maintain log of all students involved in the MTSS process
* Send parent invites
* Complete necessary MTSS forms
* Conduct social-developmental history interviews when requested
School Psychologist
* Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
* Monitor data collection process for fidelity
* Review & interpret progree monitoring data
* Collaborate with MTSS Team on effective instruction & specific interventions
* Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
* Consult with MTSS Team regarding intensive interventions
* Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)
* Consult with MTSS Team
* Provide staff trainings
Social Worker
* Attend MTSS Team meetings when requested
* Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
* Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
* Conduct language screenings and assessments
* Provide ELL interventions at all tiers

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Problem-Solving team at Cape Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Jan Maconi	Teacher
Debra Horn	Teacher
Nicole Osterholm	Principal
Onelio Perez	Education Support Employee
Nako Kellum	Business/Community
Alex Evers	Parent
Isabel Barros	Parent
Mirta Rico	Education Support Employee
Katie Donohoe	Parent
Don Burns	Business/Community
Danielle Fitzsimmons	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Cape Elementary understands the importance of parent involvement and because of this, the School Advisory Committee composed of parents, teachers, administrators, and members of the community, will
meet to discuss academic priorities throughout the school year. Documentation for all parent meetings will include: flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys.

b. Development of this school improvement plan

During a SAC meeting, members reviewed the SIP and were provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revokation of the drafted SIP.

c. Preparation of the school's annual budget and plan

The School budget is discussed at SAC and PTO meetings. Each department and it's predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Administration will present the school's annual budget and discuss how funding is and will be spent during the 2016-2017 school year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Provide staff development in professional learning communities and analyzing data. After school tutoring for identified students not meeting grade level standards.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Osterholm, Nicole	Principal
Sund, Kristine	Assistant Principal
Johnson, Dianne	Other
Maconi, Jan	Teacher, K-12
Leith, Debbie	Teacher, K-12
Horn, Debra	Instructional Coach
Hunt, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Review reading data using Performance Matters, STAR, formative assessments, and teacher input to determine specific needs for targeted students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Cape Collaborative Teams Defined:
A collaborative grade level working interdependently to achieve a common goal which is: increase student
growth as measured through evidenced based data, best practices, and continuous improvement to enhance
student achievement in an environment where everyone is mutually accountable.
Collaborative teams:
-Implement norms and establish goals
· Works collaboratively to ensure high levels of learning for all
students focusing on results
· Do not work in isolation but as a whole
· Review student data to decide what needs to be taught and how (look at individual students and individual skills)
· Develop a pyramid of interventions for students who do not
acquire grade level skills
· Develop and evaluate effective lessons
· Monitor student data for mastery & lesson success
· Celebrate success/improvements
-Staff members recognize each other by giving awards to chosen educators (Team Work Award, You Rock Award, and Bucket Filler Award)
-Staff members present and participate in Kagan team building activities

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Meeting with teachers new to Cape Elementary. Review of school policies and procedures, curriculum expectations, and the instructional staff handbook.

Principal
Assistant Principal
Reading Specialist

New teachers to Cape Elementary are assigned peer mentors and meet regularly.
Assistant Principal
Peer Mentor

Regular Meetings of new teachers with the administration and reading specialist.
Principal
Assistant Principal
Reading Specialist

Volunteer Program and Watch Dogs (Dads of Great Students) are available for support.
Assistant Principal
Teachers
Parents

Paraprofessionals support working with students in intensive classrooms for 120 minutes in the ELA block.
Administrators
Paraprofessional

Partnership with PTO
PTO President and Board
Administrators
Teachers

Staff will participate in Professional Development and Professional Learning Communities to plan for the implementation of CCSS.
Administration
Reading Specialist
Trainers
Ongoing
Provide RTI/MTSS support for students not succeeding academically and/or behaviorally.
School Counselor
Ongoing

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers are paired with the same grade level teacher who has a rating of effective or highly effective and has completed the Clinical Educator training. The pairs meet weekly/monthly based on a needs' assessment. The assistant principal holds bi-weekly meetings to support and offer professional development of best teaching practices/strategies. The first year teacher(s) also participates in the Lee County School District APPLES Program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers complete lesson plans in OnCourse and include State Standards being covered and best teaching
practices to teach skills/concepts. Teachers document differentiated instruction and strategies used to support accelerated, remedial, and on-level learners. Lesson plans are checked weekly by administration. Administration completes walk-throughs and follow up through a coaching model to monitor and support classroom instruction. Teachers are provided District approved curriculum programs and additional materials/resources are purchased to best support the instruction of the state standards. Teachers can use District created Academic Plans as a resource to guide pacing of instruction and ensure that standards are taught in accordance with the state requirements.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student data is tracked according to Florida standards, by individual teachers and grade levels, using a standardized data tracking form. The data tracking form identifies specific students who have mastered a standard or displayed deficiency with a standard. These students are then provided small group instruction, by the classroom teacher, in which plans are developed to meet their identified needs. Students who remain non-proficient in a subject area are offered extended learning opportunities. The STAR Reading and Math programs provide an Instructional Report that is used to detect the standards students are lacking and drives instruction that allows for differentiation. All Cape students participate in a daily 30 minute school-wide intervention/enrichment learning experience based on current, individual student data/needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 720

Certified teachers will instruct third, fourth, and fifth grade students in need of interventions in small groups. The curriculum for the Extended Day Program will be intensive reading, and /or mathematics instruction for students who are below district and/or state standards. The instruction will target specific areas in which
students are weak and will continuously be assessed to determine mastery.

Strategy Rationale

Students have individual needs and extended day will provide a constant cycle of intervention, formative assessements, and individual support. Communication with classroom teachers and families will further support what occurs in the Extended Day Program

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sund, Kristine, kristineasu@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected by classroom teachers, after school program teachers, and administration. This data is reviewed on a consistent basis and instruction is revised as necessary. Grade level data is reviewed to determine the effectiveness of the program by evaluating student gains and comparing students in the program against those not in the program. Professional Learning Communities are also beneficial in determining the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A Kindergarten Orientation is held in January the prior year to the start of the school year for kindergarten students, and their families, to familiarize them with the school process and school expectations. All incoming kindergarten students are screened prior to or upon entering kindergarten.

Students are assessed and at the same time parents meet with a PTO Board member to learn about Cape Elementary. A Curriculum Night meeting will be held during Quarter 1 of the school year for students and their families to familiarize them with the school and expectations for the coming year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](link), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The school will use results of assessments to improve individual student performance and also to improve the instructional program.

G2.   The school will monitor student progress and provide supports necessary for academic and behavioral success when needed.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The school will use results of assessments to improve individual student performance and also to improve the instructional program. `1a`

🔍 G082865

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	69.0
Math Gains	64.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of rigorous resources for state standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Learning Communities using team planning to drive decisions

- Support from the Intervention Support Specialist

- Schedules: Common Planning, Team PLCs, and Admin PLCs.

- Materials/Resources

- Academic Plans

- Professional Development Opportunities

Plan to Monitor Progress Toward G1. `8`

Students will take STAR math and reading assessments throughout the school year. Once the assessment has been given, teachers will enter data into Google Sheets to track data, analyze data, and monitor learning gains for each individual student. Students will take writing assessments provided from Write Score. Once the assessment has been given, the reading coach will send the assessments to Write Score to score the writing assessments based on Florida Standards and FSA rubrics/ requirements. District science assessments will be given and monitored as well.

Person Responsible

Kristine Sund

Schedule

Quarterly, from 12/7/2015 to 6/13/2016

Evidence of Completion

STAR math and reading data, Write Score Writing assessments, and classroom/district science assessments.

Plan to Monitor Progress Toward G1. `8`

Administration will observe teachers implementing strategies learned through Instructional Rounds while doing administrative walk-through observations and provide feedback to teachers based on observations.

Person Responsible
Nicole Osterholm

Schedule
Quarterly, from 10/18/2016 to 5/19/2017

Evidence of Completion
Cape teachers will increase their individual manager ratings in targeted domains to Effective or Highly Effective as measured by the state approved District Teacher Evaluation Tool.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. `1a`

🔍 G082866

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	22.0

Targeted Barriers to Achieving the Goal `3`

* Behavior/classroom management

Resources Available to Help Reduce or Eliminate the Barriers `2`

* School Culture

* Leadership

* Environment

* Materials

Plan to Monitor Progress Toward G2. `8`

Instructional Rounds feedback/surveys will be collected and reviewed throughout the school year to monitor the progress of implementation.

Person Responsible
Nicole Osterholm

Schedule
Quarterly, from 12/19/2016 to 5/26/2017

Evidence of Completion
Classroom observation data will be collected/used to monitor progress of implementation of Instructional Rounds and there will be an increase of student engagement, academic & behavioral success.

Plan to Monitor Progress Toward G2. `8`

Peer Conflict Discipline Data will be collected and analyzed from Castle and District Support Applications Discipline Database throughout the school year to monitor the progress of our action plan/goal.

Person Responsible
Kristine Sund

Schedule
Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion
We will have a decrease in Peer Conflict Discipline Referral Data from Castle and District Support Applications Discipline Database.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

[1] = Problem Solving Step 🔑 S123456 = Quick Key

G1. The school will use results of assessments to improve individual student performance and also to improve the instructional program. `1`

🔧 G082865

G1.B3 Lack of rigorous resources for state standards `2`

🔧 B219637

G1.B3.S1 Provide instructional guidance and rigorous materials/resources aligned with state standards. `4`

🔧 S231956

Strategy Rationale

There is currently a lack of rigorous materials/resources and mismatch between materials and what the state standards are asking our students to be able to do, understand, and know.

Action Step 1 `5`

We will begin the implementation of Instructional Rounds Approach school-wide.

Person Responsible

Debra Horn

Schedule

Every 6 Weeks, from 10/18/2016 to 5/19/2017

Evidence of Completion

Instructional Rounds/Classroom walkthrough schedules

Action Step 2 `5`

Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core.

Person Responsible

Kristine Sund

Schedule

Quarterly, from 10/4/2016 to 3/16/2017

Evidence of Completion

Admin PLC Agendas, Planning Day Agendas & Grade Level Quarterly Curriculum Maps

Action Step 3 `5`

Data Analysis Training

Person Responsible

Kristine Sund

Schedule

On 9/14/2016

Evidence of Completion

Grade Level Data Tracking Spreadsheet

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Our Intervention Support Specialist will monitor for fidelity by facilitating in the Instructional Rounds Process, reviewing feedback from teachers participating in the process, and share feedback with administration.

Person Responsible

Debra Horn

Schedule

Every 6 Weeks, from 10/18/2016 to 5/19/2017

Evidence of Completion

Classroom observation data and Instructional Rounds schedules, topics, and feedback/ surveys.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administrators, Curriculum Specialist, and Intervention Support Specialist will be assigned to each grade level to help facilitate PLC meetings, Planning Days, Admin PLCs, and Data Analysis meetings. Administration will also monitor by classroom observations and track implementation of additional rigorous materials/resources purchased.

Person Responsible

Kristine Sund

Schedule

Quarterly, from 8/1/2016 to 3/16/2017

Evidence of Completion

PLC agendas/meeting minutes, Planning Day Agendas, Admin PLC Agendas, Quarterly Grade Level Curriculum Maps, STAR reports, district/classroom assessments, usage reports of purchased online resources, and classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

We will know if our instructional guidance is successful when we see that the materials/resources are rigorous and aligned with state standards so that there is a match between materials/resources and what the state standards are asking our students to be able to do, understand, and know as measured by adjustments in instructional application of materials/resources during classroom walk-throughs.

Person Responsible

Nicole Osterholm

Schedule

On 5/19/2017

Evidence of Completion

Classroom observations, STAR math and reading data, and classroom/district/state assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administration will review the teacher feedback/surveys and complete classroom observations to monitor effectiveness of the Instructional Rounds Process.

Person Responsible

Nicole Osterholm

Schedule

Every 6 Weeks, from 10/18/2016 to 5/19/2017

Evidence of Completion

Administration will observe and document new strategies implemented due to the Instructional Rounds.

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed. `1`

🔑 G082866

G2.B3 Behavior/classroom management `2`

🔑 B219643

G2.B3.S1 Provide an engaging learning climate that is safe, welcoming, stimulating, and nurturing to all students/staff. `4`

🔑 S231957

Strategy Rationale

Currently a majority of our discipline referrals are coded as Peer Conflict.

Action Step 1 `5`

We will implement Instructional Rounds in Education approach school-wide to improve teaching, learning, and behavior in the classroom.

Person Responsible

Debra Horn

Schedule

Biweekly, from 10/18/2016 to 5/19/2017

Evidence of Completion

Instructional Rounds observation schedules and notes.

Action Step 2 `5`

Regular analysis of discipline data with behavior/classroom management and learning culture action plans as deemed by the data during monthly PBIS meetings.

Person Responsible

Kristine Sund

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Data sheets with corresponding action plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Intervention Support Specialist will monitor for fidelity by facilitating in the Instructional Rounds Process, reviewing feedback from teachers participating in the process, and share feedback with administration.

Person Responsible

Debra Horn

Schedule

Monthly, from 11/1/2016 to 5/19/2017

Evidence of Completion

Instructional Rounds schedules, topics, and feedback/surveys.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Assistant Principal will attend monthly PBIS meetings to observe the step (regular analysis of discipline data with behavior/classroom management and learning culture action plans as deemed by the data during monthly PBIS meetings) and provide specific feedback to teachers and discipline data to PBIS team members.

Person Responsible

Kristine Sund

Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Assistant Principal will be on the meeting notes in the attendees section for PBIS meetings.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

We will know if we have provided an engaging learning climate that is safe, welcoming, stimulating, and nurturing to all students/staff through classroom observations by administration.

Person Responsible

Nicole Osterholm

Schedule

Monthly, from 11/1/2016 to 5/19/2017

Evidence of Completion

Administrative classroom observation data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

We will know if our regular analysis of discipline data with behavior/classroom management and learning culture actions plans are being effective if our Peer Conflict discipline referrals have decreased. We will monitor, analyze, and share discipline referral data to staff members.
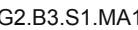
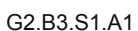**Person Responsible**

Kristine Sund
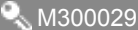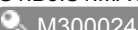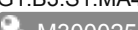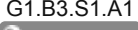
Schedule

Monthly, from 9/6/2016 to 5/2/2017

Evidence of Completion

Discipline referral data from Castle & Mainframe

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M300028	Students will take STAR math and reading assessments throughout the school year. Once the...	Sund, Kristine	12/7/2015	STAR math and reading data, Write Score Writing assessments, and classroom/district science assessments.	6/13/2016 quarterly
G1.B3.S1.A3 A296641	Data Analysis Training	Sund, Kristine	9/13/2016	Grade Level Data Tracking Spreadsheet	9/14/2016 one-time
G1.B3.S1.MA3 M300027	Administrators, Curriculum Specialist, and Intervention Support Specialist will be assigned to each...	Sund, Kristine	8/1/2016	PLC agendas/meeting minutes, Planning Day Agendas, Admin PLC Agendas, Quarterly Grade Level Curriculum Maps, STAR reports, district/classroom assessments, usage reports of purchased online resources, and classroom observations.	3/16/2017 quarterly
G1.B3.S1.A2 A296640	Develop and implement a system that recognizes gaps between district mandated programs and state...	Sund, Kristine	10/4/2016	Admin PLC Agendas, Planning Day Agendas & Grade Level Quarterly Curriculum Maps	3/16/2017 quarterly
G2.B3.S1.MA3 M300031	We will know if our regular analysis of discipline data with behavior/classroom management and...	Sund, Kristine	9/6/2016	Discipline referral data from Castle & Mainframe	5/2/2017 monthly
G2.B3.S1.MA4 M300033	Assistant Principal will attend monthly PBIS meetings to observe the step (regular analysis of...	Sund, Kristine	9/6/2016	Assistant Principal will be on the meeting notes in the attendees section for PBIS meetings.	5/2/2017 monthly
G2.B3.S1.A2 A296643	Regular analysis of discipline data with behavior/classroom management and learning culture action...	Sund, Kristine	9/6/2016	Data sheets with corresponding action plans.	5/2/2017 monthly
G1.MA2 M300029	Administration will observe teachers implementing strategies learned through Instructional Rounds...	Osterholm, Nicole	10/18/2016	Cape teachers will increase their individual manager ratings in targeted domains to Effective or Highly Effective as measured by the state approved District Teacher Evaluation Tool.	5/19/2017 quarterly
G1.B3.S1.MA1 M300024	We will know if our instructional guidance is successful when we see that the materials/resources...	Osterholm, Nicole	8/10/2016	Classroom observations, STAR math and reading data, and classroom/district/state assessment data.	5/19/2017 one-time
G1.B3.S1.MA4 M300025	Administration will review the teacher feedback/surveys and complete classroom observations to...	Osterholm, Nicole	10/18/2016	Administration will observe and document new strategies implemented due to the Instructional Rounds.	5/19/2017 every-6-weeks
G1.B3.S1.MA1 M300026	Our Intervention Support Specialist will monitor for fidelity by facilitating in the Instructional...	Horn, Debra	10/18/2016	Classroom observation data and Instructional Rounds schedules, topics, and feedback/surveys.	5/19/2017 every-6-weeks
G1.B3.S1.A1 A296639	We will begin the implementation of Instructional Rounds Approach school-wide.	Horn, Debra	10/18/2016	Instructional Rounds/Classroom walkthrough schedules	5/19/2017 every-6-weeks
G2.B3.S1.MA1 M300030	We will know if we have provided an engaging learning climate that is safe, welcoming, stimulating,...	Osterholm, Nicole	11/1/2016	Administrative classroom observation data	5/19/2017 monthly
G2.B3.S1.MA1 M300032	Intervention Support Specialist will monitor for fidelity by facilitating in the Instructional...	Horn, Debra	11/1/2016	Instructional Rounds schedules, topics, and feedback/surveys.	5/19/2017 monthly
G2.B3.S1.A1 A296642	We will implement Instructional Rounds in Education approach school-wide to improve teaching,...	Horn, Debra	10/18/2016	Instructional Rounds observation schedules and notes.	5/19/2017 biweekly
G2.MA1 M300034	Instructional Rounds feedback/surveys will be collected and reviewed throughout the school year to...	Osterholm, Nicole	12/19/2016	Classroom observation data will be collected/used to monitor progress of implementation of Instructional Rounds and there will be an increase of student	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				engagement, academic & behavioral success.	
G2.MA2 🔑 M300035	Peer Conflict Discipline Data will be collected and analyzed from Castle and District Support...	Sund, Kristine	9/6/2016	We will have a decrease in Peer Conflict Discipline Referral Data from Castle and District Support Applications Discipline Database.	5/26/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The school will use results of assessments to improve individual student performance and also to improve the instructional program.

G1.B3 Lack of rigorous resources for state standards

G1.B3.S1 Provide instructional guidance and rigorous materials/resources aligned with state standards.

PD Opportunity 1

We will begin the implementation of Instructional Rounds Approach school-wide.

Facilitator

Horn, Debra

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 10/18/2016 to 5/19/2017

G2. The school will monitor student progress and provide supports necessary for academic and behavioral success when needed.

G2.B3 Behavior/classroom management

G2.B3.S1 Provide an engaging learning climate that is safe, welcoming, stimulating, and nurturing to all students/staff.

PD Opportunity 1

We will implement Instructional Rounds in Education approach school-wide to improve teaching, learning, and behavior in the classroom.

Facilitator

Debra Horn

Participants

Classroom Teachers

Schedule

Biweekly, from 10/18/2016 to 5/19/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The school will use results of assessments to improve individual student performance and also to improve the instructional program.

G1.B3 Lack of rigorous resources for state standards

G1.B3.S1 Provide instructional guidance and rigorous materials/resources aligned with state standards.

TA Opportunity 1

Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core.

Facilitator

Sund, Kristine

Participants

Classroom Teachers

Schedule

Quarterly, from 10/4/2016 to 3/16/2017

TA Opportunity 2

Data Analysis Training

Facilitator

Sund, Kristine

Participants

Classroom Teachers

Schedule

On 9/14/2016

VII. Budget

1	G1.B3.S1.A1	We will begin the implementation of Instructional Rounds Approach school-wide.				$6,048.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	0131 - Cape Elementary School	Other		$6,048.00

2	G1.B3.S1.A2	Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core.			**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	0131 - Cape Elementary School	Other		$12,000.00
			Notes: When Innovative Grant funds are depleted, we will use Title II substitute funds.			

3	G1.B3.S1.A3	Data Analysis Training			**$1,418.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	0131 - Cape Elementary School	Other		$1,418.00

4	G2.B3.S1.A1	We will implement Instructional Rounds in Education approach school-wide to improve teaching, learning, and behavior in the classroom.	**$0.00**
5	G2.B3.S1.A2	Regular analysis of discipline data with behavior/classroom management and learning culture action plans as deemed by the data during monthly PBIS meetings.	**$0.00**
		Total:	**$19,466.00**