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Cape View Elementary School

8440 ROSALIND AVE, Cape Canaveral, FL 32920

<http://www.capeview.brevard.k12.fl.us>

Demographics

Principal: Melissa Long A

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: B (57%) 2016-17: A (65%) 2015-16: C (50%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">30%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cape View teachers and staff will focus on collaborative planning and the implementation of standards based instruction with fidelity.

Revisited on 9/18/19
SAC input provided

Provide the school's vision statement.

The Cape View community works to cultivate a positive learning environment by meeting the social-emotional needs of students first and academic needs for success.

Revisited on 9/18/19
SAC input provided

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Keane, Jill	Principal	As principal, my primary responsibility is for the safety and well being of all students and staff. As a school leader, I monitor the instructional program to ensure all students have equitable learning opportunities. I communicate all data and information to all stakeholders and utilize their feedback for school improvement. I work closely with my instructional coaches to support standards-aligned planning and coaching as needed. Additionally, I am in the classrooms on a regular basis monitoring student learning and providing my teachers with feedback for improved instruction.
Dodd, Pamela	Instructional Coach	As Literacy Coach I serve as a stable resource of professional development, progress monitoring and student data analysis throughout the school to generate improvement in ELA. I work within the coaching cycle to observe, give feedback and interact with teachers about instructional practices and high yield strategies. I also frequently model effective instructional practices for identified teachers.
Brooks, Suzanne	Assistant Principal	As assistant principal, I support the teachers and the principal in providing an effective, positive learning environment. In this position, I monitor the fidelity of curriculum, instruction and assessment.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	41	39	41	48	39	59	57	0	0	0	0	0	0	324
Attendance below 90 percent	10	14	15	12	9	11	13	0	0	0	0	0	0	84
One or more suspensions	1	1	0	0	2	0	3	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	1	3	1	8	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	5	8	11	9	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	1	5	2	7	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	0	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	62%	57%	64%	63%	55%
ELA Learning Gains	61%	60%	58%	68%	60%	57%
ELA Lowest 25th Percentile	77%	57%	53%	56%	52%	52%
Math Achievement	73%	63%	63%	70%	64%	61%
Math Learning Gains	78%	65%	62%	70%	62%	61%
Math Lowest 25th Percentile	71%	53%	51%	59%	52%	51%
Science Achievement	59%	57%	53%	70%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	41 (0)	39 (0)	41 (0)	48 (0)	39 (0)	59 (0)	57 (0)	324 (0)
Attendance below 90 percent	10 ()	14 ()	15 ()	12 ()	9 ()	11 ()	13 ()	84 (0)
One or more suspensions	1 ()	1 (0)	0 (0)	0 (0)	2 (0)	0 (0)	3 (0)	7 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	3 (0)	1 (0)	8 (0)	13 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	8 (0)	11 (0)	9 (0)	33 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	64%	-1%	58%	5%
	2018	68%	63%	5%	57%	11%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	52%	61%	-9%	58%	-6%
	2018	56%	57%	-1%	56%	0%
Same Grade Comparison		-4%				
Cohort Comparison		-16%				
05	2019	70%	60%	10%	56%	14%
	2018	70%	54%	16%	55%	15%
Same Grade Comparison		0%				
Cohort Comparison		14%				
06	2019	63%	60%	3%	54%	9%
	2018	69%	63%	6%	52%	17%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	61%	4%	62%	3%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	63%	64%	-1%	64%	-1%
	2018	65%	59%	6%	62%	3%
Same Grade Comparison		-2%				
Cohort Comparison		16%				
05	2019	68%	60%	8%	60%	8%
	2018	41%	58%	-17%	61%	-20%
Same Grade Comparison		27%				
Cohort Comparison		3%				
06	2019	85%	67%	18%	55%	30%
	2018	69%	68%	1%	52%	17%
Same Grade Comparison		16%				
Cohort Comparison		44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	56%	2%	53%	5%
	2018	60%	57%	3%	55%	5%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	71	82	54	62	54					
ELL	40			50							
HSP	57	59		80	87						
MUL	42			58							
WHT	68	62	80	74	78	67	66				
FRL	60	60	74	69	73	69	58				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	54	47	30	50	47	47				
HSP	70	85		48	23						
MUL	77			62							
WHT	66	58	56	57	56	44	68				
FRL	66	60	55	52	44	19	58				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	45	50	42	56	41					
HSP	47	73		63	73						
MUL	71	50		78	83						
WHT	66	68	52	70	67	52	69				
FRL	58	62	46	69	72	68	67				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

English Language Arts for fourth grade reflects 52% of the students scoring at level 3 or higher. The contributing factors were identified in the instructional planning and delivery: The fourth grade team members were not using the Standards Focus Document with fidelity and there wasn't a clear and consistent focus on writing rigorous writing tasks, as evidenced within the lesson plans and observations.

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

English Language Arts cohort data reflects a 16-point decline from grade 3 in 2018 to grade 4 in 2019. The contributing factors were the fidelity of the full implementation of the ELA standards-aligned instruction and collaborative planning.

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

The greatest gap when compared to the state average was in fourth grade English Language Arts. Our fourth grade achieved a score of 52% (3 or higher) compared to the state average of 58% (3 or higher) which indicates the state was 6 points higher than our fourth-grade students. The root cause stems from the consistency of providing students with rigorous writing tasks and feedback practices with students (conferencing). After analyzing the data, it is apparent that a greater focus should be placed on collaborative, instructional planning this year. Also we will a schedule will be created for one on one conferences with students.

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

The data component that showed the most improvement was reflected in fifth grade math. Compared to last year, fifth grade increased the number of students scoring at level 3 or higher by 27

percentage points. There was a clear focus on standards-aligned instruction, the fidelity of the instructional delivery of the iReady math program and all of its available resources.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Concerned about third grade FSA Level 1 retentions
Concerned about attendance impact on promotion, retention and readiness

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

1. To increase ELA instructional rigor in grade 4.
2. To increase ELA achievement for our ELL subgroup.
3. To increase ELA achievement for our SWD subgroup.
4. To increase science achievement for 5th grade.
5. To increase our overall attendance rate.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the rigor of standards-aligned instruction for grade 4
Rationale	English Language Arts for fourth grade reflects 52% of the students scoring at level 3 or higher. Cape View's fourth grade students scored nine percentage points below the district and six percentage points below the state in ELA overall proficiency. The Cohort data also reflect a decline in overall proficiency from 68% in 2018 (third grade) to 52% in 2019 (fourth grade).
State the measurable outcome the school plans to achieve	Our fourth grade ELA 3+ proficiency will increase from 52% to 61%.
Person responsible for monitoring outcome	Pamela Dodd (dodd.pamela@brevardschools.org)
Evidence-based Strategy	Fourth grade teachers will employ instructional strategies from the IPG Core Action Steps 1, 2 and 3. The teachers will provide instructional delivery to include high quality texts, employ both oral and written questions, tasks that are text specific, and provide all students opportunities to engage in the work of the lesson.
Rationale for Evidence-based Strategy	The contributing factors were identified as collaborative planning and instructional delivery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule weekly collaborative planning between school literacy coach and fourth grade teachers. Specifically, develop and implement coaching plans based on instructional data gathered during walk-throughs and student performance data chats. 2. Utilize Title 1 funds to employ a literacy coach to support fourth grade planning and instructional delivery. 3. Fidelity and use of the fourth grade ELA Standards Focus Document and resources within the document. 4. Administration will monitor instructional delivery, utilizing the IPG tool, during classroom walk-throughs. 5. Monitor and analyze student data as it relates to the grade level decision tree. 6. Monitor iReady program (provided through Title 1 funds) to track student progress and determine the focus of intervention. 7. Leadership Team will conduct fourth grade writing conferences with individual students for each of the school wide writing assessments.
Person Responsible	Suzanne Brooks (brooks.suzanne@brevardschools.org)

#2	
Title	Increase the ELA subgroup data for Students with Disabilities and English Language Learners
Rationale	Our subgroup data for students with disabilities achieved a 32% proficiency in ELA achievement which is below the 41% in relation to the Federal Index information. Our English Language Learners achieved a 40% proficiency in ELA in relation to the Federal Index information.
State the measurable outcome the school plans to achieve	Increase ELA 3+ proficiency for subgroups: Students with Disabilities from 32% in 2019 to 40% in 2020; and increase our ELA 3+ proficiency for our English Language Learners from 40% in 2019 to 45% in 2020.
Person responsible for monitoring outcome	Jill Keane (keane.jill@brevardschools.org)
Evidence-based Strategy	Provide intensive intervention and small group instruction to our Students with Disabilities and English Language Learners based on Lexia and iReady data.
Rationale for Evidence-based Strategy	Deliver Lexia Lessons with fidelity to provide immediate, intensive intervention (iii) to our SWD and ELL students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize Title I funds to purchase Lexia License for ELL students and ESE self-contained students (to be used with fidelity). 2. Utilize Title I funds to purchase LAFS and MAFS iReady print materials to support intervention for Students with Disabilities and English Language Learners. 2. Literacy Coach will lead the ELL instructional planning for intervention. 3. Increase student performance communication between the classroom teacher and person providing intervention. Discussing what is working and what is not. 4. General education teacher collaborates with ESE resource and self-contained teachers to ensure student accommodations are being met. 5. Assistant Principal will meet with classroom teachers and provide individual ELL student data (WIDA / Can Do statements) to support planning and instruction.
Person Responsible	Suzanne Brooks (brooks.suzanne@brevardschools.org)

#3	
Title	Increase Science Proficiency
Rationale	Cape View's three year trends in data show a decline in science proficiency for level 3 or higher. 2017 reflects 68% at 3+ 2018 reflects 65% at 3+ 2019 reflects 59% at 3+
State the measurable outcome the school plans to achieve	Cape View will increase from 59% proficiency to 60%. Our goal is always to remain above district and state.
Person responsible for monitoring outcome	Jill Keane (keane.jill@brevardschools.org)
Evidence-based Strategy	Utilize district science assessments for all grades to monitor students progress towards mastery of the science standards.
Rationale for Evidence-based Strategy	Science assessment data is used to identify science skills and concepts that need to be retaught.
Action Step	
Description	<ol style="list-style-type: none"> 1. Science Points of Contact will provide PD on the 5 E Model and the use of the district science resources. 2. Teachers will present a science lesson using the 5 E Model during an Early Release PD. Teachers will share clear expectations about what science instruction should look like. 3. Include discussion about science assessments during monthly data chats. 4. Title 1 / Gifted teacher will provide additional science intervention to identified fifth grade students based on the Statewide Science Assessment review part 1. 5. Science ASP teacher will provide additional science intervention to identified fifth grade students based on the Statewide Science Assessment review part 2.
Person Responsible	Jill Keane (keane.jill@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Attendance goal to meet district expectation of 95%. At the end of the 2018-2019 school year we were at 94.54% compared to the district average of 94.89. We plan to address attendance issues by implementing the following strategies:

- 1) Attendance Race based on school wide attendance - PBIS has designated 9-week reward system
- 2) School calendar now includes attendance letter to parents from the principal
- 3) Teachers share Attendance Works Video with parents during our parent open house in September
- 4) PBIS check in and check out system with identified adults to encourage and praise students
- 5) Weekly attendance report monitored by guidance (parent communication on ways to support and help)
- 6) Recognition of students with improved attendance join the principal for monthly Lunch Bunch

Another priority area of sustained improvement is in the area of math achievement. In 2018-2019 our school score reflects we performed better in math compared to district and state scores in fifth and sixth

grade. However, our third grade students scored below district by 1% and above state by 5%. In fourth grade our students scored below district by 9% and below the state average by 6%. This shows a need for improvement in third and fourth grade math while sustaining growth and improvement in fifth and sixth grade. The school will address these issues with the following strategies:

- 1) Small group support and instruction from an Instructional Assistant in both reading and math.
- 2) Utilize Title I funds to purchase iReady instructional materials and software to support standards-aligned instruction.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Cape builds positive relationships with all stakeholders by implementing the following:

- Title 1 Annual Meeting
- Teacher outreach to parents for communication via Dojo
- Title 1 STEAM Nights for parents/ students
- Parent and student engagement resources provided through Title 1
- Positive Behavior Support Family Events (ie., Student of the month breakfast)
- PTO & SAC
- School -Parent - Student Compact
- Student Recognition Program twice per year
- Title 1 Summer Slide Prevention Program
- Feeding Families Program via local church outreach program
- Utilization of Social Media
- School Website

PFEP Link

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

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.

Cape View ensures the social-emotional needs of all students by providing the following:

- Guidance counselor works collaboratively with the ESE resource teacher and speech pathologist to provide social skills training.
- Youth Mental Health Training for all- recognizing the signs of emotional distress.
- Teacher training opportunities two times per year for social-emotional support called Zones of Regulation (Dietrich Browne).
- We monitor student attendance issues and coordinate with the guidance counselor, SRO, and truancy personnel to ensure student attendance.
- Through our PBS program we identify students that have social emotional needs and support them with a check in and check out system.

Community and non-profit organizations provide families with in-kind donations & financial emergency funds.

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

Cape View hosts a Teacher Meet & Greet Night in August, which enables students and their families to meet their teacher and visit the classroom.

Our community business partners support our students during registration by providing every student with a backpack to start school.

The assistant principal meets with the guidance counselor from Cocoa Beach Jr./Sr. High School to assist our sixth grade students with class schedules for seventh grade. They provide information to students and parents regarding electives and help them make informed decisions.

Cape View hosts a Kindergarten Round Up for new students and their parents each year in April to inform parents about kindergarten expectations and procedures prior to them starting school. At this time parents also are able to register their child for school.

Pre-K students are provided a school readiness backpack from the district so that parents can work with their child on skills over the summer. Activities are provided to each parent.

Pre-K teachers conduct home visits during pre-planning week in order to help parents and students make the transition into VPK. Expectations for school and family support is provided to students for their first experience in school.

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.

Cape View's leadership team meets once a month to address safety and student concerns.

Administration meets with each grade level monthly during data chats to monitor and discuss the academic and behavioral concerns of our students. Title 1 receives federal funding to support our economically disadvantaged students so that all students receive an equitable education. Funding is used to provide essential human resources, instructional materials, software licenses, field trips, Rolling Readers, and parent engagement materials. Families in transition are eligible for tutoring services paid for through district Title 1 funds, if the students demonstrate academic deficiencies. Cape View's Academic Support Program is provided to identified students primarily for third grade literacy and fifth grade science. Administration conducts classroom walk-throughs and provides feedback to teachers regarding instructional practice. Monthly team meetings are held to support content areas and make recommendations for academic improvements. Grade specific meetings are conducted monthly to discuss individual student progress and analyze data through MTSS, IPST, Tier services and behavioral concerns.

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

Third grade students will participate in the Astronaut Training Experience at Kennedy Space Center. Sixth grade students participate in Space Center field trip. JA in a day provides volunteers for the day to teach financial literacy, our fifth grade students attend the Brevard Symphony, strings students attend CBJSHS for a concert, fifth and sixth grade students participate in Destination Mars.