

The School District of Lee County

Cape Elementary School



2021-22 Schoolwide Improvement Plan

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Cape Elementary School

4519 VINCENNES BLVD, Cape Coral, FL 33904

<http://cap.leeschools.net/>

Demographics

Principal: Nicole Osterholm

Start Date for this Principal: 12/3/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	93%
2020-21 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: B (55%) 2017-18: B (59%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Lee 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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Cape Elementary School

4519 VINCENNES BLVD, Cape Coral, FL 33904

<http://cap.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Osterholm, Nicole	Principal	<ul style="list-style-type: none"> *Facilitate implementation of the MTSS problem-solving process in your building *Provide or coordinate valuable and continuous professional development *Assign paraprofessionals, curriculum specialist, and instructional coach to support the MTSS intervention implementation *Attend Team meetings to be active in the MTSS change process *Conduct classroom walkthroughs to monitor fidelity *Discipline monitoring and coaching *APPLES mentoring *Progress monitoring through school data dashboards *Facilitate data chats with teachers
Sund, Kristine	Assistant Principal	<ul style="list-style-type: none"> *Facilitate implementation of the MTSS problem-solving process in your building *Provide or coordinate valuable and continuous professional development *Assign paraprofessionals, curriculum specialist, and instructional coach to support the MTSS intervention implementation *Attend Team meetings to be active in the MTSS change process *Conduct classroom walkthroughs to monitor fidelity *Discipline monitoring and coaching *APPLES mentoring *Progress monitoring through school data dashboards *Facilitate data chats with teachers
Boeck, Shelly	School Counselor	<ul style="list-style-type: none"> *Lead MTSS Team meetings for behavior *Train teachers in interventions, progress monitoring, and behavior strategies *Maintain log of all students involved in the MTSS process *Send parent invites *Complete necessary MTSS forms *Meets with small groups and one-on-one with students in the MTSS process to receive interventions *Conduct social-developmental history interviews when requested *Leads and facilitates Mental Health team meetings. *Tracks behavior progress monitoring *Lead 504 meetings and monitor student progress *Maintain log of all students involved in 504 process *Ensures students are receiving 504 accommodations *Ensures teachers are aware of and implement 504 plans

Name	Position Title	Job Duties and Responsibilities
Horn, Debra	Instructional Coach	<ul style="list-style-type: none"> *Model and implement instructional strategies school-wide to improve teaching and learning. *Attend MTSS Team meetings to collaborate with teachers and monitor students who are struggling. *Implement interventions designed by MTSS team for students receiving supplemental and intensive supports. *Deliver and/or support instructional interventions with fidelity. *Train teachers in interventions, progress monitoring, and differentiating instruction. *Keep progress monitoring notes and anecdotes of interventions implemented. *Administer screenings for students referred to MTSS process *Collect school-wide data for teams to use in determining at-risk students *Lead and facilitate PLC meetings to assist in analyzing data to drive instructional decisions *Lead and facilitate professional development * Monitor progress for IEP goals *Curriculum map / instructional guide implementation support
Johnson, Dianne	Other	<ul style="list-style-type: none"> *Schedule and facilitate MTSS Team Meetings for academics. *Train teachers in interventions, progress monitoring, and differentiated instruction. * Keep progress monitoring notes and anecdotes of interventions implemented. *Monitor MTSS progress trend lines in Castle. *Administer screenings for new and at-risk students *Monitor ESOL students' progress *Ensure students are receiving all testing accommodations during testing and within the classroom *Attend District Literacy Meetings and relay information to administration and staff. *Coordinate state and district testing schedules. *Curriculum map / instructional guide implementation support
Hunt, Lisa	Reading Coach	<ul style="list-style-type: none"> ▪ Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity. ▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. ▪ Work with all teachers (including Exceptional Student Education, content area, and elective areas) in the schools they serve, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student achievement. ▪ Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient. ▪ Model lessons in effective reading instruction, including lessons that provide differentiated instruction. ▪ Facilitate teacher study groups regarding current reading research and

Name	Position Title	Job Duties and Responsibilities
		<p>effective reading instruction.</p> <ul style="list-style-type: none"> ▪ Organize and lead professional development programs which are needs-based and focused on the accomplishments of the established reading benchmarks. ▪ Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership. ▪ Coach teachers in effective literacy instructional strategies through interrelated content. ▪ Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups. ▪ Model enthusiasm, commitment, and intensity for focused reading instruction. ▪ Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County. ▪ Assist content area teachers by providing and demonstrating effective strategies for content instruction to students. ▪ Coach teachers in the latest techniques for the prevention and remediation of reading problems. ▪ Model effective teaching strategies and techniques.

Demographic Information

Principal start date

Monday 12/3/2012, Nicole Osterholm

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

703

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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	110	117	107	117	125	107	0	0	0	0	0	0	0	683
Attendance below 90 percent	5	17	14	10	13	20	0	0	0	0	0	0	0	79
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	2	11	5	4	5	2	0	0	0	0	0	0	0	29
Course failure in Math	2	6	3	3	2	2	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	13	12	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	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	2	6	4	4	9	8	0	0	0	0	0	0	0	33

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	3	1	0	0	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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	
Number of students enrolled	111	100	113	122	121	121	0	0	0	0	0	0	0	688
Attendance below 90 percent	21	9	10	16	13	10	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	6	5	4	2	9	0	0	0	0	0	0	0	34
Course failure in Math	6	3	0	4	4	9	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

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	1	2	1	7	0	0	0	0	0	0	0	13

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	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	12	
Number of students enrolled	111	100	113	122	121	121	0	0	0	0	0	0	0	688
Attendance below 90 percent	21	9	10	16	13	10	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	8	6	5	4	2	9	0	0	0	0	0	0	0	34
Course failure in Math	6	3	0	4	4	9	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

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	1	2	1	7	0	0	0	0	0	0	0	13

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	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	57%	57%	70%	55%	56%
ELA Learning Gains				54%	56%	58%	62%	53%	55%
ELA Lowest 25th Percentile				38%	50%	53%	54%	47%	48%
Math Achievement				70%	62%	63%	71%	61%	62%
Math Learning Gains				60%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile				40%	54%	51%	44%	46%	47%
Science Achievement				51%	52%	53%	54%	54%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	58%	15%	58%	15%
Cohort Comparison						
04	2021					
	2019	67%	55%	12%	58%	9%
Cohort Comparison		-73%				
05	2021					
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	61%	22%	62%	21%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	62%	7%	64%	5%
Cohort Comparison		-83%				
05	2021					
	2019	62%	58%	4%	60%	2%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	50%	0%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/33.7	51/48.1	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/11.1	0/0	0/0
	English Language Learners	1/16.7	2/25	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/13.8	35/33	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/16.7	0/0	0/0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/35.1	67/58.3	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/25	2/40	0/0
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/8.3	35/30.4	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/25	1/20	0/0
	English Language Learners	0/0	0/0	0/0
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/47.1	62/58.5	69/65.1
	Economically Disadvantaged			
	Students With Disabilities	1/11.1	2/22.2	3/33.3
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/17.8	52/49.1	62/58.5
	Economically Disadvantaged			
	Students With Disabilities	1/11.1	3/33.3	2/22.2
	English Language Learners	0/0	0/0	1/20

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/51.3	71/57.7	85/69.1
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/16.7	2/33.3
	English Language Learners	0/0	1/50	1/50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/19.7	60/48.8	65/52.8
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/33.3	3/50
	English Language Learners	0/0	0/0	0/0
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56/48.7	63/52.1	79/64.8
	Economically Disadvantaged			
	Students With Disabilities	3/18.8	4/23.5	4/23.5
	English Language Learners	0/0	0/0	1/12.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/24.8	61/50.4	76/62.8
	Economically Disadvantaged			
	Students With Disabilities	2/12.5	3/17.6	4/23.5
	English Language Learners	0/0	0/0	5/62.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/27.6	64/54.2	87/71.9
	Economically Disadvantaged			
	Students With Disabilities	1/6.3	5/29.4	6/35.3
	English Language Learners	0/0	1/14.3	3/37.5

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29	20		48	47		25				
ELL	35	50		75	50						
BLK	30			30							
HSP	65	67		76	54		52				
MUL	55			55							
WHT	69	45	20	76	59	60	65				
FRL	53	41	25	67	51	55	52				
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	31	43	29	33	49	44	35				
ELL	42	41	40	53	65						
BLK	56	58		50	8						
HSP	65	49	28	65	58	50	43				
MUL	65	50		63	62						
WHT	71	58	48	73	65	43	58				
FRL	60	47	32	60	48	30	39				
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	25	46	63	27	57	45	15				
ELL	42			25							
BLK	63	67		53	50						
HSP	62	54	50	62	57	46	43				
MUL	58	57		58	50						
WHT	74	64	61	76	64	45	60				
FRL	63	56	48	61	51	41	38				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	468

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	56
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with Disabilities subgroup has been our lowest performing subgroup over the past 3 years of data:

17-18= 25%

18-19= 30.9%

20-21= 29%

Economically Disadvantaged subgroup has dropped the number of students scoring level 3 or higher:

17-18= 62.9%

18-19= 59.6%

20-21= 53.3%

Black/African American subgroup was the second lowest performing subgroup with 30% scoring level 3 or higher. We only have 10 students in this subgroup so we will create goals for subgroups Students with Disabilities and Economically Disadvantaged.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Subgroups: Students with Disabilities, Economically Disadvantaged, and Black/African American.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Global pandemic which results in a significant decline in school attendance. Resource and ESE resource teachers' schedules will be frequently analyzed, discussed, and tweaked based on the needs of students. After School tutoring will be implemented to help close the gap based on needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

All subgroups decreased percent proficient on FSA-ELA from 18-19 to 20-21. However, we out performed the district and state averages for percent proficient on FSA in ELA and Math for grades 3rd-5th.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We implemented co-teach classroom models for lowest performing groups of students for reading and math in grades 4th-5th. We out performed the district and state averages for percent proficient in ELA and Math for grades 3rd-5th.

What strategies will need to be implemented in order to accelerate learning?

- *Really Great Reading is being implemented with fidelity in grades K-2nd and in grades 3rd-5th with students needing interventions to close the learning gap and provide instruction on the missing foundational skills in reading.
- *iReady will be implemented with fidelity in grades K through 5th.
- *Read 180 will be implemented with fidelity in 4th and 5th grade based on student needs.
- *Close Read strategies will be implemented with students not placed in other intervention programs.
- *Professional Development and implementation of High Yield Strategies.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- *Based on needs assessment, school/classroom data, and teacher feedback, we will schedule meaningful and purposeful professional development.
- *District's ELA Content Specialist will come deliver professional development on implementation of the new reading series and fidelity of following the District's Instructional Guides.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We out performed the district and state averages for percent proficient in ELA and Math for grades 3rd-5th. We will continue to implement the co-teach model in grades 4th and 5th. We will implement a co-teach model in the 3rd grade for ELA. We will continue to provide interventions as needed to students K-5th grade with pull out by resource teachers as needed, based on data and student needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Students with Disabilities subgroup scored 38% proficient according to the TSI spreadsheet. According to Spring 2021 iReady Diagnostic, 0% of our current 3rd graders, 33% of our current 4th graders, and 33% of our current 5th graders are proficient in ELA.

Area of Focus**Description**

2021 FSA ELA Achievement was 29%. 71% scoring a level 1 or 2.

and Rationale:

2019 FSA ELA Achievement was 31%, 43% learning gains, and 29% learning gains of the lowest 25%.

The root cause is that students have learning gaps and are missing foundational skills in reading.

Measurable Outcome:

Cape Elementary's Students with Disabilities subgroup will increase from 29% proficient to 35% as measured by FSA ELA 2022.

Monitoring:

- *Monitored through iReady Diagnostic Progress Monitoring.
- *Quarterly data chats with administration with individual teachers
- *Monthly Grade Level PLC meetings with administration.
- *Resource teachers pushing in as co-teach classrooms each day during reading block.
- *Resource teachers providing interventions to all SWD each day.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

- *Really Great Reading is being implemented with fidelity in grades K-2nd and in grades 3rd-5th with students needing interventions to close the learning gap and provide instruction on the missing foundational skills in reading.
- *iReady will be implemented with fidelity in grades K through 5th.
- *Read 180 will be implemented with fidelity in 4th and 5th grade based on student needs.
- *Close Read strategies will be implemented with students not placed in other intervention programs.
- *Professional Development and implementation of High Yield Strategies.

Rationale for Evidence-based Strategy:

Really Great Reading- 50% of our students with disabilities in grades 3rd-5th were identified with decoding deficits.
iReady-88% of students with disabilities were not proficient.
Read 180- According to the Reading Inventory, 17% of SWD placed in Read 180 interventions.
Closed Reading- 22% of SWD were placed in an on-level Close Reading intervention group.

Action Steps to Implement

- *Continue to monitor data closely with PLC leadership team to monitor effectiveness.
- *Teachers continue to meet in PLCs to review data, including iReady, AR, formative assessments, district exemplars, Read 180, and HD Word Decoding surveys.
- *iReady reports reviewed weekly by leadership team during and reward systems for lessons passed with the "Principal Prize Cart".
- *Quarterly teacher data chats with administration.
- *Students continue to track individual progress in student data folders.
- *Student-Led conferences
- *Professional Development and implementation of High Yield Strategies
- *ESE support teachers work daily work daily with SWD students in small groups and provide interventions and accommodations as stated in IEPs.

Person Responsible	Nicole Osterholm (nicoledo@leeschools.net)
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#2. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:	Cape Elementary is 72% Economically Disadvantaged (ED) and the subgroup data is 45% proficient according to the TSI spreadsheet. With our current ED 4th graders, 34% (38 student) scored a level 1 or 2 on the 20-21 FSA-ELA. With our current ED 5th graders, 31% (31 students) scored a level or 2 on the 20-21 FSA-ELA.
Measurable Outcome:	Cape Elementary's Economically Disadvantaged subgroup will increase ELA proficiency from FSA 2019 score of 60% to FSA 2022 score of 66% as measured by FSA 21-22. *Monitored through iReady Diagnostic Progress Monitoring. *Quarterly data chats with administration with individual teachers.
Monitoring:	*Monthly Grade Level PLC meetings with administration. *Resource teachers pushing in as co-teach classrooms each day during reading block. *Resource teachers providing interventions as needed with students in small groups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	*Really Great Reading is being implemented with fidelity in grades K-2nd and in grades 3rd-5th with students needing interventions to close the learning gap and provide instruction on the missing foundational skills in reading. *iReady will be implemented with fidelity in grades K through 5th. *Read 180 will be implemented with fidelity in 4th and 5th grade based on student needs. *Close Read strategies will be implemented with students not placed in other intervention programs. *Professional Development and implementation of High Yield Strategies. *PBIS will be implemented schoolwide to enhance academic and social behavior outcomes for students.
Rationale for Evidence-based Strategy:	Really Great Reading- 50% of our students with disabilities in grades 3rd-5th were identified with decoding deficits. iReady-88% of students with disabilities were not proficient. Read 180- According to the Reading Inventory, 17% of SWD placed in Read 180 interventions. Closed Reading- 22% of SWD were placed in an on-level Close Reading intervention group. PBIS- studies show that PBIS increases student engagement, increases instructional time, and improves academic, social, and emotional outcomes for students.

Action Steps to Implement

- *Continue to monitor data closely with PLC leadership team to monitor effectiveness.
- *Teachers continue to meet in PLCs to review data, including iReady, AR, formative assessments, district exemplars, Read 180, and HD Word Decoding surveys.
- *iReady reports reviewed weekly by leadership team during and reward systems for lessons passed with the "Principal Prize Cart".
- *Quarterly teacher data chats with administration.
- *Students continue to track individual progress in student data folders.
- *Student-Led conferences
- *Professional Development and implementation of High Yield Strategies
- *Implementation of a variety of positive recognition/rewards for students meeting academic and behavior goals.

Person Responsible Nicole Osterholm (nicoleedo@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Cape Elementary ranked #6 out of 27 schools in the county. We were ranked #213 out of 1,395 schools statewide. Cape Elementary will continue to implement PBIS and maintain our Gold Model School Status.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Cape Elementary is a PBIS school. PBIS stands for Positive Behavior Interventions & Support. The goal of PBIS is to stop undesirable student behaviors by teaching new behaviors, changing the environment, and rewarding appropriate behaviors. It is a preventative and positive approach to assist students in working towards appropriate self-management and to ensure a positive learning environment for all students and staff. Students and staff are frequently recognized for their hard work and meeting individual goals. A few ways students are recognized are:

*SOAR Rewards: Students who follow SOAR expectations, avoid student discipline referrals both on campus and on the bus, and receive all S's in personal development on the report card will participate in quarterly celebrations rewarding their outstanding choices and may periodically receive surprise rewards.

*Capeables: Students earn Capeables for displaying positive behavior choices and academic success around campus, including on the bus. They can be spent at our "Capeable" Store to purchase items of student choice.

*Classroom Incentives: Classroom teachers may utilize a variety of other tools to reinforce positive SOAR behavior and academic performance including but not limited to academic celebrations, Fun Friday, Learning Earnings, Capeables, charms and ParentLink messages.

One important way to ensure a positive and support environment is building relationship with parents and

families. Having open lines of communication and frequent updates regarding students' progress is critical component. Each student is given a student planner to go to and from school each day for daily communication between home and school. At the end of each week in the planner, there is a personal development form. Accelerated Reader goals, classroom behavior, and homework are factored into personal development. If there is a concern which will result in the student receiving an N or U on their report card in personal development, the teacher will fill it out to provide the parent with additional information on the concerns.

At the beginning of the school year, families and students are invited to an open house/meet the teacher event, during which staff will share the vision, mission, and culture of the school. We explain the importance and the desire for a positive partnership between home and school.

Parents, teachers, students, community members and business partners will be encouraged to participate in Curriculum Night, FSA Night, Student Led Conferences, Celebrations of Learning, and sharing and analyzing data for all student groups including regular ed, ESE, gifted, migrant, ELLs, L25, educationally disadvantaged and historically underserved, identifying school needs. Stakeholders will participate as the result of invitations through the school newsletter, School Messenger, Peach Jar, the school's Facebook page, and the school's Twitter page.

Input from stakeholders will be collected through surveys and open discussions to continually improve, stay focused on our goals, and meet the needs of students. These communications will be flexible in format such as online, in person or on paper allowing for all parents to give input. Formats will be in different languages as needed and in simple terms that parents can easily understand. Information gathered from this data will be used to identify school needs and to create a plan. Stakeholders will be involved in the design, implementation and evaluation of the school wide plan such as creating and reviewing during SAC meetings. SAC is the driving force behind the Cape Elementary's school improvement process and increased student achievement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PTO-All parents are welcomed and encouraged to be active in our PTO (Parent Teacher Organization) which meets to discuss school needs and assist with school wide projects. Each year the PTO participates in two major fundraisers and also sponsor family events like the Book Fairs, Holiday Shoppe, Spring Fling, and Family Spirit Nights. The money raised goes to field trips, assemblies, supplies, teacher recognition and many educational and technology materials for the school to ensure a positive learning environment for students and staff.

SAC- The School Advisory Council is a school based group intended to represent the school, the community, and those closest to our students. The group shares responsibility for guiding the school process towards continuous improvement. We will include time on the SAC meeting agenda for parent involvement, monitoring of plan progress, ongoing review of data, and question/answer/feedback session.

PBIS Team- The team develops and monitors the fidelity of implementation of the the school-wide PBIS action plan. They attend regular team meetings and attend PBIS trainings. They maintain communication within the team, their grade level teams and the entire faculty as well as providing professional development based on the needs of the students and staff. The PBIS team actively monitors behavior data (both school-wide and individual students) and non-attender data for SOAR Celebrations in order to provide appropriate interventions as needed. The team continuously brainstorm ideas and share strategies with students and staff to continue to promote a positive culture and learning environment for all students and staff.

Admin Team- Administration frequently recognizes students and staff for their hard work and dedication. It's important for individuals to feel appreciated. They show appreciation to staff members with cards/notes,

treats, jeans passes, recognition in Weekly Notes, themed days with gifts during different times of the year, etc. Students are recognized with certificates, Principal Prize Card, SOAR Celebrations, Principal Luncheons, etc.

Community Partners- Administration involves community partners to help show appreciation to staff members throughout the year by providing treats, gifts cards, etc during holidays and Teacher Appreciation Week.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
Total:			\$0.00