

Brevard Public Schools

Cape View Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Cape View Elementary School

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Cape View teachers will focus on intentional planning to provide standards-aligned instruction, using high quality materials and resources with fidelity to meet the academic needs of all students.

Revised 21-22 SY

Provide the school's vision statement.

All Cape View stakeholders will work to cultivate a safe and welcoming environment, by providing a positive, cohesive and engaging atmosphere.

Revised 21-22 SY

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Long, Melissa	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 monitor student engagement and standards-aligned instructional practices to provide teachers with feedback for improved instruction.
Meckalavage, Kristin	Assistant Principal	As assistant principal, I support the principal and teachers by providing an effective, positive learning environment. In this position, I monitor the fidelity of the curriculum, delivery of instruction and aligned assessments. I also provide teachers with valuable feedback regarding standards-aligned instructional practice. Another role I am involved with is professional development to support our School Improvement Plan goals & action steps.
Dodd, Pamela	Instructional Coach	As literacy coach, I work closely with school leadership team and teachers. I serve as a stable resource to provide standards-aligned professional development and work directly to support new teachers by modeling for the teacher and observing implementation of the new best practice with fidelity. I also monitor student data throughout the year to help teachers find the appropriate resources and intervention strategies/tasks to use with students; also, as literacy coach, I will lead Tier 2 intervention groups for K-3rd. I work within all aspects of the coaching cycle to hone teachers' academic craft so that they may continue to plan and deliver effective instructional practice.
Wedel, Michelle	Teacher, K-12	My primary responsibility as a Title I Teacher (T) is planning and delivering math interventions in grades 3-6. I also assist the fourth and fifth grade science lab, planning and reviewing science standards for testing. I coordinate and oversee Parent Family Engagement Activities for our Title I Family Nights. I am responsible for collecting and documenting Title I Federally required documents for our frameworks. I help to monitor the Title I Budget and share information during SAC and CNA meetings with parents. I ensure we spend our Parent and Family Engagement funds on things that support our students academically at home and with activities during our family nights.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Improvement plan meetings were open to staff. During this time, data was analyzed to determine a level of focus. During pre-planning, the teachers analyzed data and had input on the action steps toward the improvement goals. Parent and Community input was solicited through the school advisory council meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership team will monitor student academic achievement scores, instructional delivery and plans for individual supports on a monthly basis. The team will conduct regular walkthroughs providing feedback to teachers. Quarterly, the leadership team will meet to revisit and revise the goals and action steps based on the walkthrough data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	6	7	13	4	7	2	7	0	0	46	
One or more suspensions	0	2	1	0	0	0	4	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	1	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	2	3	3	0	0	8	
Level 1 on statewide Math assessment	0	0	0	0	3	4	8	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	0	0	0	0	0	0	0	1	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	9	8	8	14	4	9	7	0	0	59	
One or more suspensions	0	3	0	2	0	3	2	0	0	10	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	4	4	4	0	0	14	
Level 1 on statewide Math assessment	0	0	0	3	5	9	11	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	9	8	8	14	4	9	7	0	0	59	
One or more suspensions	0	3	0	2	0	3	2	0	0	10	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	4	4	4	0	0	14	
Level 1 on statewide Math assessment	0	0	0	3	5	9	11	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	58	53	64	61	56	62		
ELA Learning Gains				64			66		
ELA Lowest 25th Percentile				55			60		
Math Achievement*	48	58	59	59	49	50	60		
Math Learning Gains				64			62		
Math Lowest 25th Percentile				55			59		
Science Achievement*	35	58	54	49	60	59	52		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	80	54	59						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	1	1
ELL	80			
AMI				
ASN				
BLK				
HSP	42			
MUL	53			
PAC				
WHT	56			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL				
AMI				
ASN				
BLK				
HSP	50			
MUL	73			
PAC				
WHT	62			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			48			35					80
SWD	29			24			17				4	
ELL											1	80
AMI												
ASN												
BLK												
HSP	47			37							2	
MUL	61			44							2	
PAC												
WHT	59			56			43				4	
FRL	49			45			21				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	64	64	55	59	64	55	49					
SWD	41	58	64	33	58							
ELL												
AMI												
ASN												
BLK												
HSP	43			57								
MUL	73			73								
PAC												
WHT	69	65	56	61	65	59	59					
FRL	56	59	47	54	59	64	48					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	62	66	60	60	62	59	52					
SWD	31	27		28	50							
ELL	20			50								
AMI												
ASN												
BLK												
HSP	38			57								
MUL												
PAC												
WHT	67	71	58	62	58	54	54					
FRL	59	58		54	61		38					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	46%	59%	-13%	54%	-8%
04	2023 - Spring	56%	61%	-5%	58%	-2%
06	2023 - Spring	53%	61%	-8%	47%	6%
03	2023 - Spring	56%	56%	0%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	67%	-9%	54%	4%
03	2023 - Spring	46%	60%	-14%	59%	-13%
04	2023 - Spring	59%	61%	-2%	61%	-2%
05	2023 - Spring	33%	55%	-22%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	57%	-23%	51%	-17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science scores show the lowest performance. Contributing factors could be; change in a teacher, high ESE population, lack teaching science consistently, lack of tracking science progress schoolwide and overreliance on PENDA science to teach standards.

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

ELA

Overall - 64% dropped to 53% at 11% points

Grade 3 - 2022 - 53%, 2023 - 57%

Grade 4 - 2022 - 58%, 2023 - 57%

Grade 5 - 2022 - 61%, 2023 - 46%

Grade 6 - 2022 - 77%, 2023 - 53% *greatest decline with 24% points

Factors that contributed to the decline in 6th grade performance were increased ELL population and low-performance of ESE students.

Math

Overall - 59% dropped to 50% at 9% points

Grade 3 - 2022 - 69%, 2023 - 46% *greatest decline with 23% points

Grade 4 - 2022 - 64%, 2023 - 58%

Grade 5 - 2022 - 32%, 2023 - 33%

Grade 6 - 2022 - 66%, 2023 - 58%

A factor that contributed to 3rd grade performance was increased ESE population; one classroom housed the majority of ESE and ELL students, a model found to be ineffective, yet instruction was solid in the area of ELA. Also, contributing to this decline was the implementation of the new math curriculum, teachers leaned heavily on Cape View's math coach to support math instruction. One third grade classroom had three teachers over the course of the school year.

Science - 49% dropped to 34% at 15% points

The main factor that contributed to this decline is Cape View continued to use its same model for science instruction with only minor revisions, thus, resulting in the same poor results over the past three years.

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.

ELA

Overall - CV at 53%, State at 52%

Grade 3 - CV 57%, State 50%

Grade 4 - CV 57%, State 58%

Grade 5 - CV 46%, State 54% * greatest gap of 8% points

Grade 6 - CV 53%, State 47%

The factors that contributed to this gap were Cape View's fifth grade had multiple students identified as ESE, and a fraction of these students were not reading on grade level, thus, relying on all tiers of instruction.

Math

Overall - CV at 50%, State at 57%

Grade 3 - CV 46%, State 59%

Grade 4 - CV 58%, State 61%

Grade 5 - CV 33%, State 55% *greatest gap 22% points

Grade 6 - CV 58%, State 54%

The factors that contributed to this gap were Cape View's fifth grade had multiple students identified as ESE, and a fraction of these students were not reading on grade level, thus, relying on all tiers of instruction.

Science

CV at 34%, State at 51% *greatest gap of 17% points

The main factor that contributed to this gap is that Cape View continued to use its same model for science with few revisions, trend data reflects that Cape View's current science model is ineffective.

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

ELA

Grade 3 - 2022 - 53%, 2023 - 57% *most improved at 4% points

Grade 4 - 2022 - 58%, 2023 - 57%

Grade 5 - 2022 - 61%, 2023 - 46%

Grade 6 - 2022 - 77%, 2023 - 53%

Cape View's literacy coach worked closely with 3rd grade teachers in the area of intervention instruction; 3rd grade teachers met monthly to review intervention data to determine next steps for students. All tiers of instruction were monitored by administration and literacy coach.

Math

Grade 3 - 2022 - 69%, 2023 - 46%

Grade 4 - 2022 - 64%, 2023 - 58%

Grade 5 - 2022 - 32%, 2023 - 33% *most improved at 1% point

Grade 6 - 2022 - 66%, 2023 - 58%

Cape View's 6th grade math teacher was moved to the 5th grade math position, this teacher is very effective in the area of math and has been recognized by the state for his efforts.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is the area of attendance in the primary grades, and the second potential area of concern is proficiency levels in both ELA and Math for ELL students.

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

1. Science proficiency level
2. Math proficiency level
3. ELA proficiency level particularly in 5th and 6th grade.
4. Strengthening positive behavior intervention supports to improve overall behaviors.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Youth Truth survey in the area of culture, Cape View had a decrease from 37% in 2021 to 11% in 2023. The area of behavior and treating the teacher with respect has had a significant decline from 31% to 9%. Further analysis of the 2022-2023 discipline data showed that 15% of the students received a discipline referral; and the number of students who received a discipline referral 6% had received three or more referrals.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, there will be an increase in the culture index specific to behavior to 30%. Additionally, by May 2024, discipline data will reflect a decrease in the number of students who have more than three referrals to 3%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Discipline referrals and positive referrals will be monitored throughout the school year. Administrative walkthroughs will occur, at minimum, every nine weeks and will focus on behavior, schoolwide expectations and positive behavior intervention systems.

Person responsible for monitoring outcome:

Melissa Long (long.melissa@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a schoolwide focus on positive behavior intervention system through teaching expectations, utilizing a token economy and a focus on positive referrals. Research has shown that PBIS can be most effective by using a variety of classroom based approaches such as explicit instruction through social emotional skills and attitudes, teaching practices such as cooperative learning and integrating character education that provides sequenced, active, focused and explicit structure.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students are immersed in a positive culture, they will have critical thinking abilities, create positive relationships and the ability to apply their knowledge and skills in the real world. An inclusive, relationship centered and culturally responsive practice will create a supportive classroom and school environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will teach school wide expectations - SOAR: Safe, On time, Actively engaged and Respectful and Responsible.

Person Responsible: Melissa Long (long.melissa@brevardschools.org)

By When: 2. August 2023, expectations will continue to be taught when students demonstrate the need.

3. Teachers will participate in quarterly trainings (a total of four) with self reflections on their practices when dealing with student behaviors.

Person Responsible: Melissa Long (long.melissa@brevardschools.org)

By When: May 2024

4. Teachers and staff will implement a token economy, positive referrals and offer earned activities based on positive behaviors.

Person Responsible: Melissa Long (long.melissa@brevardschools.org)

By When: May 2024

5. Teachers, staff and students will participate in a service project and kindness acts.

Person Responsible: Melissa Long (long.melissa@brevardschools.org)

By When: May 2024

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is instructional practice related to science; a three year trend of SSA data shows that Cape View continues to have a decline in science student proficiency (2023, 34%; 2022, 49%; and 2021 52%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal for 2023-2024 school year is to increase the number of students meeting proficiency to 50% on the state science assessment, this is an increase of 16 percentage points from 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team and science teacher leader will participate in data meetings where the team analyzes students' science formative assessments and Penda data each month.

Person responsible for monitoring outcome:

Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Cape View plans to utilize collaborative planning (effect size 1.57) with standards-aligned resources and evidenced-based science strategies. Science walk-throughs will be conducted by administration to ensure teachers are explaining/teaching science standards in-depth (effect size 0.70) and assessing student learning (effect size 0.64). Students will have clear learning targets and a clear understanding of what they are expected to know. Also, students will communicate effectively what they have learned during science instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers to improve instructional delivery and the use of evidenced-based materials. Focusing on the 5 E instructional model will support student exploration of the content leading to mastery. These strategies, when paired with administration walkthroughs, trainings, data analysis and vocabulary concentration will increase student achievement in the area of science.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will monitor all grade level formative and summative science assessments. 5th grade will utilize the SSA part 1 assessment to drive a focus on instruction.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

2. The science teacher leader (T) and 4th and 5th grade classroom teachers will implement a science assessment calendar and plan together adhering to the science pacing guide.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

3. K through 6th grade teachers will focus on science vocabulary. The 'word-of-the-week' will coordinate with the pacing guide and be promoted by teachers and staff via morning announcements and activity classes.

Person Responsible: Sherry Travers (travers.sherry@brevardschools.org)

By When: September 2023

4. Administrative walk-throughs will take place during K through 6th science instruction, and feedback will be provided.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

5. The science teacher leader (T) will push into 4th classrooms to co-teach science and/or support in planning hands on activities within the class.

Person Responsible: Sherry Travers (travers.sherry@brevardschools.org)

By When: September 2023

6. Grades 3, 4, 5 will participate in a full science lab process each week.

Person Responsible: Sherry Travers (travers.sherry@brevardschools.org)

By When: September 2023

7. Grades 3-6 will complete PENDA science twice a week. The students will earn an incentive to complete with mastery at 80% or higher the first time.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on three-year trend data (2023, 50%; 2022, 59%; and 2021, 73%), Cape View's achievement has decreased 23 percentage points (-9 percentage points from 2022).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Cape View plans to achieve 60% for overall math achievement; this is an increase of 10 percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Math data (iReady and FAST) will be monitored by Cape View's Leadership Team. Also, the leadership team, math coach and classroom teachers, will monitor iReady's Personalized Instruction Summary by grade level. This report will allow those monitoring data to see students' lessons' time-on-task and percentage of lessons passed year-to-date. Classroom teachers will meet with students whose data is reflecting little progress.

Also, the leadership team will monitor iReady Typical Growth and Stretch Growth by class as well as Diagnostic Growth when this report becomes available after Diagnostic 2.

The leadership team will monitor FAST data from PM1 to PM2 to identify students in need of intervention.

Person responsible for monitoring outcome:

Melissa Long (long.melissa@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on psychologist Jean Piaget's research, children learn concepts through three levels of knowledge: concrete, pictorial, and abstract. As students manipulate objects, they take the necessary first steps toward building understanding and internalizing math processes and procedures. Manipulating objects allows students to explore concepts at the first, or concrete level of understanding. Strategies and algorithms will be developed over time.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence supports that teaching strategies and the use of manipulatives improve student understanding when given time to collaborate with peers and build skills utilizing quality materials.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Classroom teachers will access their iReady Math Instructional Grouping report to target students' area of instructional need.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

2. When needed, iReady Math Prerequisites will be used to close the gap of unfinished learning for identified students.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: May 2024

3. Cape View's math coach will support teachers whose class level iReady data reflects low performance for Typical Growth (below 50%).

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: May 2024

4. The math coach will monitor iReady math domain area shut-off and notify teachers (student name/domain).

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: May 2024

5. Classroom teachers will follow the district's Math Grade Level Decision Trees

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: October 2023

6. The Title I teacher (T) will provide math intervention in grades 3rd - 6th.

Person Responsible: Melissa Long (long.melissa@brevardschools.org)

By When: September 2023

7/ Teachers will use manipulatives when teaching math concepts.

Person Responsible: Kristin Meckalavage (meckalavage.kristin@brevardschools.org)

By When: September 2023

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2023 FAST progress monitoring end of year data showed that overall student proficiency level was at 53%. This was a decrease from the 2022 school year with FSA assessment data with 64% at a level 3 or higher. Furthermore, our 2023 5th grade student data indicated 46% at the proficiency level.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

FAST overall proficiency rate will increase to 60%. Furthermore, the 5th grade proficiency rate will increase to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All grade levels will participate in statewide Florida Assessment for Student Thinking three times per year and i-Ready Reading Diagnostic Assessments. These assessment data will be analyzed and discussed at the student, class, grade and school level, and improvement plans will be created as needed.

Person responsible for monitoring outcome:

Melissa Long (long.melissa@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to identify the precise area where instruction is most helpful to students and plan to scaffold, support, or accelerate learners, teachers must utilize features of effective teaching. A well-planned scope and sequence help meet all students' instructional needs, regardless of their abilities and progress. Systematic instruction will ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate prerequisite knowledge and understanding to learn it efficiently. Explicit instruction to explicitly teach skills or concepts will allow for the gradual release process to occur, where teachers will shift the responsibility of learning from teacher to student. Finally, differentiating instruction will allow teachers to be responsive to students' specific needs based on assessment and observational data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie's "Visible Learning for Literacy," explicit teaching strategies have an effect size of -.57, and scaffolded instruction has an effect size of 0.82. We believe that if teachers carefully plan reading instruction using the features of effective instruction along with high-quality, complex text and provide ample and appropriately designed scaffolding, they will create conditions that allow for deeper exploration of text and mastery toward the full intent of their grade level standards. If teachers use formative and summative assessments to assess student understanding, they will be better equipped to inform their instruction to support students' academic needs. During our weekly data meetings, teachers will have an opportunity to analyze the data from these assessments, discuss strategies for accelerating learning and develop a remediation plan, if needed. If this occurs, we believe student achievement will improve.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Literacy coach will provide resources for professional development on standards aligned reading instruction with a focus on the features of effective teaching.

Person Responsible: Pamela Dodd (dodd.pamela@brevardschools.org)

By When: November 2023

2. Teachers will use Benchmark Advance and Savvas curriculum, district created overview documents, i-Ready tools for scaffolding, and learning acceleration strategies to plan instruction collaboratively.

Person Responsible: Pamela Dodd (dodd.pamela@brevardschools.org)

By When: September 2023

3. Teachers will utilize complex texts within the resources provided in the district Benchmark Advance and Savvas curriculums that will permit students to focus on elements of purpose, craft and meaning. Collaborative conversations, text-dependent questions and embedded writing tasks will require students to re-examine the text to gain insight and evidence to support their responses.

Person Responsible: Pamela Dodd (dodd.pamela@brevardschools.org)

By When: October 2023

4. Teachers will provide Tier 2 and Tier 3 interventions based on student academic needs daily. Teachers will be provided time to discuss intervention progress monitoring data during data meetings with the leadership team.

Person Responsible: Pamela Dodd (dodd.pamela@brevardschools.org)

By When: September 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Percent of students scoring below 40th Percentile on the Early Literacy or STAR Reading Assessment at the end of the school year for 2022-2023.

Kindergarten - 34%
1st Grade - 49%
2nd Grade - 35%

Final iReady diagnostic, 2022-2023, percent of students working below grade level:

Kindergarten - 21%
1st Grade - 45%
2nd Grade - 35%

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Percent of students scoring below level 3 on the FAST assessment at the end of the school year for 2022-2023.

3rd Grade - 49%
4th Grade - 44%
5th Grade - 54%

Final iReady diagnostic, 2022-2023, percent of students working below grade level:

3rd Grade - 15%
4th Grade - 42%
5th Grade - 54%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on the end of year data from 2022-2023 school year on the Early Literacy/STAR Reading assessment and iReady (final diagnostic) all grades K-2 did not have 50% or more scoring below 40th Percentile.

Grades 3-5 Measurable Outcomes

Based on the end of year data from 2022-2023 school year on the FAST assessment, grades 3 and 4 did not have more students scoring below Level 3.

However, our 5th grade had 54% scoring below a level 3 on FAST and iReady final diagnostic. At the end of the 2023-2024 school year, 35% of our 5th grade and 6th grade students will score below a level 3 on the FAST assessment and iReady final diagnostic 2024.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Cape View will be monitoring our 5th and 6th grade student data in the area of ELA through quarterly district assessments, unit assessments within the curriculum, i-Ready Diagnostic scores, various data such as PSI, Fluency measures, vocabulary and comprehension assessments.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dodd, Pamela, dodd.pamela@brevardschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In order to identify the precise area where instruction is most helpful to students and plan to scaffold, support, or accelerate learners, teachers must utilize features of effective teaching. A well-planned scope and sequence help meet all students' instructional needs, regardless of their abilities and progress. Systematic instruction will ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate prerequisite knowledge and understanding to learn it efficiently. Explicit instruction to explicitly teach skills or concepts will allow for the gradual release process to occur, where teachers will shift the responsibility of learning from teacher to student. Finally, differentiating instruction will allow teachers to be responsive to students' specific needs based on assessment and observational data.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

According to John Hattie's "Visible Learning for Literacy," explicit teaching strategies have an effect size of -.57, and scaffolded instruction has an effect size of 0.82. We believe that if teachers carefully plan reading instruction using the features of effective instruction along with high-quality, complex text and

provide ample and appropriately designed scaffolding, they will create conditions that allow for deeper exploration of text and mastery toward the full intent of their grade level standards. If teachers use formative and summative assessments to assess student understanding, they will be better equipped to inform their instruction to support students' academic needs. During our weekly data meetings, teachers will have an opportunity to analyze the data from these assessments, discuss strategies for accelerating learning and develop a remediation plan, if needed. If this occurs, we believe student achievement will improve.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Collaborative planning with the literacy coach.	Dodd, Pamela, dodd.pamela@brevardschools.org
2. Additional personnel will push into grades 5 and 6 to work with the "bubble" students.	Dodd, Pamela, dodd.pamela@brevardschools.org
3. Teachers will participate in weekly data meetings to analyze student progress and plan for re-teaching the standards.	Dodd, Pamela, dodd.pamela@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Communication between the school and home is critical for student success. We have a variety of methods for disseminating information. Flyers, invitations on the website, Facebook page and backpacks. We supply all primary students a red communication folder and all intermediate students with a school daily planner. At Cape View our school advisory council is comprised of parents, community members, and staff will be provided a time to go into the school improvement efforts and solicit input. Monthly parent newsletters will highlight portions of the School Improvement Plan to explain and seek

input throughout the school year. Teachers offer Parent/Teacher Conferences twice a year to communicate progress.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Cape View supports and values a positive school culture and learning environment with our staff, parents and students. After implementing our schoolwide SOAR Expectations, we developed a positive referral based on those expectations to implement. This allows us to celebrate students who demonstrate our SOAR expectations and are positive role models for their peers. We plan to build positive relationships with parents and families by making those positive phone calls home, celebrating their children with a Student of the Month celebration and awards programs.

Families are invited to take part in our Annual Title I Meeting at the beginning of the year and our Family STEAM nights that are offered throughout the year. We offer academic materials for parents to use at home with their child and provide opportunities for parents to join our school leadership councils. (SAC, PTO etc).

Cape View plans to continually build positive relationships with parents, families and other stakeholders by offering Coffee and Conversations (Principal open forum), weekly family lunches, volunteer work days and planning a day of Compassion to involve local Churches in efforts to beautify the school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Based on last year's data, Cape View plans to focus on improving the following academic areas; Instructional practices related to ELA, Science and Math as well as a positive culture. We plan to have our Title I staff conduct small group instruction supporting the classroom teachers as well as academic support programs by hiring a retired teacher to conduct small groups. We plan to utilize funding to offer various afterschool and Saturday tutoring programs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Cape View helps to involve all parents. We offer a parent resource room for checkout in our Parent Resource Center and provide full opportunities for parents with limited English proficiency and parents with disabilities to participate. We coordinate and integrate parental involvement activities with other programs to meet the needs of our students and families. These programs include; FL Diagnostic and Resources System (FDLRS), Improving Teacher Quality (Title II), Voluntary Pre-Kindergarten (VPK), Exceptional Student Education (ESE), Language Instruction for English Language Learners (Title III), and Students in Transition (Title IX).

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Cape View plans to ensure school-based mental health services and support services, mentoring services outside of the academic subject areas are being addressed. In alignment with the BPS Strategic Plan, Goal 1, Obj 3 (Provide equitable support in a safe learning environment for every student's social, emotional and behavioral development.), we will continue to implement our school wide expectations and morning meeting for each classroom. In addition, teachers are receiving professional development in supporting social emotional building resiliency for students. Within this training, our staff will acquire knowledge and be provided examples and resources related to building resiliency for our students. This will allow our teachers to discover how they shape academic mindsets, reflect on how they see potential in students and investigate ways to align social skills with academic benchmarks. Cape View plans to identify the stakeholders and their role in promoting a positive school culture and environment through mentoring programs.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Cape View plans to have a career day for students to explore various careers. In collaboration with the City of Cape Canaveral, we plan to host a focus on city government where our students will take a field trip to various places around our city.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Cape View plans to continue to implement PBIS. Our Tier 1 school wide expectations, token economy and focus on reinforcing positive will ultimately prove to have a positive effect on student behaviors. We will implement Tier two small groups for students who need to have additional behavior expectations taught with our Guidance Counselor. Cape View will adopt a behavior checklist for teachers and staff to refer to when they encounter a student having difficulties with the appropriate behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Cape View is focused on building capacity and meeting the needs of our staff. We have monthly early release professional development opportunities based on student data and walkthrough observation data. In our weekly Friday Focus, the administration will focus on highlighting professional learning in the areas for improvement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Cape View plans to offer a round up night for incoming Kindergarten students. This night will give parents and students an opportunity to see the campus, hear about our school and get excited for the school year. We plan to advertise this night at local daycare centers, in our monthly newsletter and in the City of Cape Canaveral newsletter.