

The School District of Lee County

# Cape Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Cape Elementary School

4519 VINCENNES BLVD, Cape Coral, FL 33904

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

## School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

## 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.**

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, 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
Osterholm, Nicole	Principal	<ul style="list-style-type: none"> <li>*Facilitate implementation of the MTSS problem-solving process in the school building</li> <li>*Provide and/or coordinate valuable and continuous professional development</li> <li>*Assign paraprofessionals, curriculum specialist, and instructional coach to support the MTSS intervention implementation</li> <li>*Attend PLC and Team meetings to monitor student achievement, implementation of student interventions, pacing and implementation of classroom instruction, and to ensure teacher collaboration and active participation</li> <li>*Conduct classroom walkthroughs to monitor fidelity</li> <li>*Discipline monitoring and coaching</li> <li>*APPLES mentoring</li> <li>*Progress monitoring through school data dashboards</li> <li>*Facilitate data chats with teachers</li> <li>*Quarterly SIP monitoring review of the measurable outcomes and systems to adjust when needed.</li> </ul>
Sund, Kristine	Assistant Principal	<ul style="list-style-type: none"> <li>*Facilitate implementation of the MTSS problem-solving process in the school building</li> <li>*Provide and/or coordinate valuable and continuous professional development</li> <li>*Assign paraprofessionals, curriculum specialist, and instructional coach to support the MTSS intervention implementation</li> <li>*Attend PLC and Team meetings to monitor student achievement, implementation of student interventions, pacing and implementation of classroom instruction, and to ensure teacher collaboration and active participation</li> <li>*Conduct classroom walkthroughs to monitor fidelity</li> <li>*Discipline monitoring and coaching</li> <li>*APPLES mentoring</li> <li>*Progress monitoring through school data dashboards</li> <li>*Facilitate data chats with teachers</li> <li>*Quarterly SIP monitoring review of the measurable outcomes and systems to adjust when needed.</li> </ul>
Horn, Debra	Instructional Coach	<ul style="list-style-type: none"> <li>*Model and implement instructional strategies schoolwide to improve teaching and learning.</li> <li>*Attend MTSS Team meetings to collaborate with teachers and monitor students who are struggling.</li> <li>*Implement interventions designed by MTSS team for students receiving supplemental and intensive supports.</li> <li>*Deliver and/or support instructional interventions with fidelity.</li> <li>*Train teachers in interventions, progress monitoring, and differentiating instruction.</li> <li>*Keep progress monitoring notes and anecdotes of interventions</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>implemented.</p> <ul style="list-style-type: none"> <li>*Administer screenings for students referred to MTSS process</li> <li>*Collect school-wide data for teams to use in determining at-risk students</li> <li>*Lead and facilitate PLC meetings to assist in analyzing data to drive instructional decisions</li> <li>*Lead and facilitate professional development</li> <li>* Monitor progress for IEP goals</li> <li>*Curriculum map / instructional guide implementation support</li> <li>*Quarterly SIP monitoring review of the measurable outcomes and systems to adjust when needed.</li> </ul>
Johnson, Dianne	Curriculum Resource Teacher	<ul style="list-style-type: none"> <li>*Schedule and facilitate MTSS Team Meetings for academics.</li> <li>*Train teachers in interventions, progress monitoring, and differentiated instruction.</li> <li>* Keep progress monitoring notes and anecdotes of interventions implemented.</li> <li>*Monitor MTSS progress trend lines in Castle.</li> <li>*Administer screenings for new and at-risk students</li> <li>*Monitor ESOL students' progress</li> <li>*Ensure students are receiving all testing accommodations during testing and within the classroom</li> <li>*Attend District Literacy Meetings and relay information to administration and staff.</li> <li>*Coordinate state and district testing schedules.</li> <li>*Curriculum map / instructional guide implementation support</li> <li>*Testing Coordinator-ensure all state, district, and school guidelines are implemented with fidelity.</li> <li>*Quarterly SIP monitoring review of the measurable outcomes and systems to adjust when needed.</li> </ul>
Hunt, Lisa	Reading Coach	<ul style="list-style-type: none"> <li>▪ Work with teachers to ensure that scientifically-based literacy-researched programs are implemented with fidelity.</li> <li>▪ Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction.</li> <li>▪ 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.</li> <li>▪ Mentor teachers in providing appropriate intensive intervention instruction for struggling students, including those who are Limited English Proficient.</li> <li>▪ Model lessons in effective reading instruction, including lessons that provide differentiated instruction.</li> <li>▪ Facilitate teacher study groups regarding current reading research and effective reading instruction.</li> <li>▪ Organize and lead professional development programs which are needs-based and focused on the accomplishments of the established reading</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>benchmarks.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.</li> <li>▪ Coach teachers in effective literacy instructional strategies through interrelated content.</li> <li>▪ Coordinate and schedule ongoing professional development of teachers through activities such as coaching grade level meetings, classroom demonstrations, and study groups.</li> <li>▪ Model enthusiasm, commitment, and intensity for focused reading instruction.</li> <li>▪ Provide instructional support for teachers in the implementation of the initiatives of the Department of Education for the State of Florida and Lee County.</li> <li>▪ Assist content area teachers by providing and demonstrating effective strategies for content instruction to students.</li> <li>▪ Coach teachers in the latest techniques for the prevention and remediation of reading problems.</li> <li>▪ Model effective teaching strategies and techniques.</li> </ul> <p>*Quarterly SIP monitoring review of the measurable outcomes and systems to adjust when needed.</p>
Boeck, Shelly	School Counselor	<ul style="list-style-type: none"> <li>*Lead MTSS Team meetings for behavior</li> <li>*Train teachers in interventions, progress monitoring, and behavior strategies</li> <li>*Maintain log of all students involved in the MTSS process</li> <li>*Send parent invites</li> <li>*Complete necessary MTSS forms</li> <li>*Meets with small groups and one-on-one with students in the MTSS process to receive interventions</li> <li>*Conduct social-developmental history interviews when requested</li> <li>*Leads and facilitates Mental Health team meetings.</li> <li>*Tracks behavior progress monitoring</li> <li>*Lead 504 meetings and monitor student progress</li> <li>*Maintain log of all students involved in 504 process</li> <li>*Ensures students are receiving 504 accommodations</li> <li>*Ensures teachers are aware of and implement 504 plans</li> </ul>

**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.

The Cape Elementary SIP process begins with data analysis. Leadership team, teachers, and staff input data into data spreadsheets both from previous year and present year. Data is reviewed by administration with teachers and in-depth discussions are held regarding the data, including strengths and weaknesses. These discussions occur throughout the school year in PLCs. Data spreadsheets are prepared and updated throughout the school year. Teachers use the data to track and monitor progress and decide how to best provide individualized instruction for each student. The SIP development comes from the data that teachers track and discuss at PLC meetings, at all grades, including final FAST scores. This ensures that the SIP is relevant to every teacher. Students track their data using data folders. Students enter their data into their data folders and discuss their data at Student Led Conferences. They are able to discuss their strengths and weaknesses with their parents/guardians. The Cape Elementary SIP is shared at the SAC meetings and updates are given throughout the year on the newest data available.

**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 Cape Elementary SIP will be regularly monitored for effective implementation at each PLC meeting by reviewing the school goals and updating data spreadsheets to check for progress. Also during PLCs, teachers will review each student's progress to determine differentiated instructional tracks needed. Teachers will have one data chat per semester with an administrator to review student progress. The Cape Elementary SIP will be revised as needed based on quarterly data, data chats with teachers and leadership meetings.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	47%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	93%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	2021-22: A

*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	3	23	17	24	17	13	0	0	0	97
One or more suspensions	0	1	3	2	5	3	0	0	0	14
Course failure in English Language Arts (ELA)	1	6	10	17	3	2	0	0	0	39
Course failure in Math	0	4	7	10	4	3	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	3	17	21	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	3	10	13	0	0	0	26
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	0

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	4	6	8	7	12	0	0	0	37

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	2	1	1	4	0	0	0	0	0	8
Students retained two or more times	0	0	2	1	0	0	0	0	0	3

**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	4	21	23	26	23	26	0	0	0	123
One or more suspensions	0	0	1	0	2	2	0	0	0	5
Course failure in ELA	0	7	10	7	2	2	0	0	0	28
Course failure in Math	0	7	8	5	2	4	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	5	7	24	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	9	14	0	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	6	8	6	3	15	0	0	0	38

**The number of students identified retained:**

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

**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	4	21	23	26	23	26	0	0	0	123
One or more suspensions	0	0	1	0	2	2	0	0	0	5
Course failure in ELA	0	7	10	7	2	2	0	0	0	28
Course failure in Math	0	7	8	5	2	4	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	5	7	24	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	9	14	0	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	6	8	6	3	15	0	0	0	38

**The number of students identified retained:**

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

**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*	59	48	53	69	52	56	66		
ELA Learning Gains				63			48		
ELA Lowest 25th Percentile				47			27		
Math Achievement*	69	57	59	76	45	50	74		
Math Learning Gains				79			55		
Math Lowest 25th Percentile				66			56		
Science Achievement*	60	53	54	60	59	59	58		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	56	51	59	91			84		

\* 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)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	551
Total Components for the Federal Index	8
Percent Tested	98
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	23	Yes	4	1
ELL	52			
AMI				
ASN				
BLK				
HSP	58			
MUL	68			
PAC				
WHT	61			

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%
FRL	56			

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	34	Yes	3	
ELL	63			
AMI				
ASN				
BLK				
HSP	70			
MUL	65			
PAC				
WHT	67			
FRL	58			

**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	59			69			60					56
SWD	22			28			29				4	
ELL	50			53			47				4	56
AMI												
ASN												
BLK												
HSP	57			65			56				5	56
MUL	67			78			58				3	

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
PAC												
WHT	60			71			66				4	
FRL	53			63			53				5	60

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	69	63	47	76	79	66	60					91
SWD	17	33	38	43	53		20					
ELL	45	63	70	48	63							91
AMI												
ASN												
BLK												
HSP	67	69	67	71	76	61	61					91
MUL	54	56		63	88							
PAC												
WHT	73	62	38	82	79	69	64					
FRL	61	57	45	66	70	58	50					

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	66	48	27	74	55	56	58					84
SWD	29	20		48	47		25					
ELL	35	50		75	50							84
AMI												
ASN												
BLK	30			30								
HSP	65	67		76	54		52					79
MUL	55			55								
PAC												
WHT	69	45	20	76	59	60	65					
FRL	53	41	25	67	51	55	52					83



**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	57%	48%	9%	54%	3%
04	2023 - Spring	67%	56%	11%	58%	9%
03	2023 - Spring	51%	42%	9%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	55%	19%	59%	15%
04	2023 - Spring	74%	61%	13%	61%	13%
05	2023 - Spring	65%	52%	13%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	50%	8%	51%	7%

**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.**

ELA Achievement showed the lowest performance and greatest drop in scores. Our county and school was impacted tremendously from Hurricane Ian. Our students missed 3 weeks of school due to the hurricane and school closure. Many families (students and staff) were impacted throughout the school year.

- SY18-19= 69%
- SY 20-21= 66%
- SY 21-22= 69%
- SY 22-23= 61%

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

ELA Achievement showed the lowest performance and greatest drop in scores. Our county and school was impacted tremendously from Hurricane Ian. Our students missed 3 weeks of school due to the hurricane and school closure. Many families (students and staff) were impacted throughout the school year.

**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.**

We are above the district and state averages in all grade levels and all subject areas.

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

4th grade math scores were at 77% proficient. Those same students in 3rd grade were 72% proficient. Our school focused on getting the Marzano Level 1 Certification. This was a challenging group of students who needed behavior supports and focus on building relationships.

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

EWS data identifies a concern for attendance. All grade levels, except for kindergarten, exhibited multiple students below 90% of attendance. The district directive was to not hold students accountable for attendance due to the hurricane and impacts on families. We did not implement our school-wide attendance initiative. We plan to implement it for the 23-24 school year.

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

1. Attendance
2. ELA Achievement (3rd-5th)
3. ELA Achievement (3rd grade proficiency)
4. ELA Achievement (2nd grade proficiency)
5. ESSA- SWD (students with disabilities)

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**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.

Cape Elementary has been identified as ATSI category for having one subgroup (SWD) with a Federal Index below 41%. This subgroup as been below 41% for more

**Measurable Outcome:**

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

SWD subgroup will increase ELA proficiency from 34% to 42% as measured by EOY 2024 FAST Assessment.

**Monitoring:**

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

- \*Monitored through FAST progress monitoring (PM 1, PM 2, and PM 3).
- \*Monitored through iReady data reports.
- \*Quarterly data chats with administration with individual teachers
- \*Monthly Grade Level PLC meetings with administration.
- \*Resource teachers pushing in for interventions and classroom support for reading and math.
- \*Resource teachers providing interventions to all SWD each day.

**Person responsible for monitoring outcome:**

Nicole Osterholm (nicoleo@leeschools.net)

**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.)

- \*i-Ready Phonics for Reading is being implemented with fidelity in grades 3rd-5th with students needing interventions to close the learning gap and provide instruction on the missing foundational skills in reading.
- \*i-Ready will be implemented with fidelity in grades K through 5th.
- \*Close Read strategies will be implemented with students not placed in other intervention programs using Curriculum Associates Magnetic Reading, Spotlight Paired Passages, and Wonders Intervention.
- \*Professional Development and implementation of High Yield Strategies.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

All students will be screened using the DIBELS Oral Reading Fluency Assessment. Students scoring below grade level cut score for ORF will be administered the i-Ready Phonics Inventory for placement to address foundational skills. Students who scored a level 1 or 2 on Spring 2022 FAST will be administered the iReady Phonics for Reading Inventory for placement to address

2nd grade students scoring below 55 PR will be given the placement inventory for Read Well to determine which intervention placement will be appropriate for each student.

**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.

Staffing Specialist will do evidence based professional development with our ESE teachers, based on needs.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** Quarterly

Most students in our SWD group will have the same self-contained teacher and our IS students are strategically placed with teachers. Intervention and ELA block scheduled with support teachers as a priority.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** Will be scheduled prior to Meet the Teacher event on August 7th.

ESE support teachers work daily with SWD students in small groups and provide interventions and accommodations as stated in IEPs.

**Person Responsible:** Jennifer Sidwell (jennifers@leeschools.net)

**By When:** Ongoing

Teachers continue to meet in PLCs to review data, including iReady, formative assessments, district exemplars, Read 180, and HD Word Decoding surveys.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** PLC's will begin August 16th and will be ongoing throughout the school year.

*No description entered*

**Person Responsible:** [no one identified]

**By When:**

**#2. 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.

Foundational skills are crucial for students' success in literacy and are the building blocks of early reading and writing. In order to continue building students' foundational skills, 2nd grade ELA proficiency was chosen as a focus area.

**Measurable Outcome:**

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

Cape Elementary second grade students will increase their ELA Achievement from 73% proficient to 78% proficient as measured by Spring 2024 FAST Assessment.

**Monitoring:**

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

- \*PLC agenda and meeting minutes
- \*Read Well assessments
- \*Monitored through FAST progress monitoring (PM 1, PM 2, and PM 3)
- \*Monitored through iReady data reports
- \*Monitored through exemplars and district progress monitoring systems
- \*Quarterly data chats with administration with individual teachers
- \*Monthly Grade Level PLC meetings with administration.
- \*Classroom walkthroughs

**Person responsible for monitoring outcome:**

Nicole Osterholm (nicoledo@leeschools.net)

**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.)

- \*2nd Grade Read Well (Sub and Min Students)- (2nd grade teachers plus 2 extra teachers -(Lit Coach and ESE Resource)
- \*2nd Grade FlyLeaf (Meets and Enrichment)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Read Well is a comprehensive research-based K–3 reading and language arts solution that helps students build the critical skills needed to be successful readers and learners. Through a flexible approach of whole-class instruction, differentiated small-group instruction, and individual student practice, teachers can meet students at their skill levels and adapt instruction accordingly.

**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.

\*Professional Development on Marzano's New Art and Science of Teaching with Dr. Mike Ruyle during pre-school week. Marzano details the elements of three overarching categories of teaching, which define what must happen to optimize student learning.

\*Working towards HRS Level 2 Certification.

\*Teachers attending conferences and workshops held at Cape during pre-school and throughout the school year.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** \*August 4, 2023-pre-school training \*Professional development and focus on level 2 certification to improve teaching and learning will be ongoing throughout the school year

\*Ongoing professional development for Professional Learning Communities (PLCs)

\*Modeling and professional development to ensure effective PLCs

\*Administration will attend all PLC meetings for all grade levels each week.

\*PLC Lead monthly meetings with administration, administration attends all PLC meetings

\*Resource teachers/counselor/social worker/curriculum specialist attend PLCs once a month to discuss specific areas of needs for individual kids and/or teachers

\*PLC Agenda will be sent to administration prior to the PLC meeting

\*PLC meeting minutes will be submitted in a Shared Google Drive folder

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** Weekly-Every Tuesday during specials

Teachers will attend Read Well training in May and then on August 1st along with the district training.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** August 1, 2023

Implement Instructional Rounds to improve instructional practices for all teachers. All teachers will participate in the Instructional Rounds process throughout the school year. Teachers will be chosen strategically for each round.

**Person Responsible:** Lisa Hunt (lisadh@leeschools.net)

**By When:** 2nd Quarter

**#3. 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.

Our 3 year trend data for ELA Achievement is: 20-21= 66% proficient (FSA), 21-22= 69% proficient (FSA), 22-23=61% proficient (FAST). Although, last year's scores are on a different state assessment compared to the previous years, we feel the need to continue working on improving ELA achievement. We beat the district and state averages in all grades 3rd-5th however; this was our biggest decline in scores. We also know there is a correlation to reading and science performance so we hope this focus will also help improve our science scores.

**Measurable Outcome:**

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

Cape Elementary will increase ELA proficiency from 61% to 65% as measured by Spring 2024 ELA FAST.

**Monitoring:**

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

- \*PLC agenda and meeting minutes
- \*Monitored through FAST progress monitoring (PM 1, PM 2, and PM 3)
- \*Monitored through iReady data reports
- \*Monitored through exemplars and district progress monitoring systems
- \*Quarterly data chats with administration
- \*Classroom walkthroughs

**Person responsible for monitoring outcome:**

Nicole Osterholm (nicoledo@leeschools.net)

**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.)

- \* 4th and 5th Intervention at the same time - IReady Phonics- (4th grade teachers plus 2 extra teachers -(3 ESE Resource and ISS)
- \*4th and 5th Grade (Meets and Enrichment) - Lit Groups/Reteach Standard
- \*Magnetic Reading

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

PHONICS for Reading relies on easy-to-follow teacher scripts that enable a wide range of educators to provide effective intervention. Each lesson provides a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency.

**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.

Pull iReady report each Friday and send to admin to include in Weekly Notes. iReady will be tracked to ensure each student has 2 lessons passed and 50 minutes per week. Data will be added to school-wide data board in the cafeteria. Students will be randomly rewarded, with a visit by the principal and her prize cart, for meeting their weekly goals.

**Person Responsible:** Dianne Johnson (dianneyj@leeschools.net)

**By When:** August 25th and will be ongoing throughout the school year.

\*Professional Development on Marzano's New Art and Science of Teaching with Dr. Mike Ruyle during pre-school week. Marzano details the elements of three overarching categories of teaching, which define what must happen to optimize student learning.

\*Working towards HRS Level 2 Certification.

\*Teachers attending conferences and workshops held at Cape during pre-school and throughout the school year.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** \*August 4, 2023-pre-school training \*Professional development and focus on level 2 certification to improve teaching and learning will be ongoing throughout the school year

\*Ongoing professional development for Professional Learning Communities (PLCs)

\*Modeling and professional development to ensure effective PLCs

\*Administration will attend all PLC meetings for all grade levels each week.

\*PLC Lead monthly meetings with administration, administration attends all PLC meetings

\*Resource teachers/counselor/social worker/curriculum specialist attend PLCs once a month to discuss specific areas of needs for individual kids and/or teachers

\*PLC Agenda will be sent to administration prior to the PLC meeting

\*PLC meeting minutes will be submitted in a Shared Google Drive folder

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** Weekly-Every Tuesday during Specials

Implement Instructional Rounds to improve instructional practices for all teachers. All teachers will participate in the Instructional Rounds process throughout the school year. Teachers will be chosen strategically for each round.

**Person Responsible:** Debra Horn (debramh@leeschools.net)

**By When:** 2nd Quarter

\*School-wide data spreadsheet implemented for teachers, resource teachers, and administrators to track progress.

\*Flexible groupings of students and interventions are discussed during monthly meetings with support staff and administrators.

\*Master schedule is updated based on needs of students and resource teacher supports.

**Person Responsible:** Kristine Sund (kristineasu@leeschools.net)

**By When:** Monthly meetings ongoing throughout the school year and more often as needed.



**#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.

In 21-22 school year, our 3rd grade students scored 71% proficiency on FSA. Last school year (22-23), our 3rd graders scored 55% proficiency on FAST. Our 3rd graders beat the district average by +15 and the state average by +5 on ELA achievement. We are comparing two different state assessments from 21-22 and 22-23 school year however; this was a significant decline in scores and we feel the need to continue working on improving ELA achievement. Also, third grade is a state mandated retention year if students don't pass the FAST assessment so that was also considered into this focus.

**Measurable Outcome:**

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

Cape Elementary 3rd grade students will maintain ELA proficiency from 55% to 55% as measured by Spring 2024 ELA FAST.

**Monitoring:**

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

- \*PLC agenda and meeting minutes
- \*Monitored through FAST progress monitoring (PM 1, PM 2, and PM 3)
- \*Monitored through iReady data reports
- \*Monitored through exemplars and district progress monitoring systems
- \*Quarterly data chats with administration
- \*Classroom walkthroughs

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

- \*3rd Grade Really Great Reading HD Word and IReady Phonics (3rd grade teachers plus 2 extra teachers - (ISS and ESE Resource)
- \*3rd Grade (Meets and Enrichment) - Lit Groups/Reteach Standard- (3rd grade teaches)
- \*Magnetic Reading

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

- \*PHONICS for Reading relies on easy-to-follow teacher scripts that enable a wide range of educators to provide effective intervention. Each lesson provides a consistent routine that allows students to apply each concept in increasingly challenging situations to build accuracy, automaticity, and fluency.
- \*While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students' skills in other areas of reading, such as fluency and comprehension.
- \*Magnetic Reading for Grades 3–5 connects the art of teaching with the Science of Reading to develop successful, proficient readers.

**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.

\*Professional Development on Marzano's New Art and Science of Teaching with Dr. Mike Ruyle during pre-school week. Marzano details the elements of three overarching categories of teaching, which define what must happen to optimize student learning.

\*Working towards HRS Level 2 Certification.

\*Teachers attending conferences and workshops held at Cape during pre-school and throughout the school year.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** \*August 4, 2023-pre-school training \*Professional development and focus on level 2 certification to improve teaching and learning will be ongoing throughout the school year

\*Ongoing professional development for Professional Learning Communities (PLCs)

\*Modeling and professional development to ensure effective PLCs

\*Administration will attend all PLC meetings for all grade levels each week.

\*PLC Lead monthly meetings with administration, administration attends all PLC meetings

\*Resource teachers/counselor/social worker/curriculum specialist attend PLCs once a month to discuss specific areas of needs for individual kids and/or teachers

\*PLC Agenda will be sent to administration prior to the PLC meeting

\*PLC meeting minutes will be submitted in a Shared Google Drive folder

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** Weekly-Every Tuesday during specials

Implement Instructional Rounds to improve instructional practices for all teachers. All teachers will participate in the Instructional Rounds process throughout the school year. Teachers will be chosen strategically for each round.

**Person Responsible:** Debra Horn (debramh@leeschools.net)

**By When:** 2nd Quarter

Revamp Performance Class Placement. We did surveys to collect feedback from stakeholders and determined a new system for classroom placement for the 23-24 school year. We met with teachers to discuss all students and they were strategically placed into classes based on student needs and teacher/student personalities to best meet the needs of all students and schedule them into the most appropriate classroom.

**Person Responsible:** Nicole Osterholm (nicoledo@leeschools.net)

**By When:** August 4, 2023

**#5. 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.

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.

**Measurable Outcome:**

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

Cape Elementary will decrease the number of student non-attenders for our quarterly SOAR Celebrations from 33% to 28% by May 31, 2023 as measured by PBIS Non-Attender Tracker.

**Monitoring:**

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

- \*SOAR Celebration Non-Attenders list
- \*LiveSchool data tracking- positive and negative points
- \*Discipline Referrals in FOCUS
- \*Positive Referral data

**Person responsible for monitoring outcome:**

Kristine Sund (kristineasu@leeschools.net)

**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.)

PBIS is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community and supported by caring adults.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone.

**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.

School-wide implementation of LiveSchool.

**Person Responsible:** Kristine Sund (kristineasu@leeschools.net)

**By When:** August 10, 2023

Implement school-wide use of positive referrals to recognize students for making good choices and going above and beyond daily expectations. We will celebrate students who earn positive referrals in the office with administration. Students will sign the "Honor Wall" and earn a pencil that says "My principal is proud of me."

**Person Responsible:** Kristine Sund (kristineasu@leeschools.net)

**By When:** August 10, 2023

PBIS team meets monthly to discuss, analyze data, and make changes to systems as needed. Track non-attenders by teacher, grade level, and whole school. Meet with teams to discuss the list and develop plans to help prevent students from missing multiple SOAR Celebrations.

**Person Responsible:** Kristine Sund (kristineasu@leeschools.net)

**By When:** Ongoing

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.