

# Cape Elementary School



2014-15 School Improvement Plan

## Cape Elementary School

4519 VINCENNES BLVD, Cape Coral, FL 33904

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
59%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
37%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

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

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

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

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



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

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

The school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances. The SOAR Expectations are recited each day on the morning news and are posted throughout the halls of the school. It is an expectation that all students navigate throughout the campus according to our School-wide SOAR Expectations (SOAR Classroom Expectations, SOAR Cafeteria Expectations, and SOAR Hallway Expectations). Kagan structures are a required component to daily lessons to foster team building, classroom building, collaboration, and cooperative learning. These structures deter from negative behavior by allowing all students the opportunity to become active participants in their learning. A student handbook, outlining the school's expectations, is sent home with all students upon initiating the school year or upon student date of entry. Students, parents, and teachers must sign that they have read and agreed to all expected behaviors. Our school is also a PBS school in which positive behaviors are recognized. We take a proactive positive direction instead of a reactive direction involving consequences. Students are given "Capeables" when they have been seen acting in an appropriate manner. The students then get to purchase items from the school's "Capeable Store".

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

Guidance classes are offered, and the guidance counselor is available for all students to address any concerns that may affect their learning, thinking, and life. Cape Elementary also provides a mentoring program, which invites adult advocates/mentors in to our school once a week to offer additional support to our students' educational experiences. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families, as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the children. At the beginning of each school year,

teachers provide positive phone calls home within the first two weeks of schools to begin the communication process with the teacher and family. The principal and assistant principal randomly select students' parents to call home in order to maintain open lines of communication and support between home and school.

### Early Warning Systems

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

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

The school uses Performance Matters, STAR Reading/Math, STAR Early Literacy, and District Support Applications as early warning systems to identify at-risk students. The reports utilized are the Student Detail Report, Student Item Analysis, Student Growth, Absence, and Suspension Reports. These reports encompass indicators such as the current courses that the student is enrolled in, subject area grades, attendance history, discipline history, and state, district, and school assessment results. This information is available to administration and teachers to collaboratively determine which supports and interventions are appropriate to aide these students.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	6	6	7	7	8	45
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	5	17	44

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

There are several interventions that the school has in place to improve the academic performance of students who have been identified through the early warning system as being at-risk. These at-risk students are provided with learning strategies and remediation of state standards to improve their academic performance. Teachers, reading specialist, and administration closely monitor student data and meet regularly to discuss the progress of our at-risk students and provide strategies and supports to improve student academic growth.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

1. Increase volunteer hours to 4,800.
2. Increase attendance at PTO meetings by 10 families.

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

Cape Elementary continues to build and sustain meaningful partnerships with the local community in various ways. With the help of our Business Partners; Costco, Perkins Restaurant, Jason's Deli, Panera, Winn Dixie, Publix, and Cape Coral First United Methodist Church, Christ Lutheran Church, and our family and community events have been a success due to their continued efforts and support. Through their generous donations, support, and free giveaways, our attendance for each event has been ample. Some of our Business/Community Partners, such as Costco, Cape Coral First United Methodist Church, and Christ Lutheran Church provide academic supports to our classrooms through donated materials and volunteer supports at events and during instructional hours. By exposing our parents and community members to partnerships like this, an increased engagement of learning and parent involvement has been evident throughout the school year.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Osterholm, Nicole	Principal
Sund, Kristine	Assistant Principal
Boeck, Shelly	Guidance Counselor
Johnson, Dianne	Other

#### **Duties**

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

The roles of each member are as follows:

Classroom Teacher

- \* Keep ongoing progress monitoring notes in a MTSS folder (Curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
- \* Attend MTSS Team Meetings to collaborate on & monitor students who are struggling.
- \* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- \* Deliver instructional interventions with fidelity.

Reading Specialist

- \* Attend MTSS Team Meetings.
- \* Train teachers in interventions, progress monitoring, differentiated instruction
- \* Implement supplemental and intensive interventions
- \* Keep progress monitoring notes & anecdotes of interventions implemented
- \* Administer screenings
- \* Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- \* Attend MTSS Team Meetings for students receiving supplemental and intensive support
- \* Completes Communications Skills screening for students unsuccessful with Tier 2 interventions
- \* Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- \* Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- \* Facilitate implementation of the MTSS problem-solving process in your building
- \* Provide or coordinate valuable and continuous professional development
- \* Assign paraprofessionals to support MTSS implementation when possible
- \* Attend Team Meetings to be active in the MTSS change process
- \* Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor

- \* Often MTSS Team facilitators
- \* Schedule and attend MTSS Team Meetings
- \* Maintain log of all students involved in the MTSS process
- \* Send parent invites
- \* Complete necessary MTSS forms
- \* Conduct social-developmental history interviews when requested

School Psychologist

- \* Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- \* Monitor data collection process for fidelity
- \* Review & interpret progress monitoring data
- \* Collaborate with MTSS Team on effective instruction & specific interventions
- \* Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- \* Consult with MTSS Team regarding intensive interventions
- \* Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- \* Consult with MTSS Team
- \* Provide staff trainings

Social Worker

- \* Attend MTSS Team meetings when requested

- \* Conduct social-developmental history interviews and share with MTSS Team ESOL/ELL Representative
- \* Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- \* Conduct language screenings and assessments
- \* Provide ELL interventions at all tiers

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jan Maconi	Teacher
Debra Horn	Teacher
Nicole Osterholm	Principal
Meghan Serra	Parent
Francisco Benitez	Education Support Employee
Onelio Perez	Education Support Employee
John Lison	Business/Community
Kathy Taylor	Business/Community
Nako Kellum	Business/Community
Alex Evers	Parent
Isabel Barros	Parent
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

Cape Elementary understands the importance of parent involvement and because of this, the School Advisory Committee composed of parents, teachers, administrators, and members of the community,

will

meet to discuss academic priorities throughout the school year. Documentation for all parent meetings will include: flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The School budget is discussed at SAC and PTO meetings. Each department and it's predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Administration will present the school's annual budget and discuss how funding is and will be spent during the 2014-2015 school year.

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Osterholm, Nicole	Principal
Sund, Kristine	Assistant Principal
Johnson, Dianne	Other
Maconi, Jan	Teacher, K-12
Hunt, Lisa	Teacher, K-12
Leith, Debbie	Teacher, K-12
Horn, Debra	Teacher, K-12
Megan, DeRosso	Teacher, K-12
Galbreath, Amy	Teacher, K-12
Molczyk, Marie	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

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

## Public and Collaborative Teaching

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

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

Cape Collaborative Teams Defined:

A collaborative grade level working interdependently to achieve a common goal which is: increase student growth as measured through evidenced based data, best practices, and continuous improvement to enhance student achievement in an environment where everyone is mutually accountable.

Collaborative teams:

- Works collaboratively to ensure high levels of learning for all students focusing on results
- Do not work in isolation but as a whole
- Review student data to decide what needs to be taught and how (look at individual students and individual skills)
- Develop a pyramid of interventions for students who do not acquire grade level skills
- Develop and evaluate effective lessons
- Monitor student data for mastery & lesson success
- Celebrate success/improvements

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

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

Principal

Assistant Principal

Reading Specialist

New teachers to Cape Elementary are assigned peer mentors and meet regularly.

Assistant Principal

Peer Mentor

Regular Meetings of new teachers with the administration and reading specialist.

Principal

Assistant Principal

Reading Specialist

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

Assistant Principal

Teachers

Parents

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

Administrators

Paraprofessional

Partnership with PTO

PTO President and Board

Administrators

Teachers

Staff will participate in Professional Development and Professional Learning Communities to plan for the implementation of CCSS.

Administration

Reading Specialist

Trainers

Ongoing

Provide RTI/MTSS support for students not succeeding academically and/or behaviorally.

School Counselor

Ongoing

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teachers complete lesson plans in OnCourse and include State Standards being covered and best practices. Teachers document differentiated instruction and strategies used to support accelerated, remedial, and on level learners. Lesson plans are checked weekly by administration. Administration completes walk-throughs and follow up through a coaching model to monitor and support classroom instruction. Teachers are provided District approved student work books and curriculum to support the instruction of the state standards. Teachers follow the District created academic plans to ensure all standards are taught in accordance with the state requirements.

#### **Instructional Strategies**

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

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

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



**Strategy: Extended School Day**

**Minutes added to school year: 46**

Certified teachers will instruct third, fourth, and fifth grade students in the bottom 25% in small groups. The curriculum for the Extended Day Program will be intensive reading, and /or mathematics instruction for students who are below district and/or state standards. The instruction will target specific areas in which students are weak and will continuously be assessed to determine mastery.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Sund, Kristine, kristineasu@leeschools.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

A Kindergarten Orientation is held in January the prior year to the start of the school year for kindergarten students, and their families, to familiarize them with the school process and school expectations. All incoming kindergarten students are screened prior to or upon entering kindergarten. Students are assessed and at the same time parents meet with a PTO Board member to learn about Cape Elementary. A Curriculum Night meeting will be held during Quarter 1 of the school year for students and their families to familiarize them with the school and expectations for the coming year.

**College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

## Strategic Goals Detail

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

**G1. Increase student achievement gains school-wide by focusing on teaching and learning.** 1a

G040102

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	86.0
AMO Math - All Students	87.0
Math Lowest 25% Gains	93.0
ELA/Reading Lowest 25% Gains	93.0
Math Gains	93.0
ELA/Reading Gains	93.0

**Resources Available to Support the Goal** 2

- District Academic Plans
- District wide adoption of ELA, Math, Science and Social Studies resources
- Common Assessments
- District and school Professional Development
- PLCs / Common Planning Time
- Performance Class Placement
- Volunteers
- Stability of staff(especially teachers)
- Performance Matters
- Curriculum Evening Events

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and transition with new standards, updated academic plans, and teaching through the content areas.
- Variety of knowledge and implementation of PLCs in the school.

**Plan to Monitor Progress Toward G1.** 8

Progress toward meeting our goal will be monitored by reviewing the following data with Administration and PLC teams: Performance Matters item analysis by teacher, STAR Reading/Early STAR, reading and math formative assessments, and district common assessments.

**Person Responsible**

Kristine Sund

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

PLC agendas with administration, data analysis of reading and math formative assessments, STAR data, ELA Concept tests and writing assessments and district baseline/mid-year assessments.

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G040102

**G1.B1** Lack of knowledge and transition with new standards, updated academic plans, and teaching through the content areas. **2**

 B096895

**G1.B1.S1** Design and deliver PD in district academic plans, and implementation of new standards for ELA and Math for teaching and learning. **4**

 S108119

### Strategy Rationale

#### Action Step 1 **5**

Professional Development on the Academic Plans and new standards for ELA and Math.

#### Person Responsible

Dianne Johnson

#### Schedule

Biweekly, from 8/18/2014 to 6/3/2015

#### Evidence of Completion

Agendas/Meeting Minutes/SharePoint

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Design specific professional development for new standards and Academic Plans.

**Person Responsible**

Kristine Sund

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

PLC meeting minutes, PLC agendas, SharePoint calendar, and weekly notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Develop calendar and schedule for data collection from classroom walkthrough using instruments measuring: instruction aligned to new standards and the academic plan.

**Person Responsible**

Kristine Sund


**Schedule**

Monthly, from 8/18/2014 to 6/3/2015


**Evidence of Completion**

Classroom Walkthrough data

**G1.B2** Variety of knowledge and implementation of PLCs in the school. 2

 B096896

**G1.B2.S1** Provide ongoing support, guidance and time for PLCs. 4

 S108122

**Strategy Rationale**

**Action Step 1** 5

PLCs

**Person Responsible**

**Schedule**

***Evidence of Completion***

PLC norms, agendas, meeting minutes posted on SharePoint.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Ongoing collaboration to: Plan, establish and publish agendas for PLC meetings; agendas sent to PLC teams two days prior to the meeting; facilitate meetings, meeting minutes (including attendance) published on grade-level SharePoint

**Person Responsible**

**Schedule**

***Evidence of Completion***

PLC Agendas, data collected/analyzed and Meeting Minutes for each grade level on SharePoint

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Grade level SharePoint site: PDSAs and Meeting Minutes

**Person Responsible**

**Schedule**

**Evidence of Completion**

Smart Goals, PDSAs, and specific data collected for the PLC cycle

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development on the Academic Plans and new standards for ELA and Math.	Johnson, Dianne	8/18/2014	Agendas/Meeting Minutes/SharePoint	6/3/2015 biweekly
G1.B2.S1.A1	PLCs		PLC norms, agendas, meeting minutes posted on SharePoint.	once	
G1.MA1	Progress toward meeting our goal will be monitored by reviewing the following data with Administration and PLC teams: Performance Matters item analysis by teacher, STAR Reading/ Early STAR, reading and math formative assessments, and district common assessments.	Sund, Kristine	8/18/2014	PLC agendas with administration, data analysis of reading and math formative assessments, STAR data, ELA Concept tests and writing assessments and district baseline/mid-year assessments.	6/3/2015 monthly
G1.B1.S1.MA1	Develop calendar and schedule for data collection from classroom walkthrough using instruments measuring: instruction aligned to new standards and the academic plan.	Sund, Kristine	8/18/2014	Classroom Walkthrough data	6/3/2015 monthly
G1.B1.S1.MA1	Design specific professional development for new standards and Academic Plans.	Sund, Kristine	8/18/2014	PLC meeting minutes, PLC agendas, SharePoint calendar, and weekly notes	6/3/2015 biweekly
G1.B2.S1.MA1	Grade level SharePoint site: PDSAs and Meeting Minutes		Smart Goals, PDSAs, and specific data collected for the PLC cycle	once	
G1.B2.S1.MA1	Ongoing collaboration to: Plan, establish and publish agendas for PLC meetings; agendas sent to PLC teams two days prior to the meeting; facilitate meetings, meeting minutes (including attendance) published on grade-level SharePoint		PLC Agendas, data collected/ analyzed and Meeting Minutes for	once	



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			each grade level on SharePoint		

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

### G1. Increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Lack of knowledge and transition with new standards, updated academic plans, and teaching through the content areas.

**G1.B1.S1** Design and deliver PD in district academic plans, and implementation of new standards for ELA and Math for teaching and learning.

#### PD Opportunity 1

Professional Development on the Academic Plans and new standards for ELA and Math.

##### Facilitator

Cadre ELA trainers and Cadre Math trainers

##### Participants

Kindergarten to 5th Grade teachers

##### Schedule

Biweekly, from 8/18/2014 to 6/3/2015

### G1.B2 Variety of knowledge and implementation of PLCs in the school.

**G1.B2.S1** Provide ongoing support, guidance and time for PLCs.

#### PD Opportunity 1

PLCs

##### Facilitator

Administrators and PLC Facilitators

##### Participants

All instructional staff

##### Schedule

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase student achievement gains school-wide by focusing on teaching and learning.	15,217
<b>Grand Total</b>	<b>15,217</b>

### Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
<b>B1.S1.A1</b> - Fee Based Program	Other	10,217
<b>B1.S1.A1</b> - Projected	Title II	5,000
<b>Total Goal 1</b>		<b>15,217</b>