Brevard Public Schools

CAPE VIEW ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Cape View Elementary, we are dedicated to fostering a supportive and inclusive environment where every student is valued, challenged, and empowered. Through strong relationships, high expectations, and community partnerships, we nurture the whole child and inspire a love for lifelong learning.

Provide the school's vision statement

At Cape View, we build strong relationships and a family atmosphere where everyone feels safe, valued, and supported. Through community-building, we create a culture of belonging. Our teachers deliver rigorous, inclusive instruction and collaborate often to ensure every student grows and succeeds.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa Long

long.melissa@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

As principal, my primary responsibility is for the safety and well-being of all students and staff. As a school leader, I monitor the instructional program to ensure all students have equitable learning opportunities. I communicate all data and information to all stakeholders as well as utilize their

feedback for school improvement. I work closely with my instructional coach to support standards-aligned planning and coaching as needed. Additionally, I monitor student progress, student engagement, and standards-aligned instructional practices to provide teachers with feedback for improved instruction.

Leadership Team Member #2

Employee's Name
Pamela Dodd

Assistant Principal

Position Title
dodd.pamela@brevardschools.org

Job Duties and Responsibilities

As assistant principal, I support the principal and teachers by providing an effective, positive learning environment. In this position, I monitor the fidelity of the curriculum, delivery of instruction, and aligned assessments. I also provide teachers with valuable feedback regarding standards-aligned instructional practice. Another role I am involved with is professional development to support our school improvement goals and action steps.

Leadership Team Member #3

Employee's Name
Margaret Biery

biery.margaret@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

As a literacy coach, I work closely with the school leadership team and teachers. I serve as a stable resource to provide standards-aligned professional development and work directly to support new teachers by modeling for the teacher and observing implementation of the new best practice with fidelity. I also monitor student data throughout the year to help teachers find the appropriate resources and intervention strategies/tasks to use with students. As the literacy coach, I will lead Tier 2 intervention groups for K-3rd. I work within all aspects of the coaching cycle to hone teachers' academic craft so that they may continue to plan and deliver effective instructional practice.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

We involve all stakeholders in the development of the SIP. The School Advisory Council meets, and the Principal reviews available achievement data and school operational issues. During this time, parents and community members are encouraged to provide input and to participate in dialogue surrounding school improvement needs.

Comprehensive needs assessment meetings were held during the summer to share academic data, survey results, and behavioral data. Community members, teachers, parents, and administration participated in the meeting, leading efforts to analyze what we have done well and what we need to improve upon.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored regularly for effective implementation and progress toward focus area of achievement goals. Data will be analyzed to seek evidence of implementation through regular classroom walkthroughs, surveys, and conversations during feedback sessions. During the leadership team meetings, the team will calibrate and quantify the findings to analyze the effectiveness. The team will conduct a detailed monthly review and make adjustments as needed.

The School Improvement Plan will be monitored for impact on student achievement through student assessment data review. Staff will review achievement data through quarterly data meetings. The leadership team will also meet monthly to review student achievement data. Additionally, after PM 2, members of the leadership team will complete a Mid-Year review to assess progress toward goals and implementation trends. The results of this review will be shared with stakeholders for their input. We will revise our SIP based on the needs identified during these review meetings to ensure

continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**96.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: C** **2021-22: B** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	17	33	32	40	40	30	38	0	0	230
Absent 10% or more school days	5	8	6	8	14	5	11	0	0	57
One or more suspensions	1	6	7	1	2	6	5	0	0	28
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	2	10	13	11	13	9	7	0	0	65
Level 1 on statewide Math assessment	0	8	8	15	12	7	4	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	3	2	8	1	7	0	0	0	26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	8	8	15	12	7	4	0	0	54

Current Year 2025-26

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	2	7	5	5	8	5	6	0	0	38

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	5	0	6	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2024-25) As Last 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 school days	11	7	7	7	6	4	10			52
One or more suspensions	2	1	1		5	6	6			21
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment	10	14	14		2	2	9			51
Level 1 on statewide Math assessment	16	9	17		2	2	9			55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	5	8	13	8						34
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	8	13	8	6					40

Prior Year (2024-25) As Last Reported (pre-populated)

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	9	5	5	2	3	3	4			31

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	2							8
Students retained two or more times							1			1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	57	62	59	56	61	57	55	58	53
Grade 3 ELA Achievement	51	58	59	64	59	58	58	57	53
ELA Learning Gains	71	62	60	53	64	60			
ELA Lowest 25th Percentile	78	57	56	62	60	57			
Math Achievement*	53	63	64	56	62	62	48	58	59
Math Learning Gains	67	67	63	67	68	62			
Math Lowest 25th Percentile	67	54	51	68	59	52			
Science Achievement	69	62	58	48	60	57	35	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	62	63	93	57	61	80	54	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	574
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	63%	55%	59%	60%		69%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	43%	No		
English Language Learners	63%	No		
Hispanic Students	56%	No		
White Students	71%	No		
Economically Disadvantaged Students	65%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	57%	51%	71%	78%	53%	67%	67%	69%					61%
Students With Disabilities	31%	35%	61%		29%	61%							
English Language Learners	30%		76%		70%	76%							61%
Hispanic Students	33%		59%		48%	67%	70%						56%
White Students	62%	59%	72%	90%	55%	67%	80%	80%					
Economically Disadvantaged Students	56%	48%	68%	86%	49%	70%	73%	67%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	56%	64%	53%	62%	56%	67%	68%	48%					93%
Students With Disabilities	38%		57%	50%	30%	50%							
English Language Learners													93%
Hispanic Students	50%		52%	50%	46%	64%	67%						92%
Multiracial Students	82%		55%		50%	58%							
White Students	57%	68%	55%	69%	63%	72%		56%					
Economically Disadvantaged Students	56%	75%	53%	67%	49%	64%	69%	39%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	55%	58%			48%			35%					80%
Students With Disabilities	29%	18%			24%			17%					
English Language Learners													80%
Hispanic Students	47%				37%								
Multiracial Students	61%				44%								
White Students	59%	67%			56%			43%					
Economically Disadvantaged Students	49%	59%			45%			21%					

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Cape View Elementary saw its greatest academic growth in science proficiency, which increased by an impressive 21 percentage points, rising from 48% to 69%. This gain not only marks a significant improvement for our school but also exceeds both the state average of 55% and the district average of 60%.

This success is the result of intentional, schoolwide efforts to strengthen science instruction:

- Weekly science planning sessions focused on standard alignment, depth of knowledge, and instructional strategies.
- A dedicated STEM lab experience for grades 3–6 that emphasized hands-on, inquiry-based learning.
- Co-teaching in 5th grade, with collaboration between classroom teachers and the STEM specialist to deepen content delivery.
- Integration of Penda Science and other interactive tools to increase student engagement and reinforce key concepts.
- Ongoing use of formative data to guide reteaching, enrichment, and individualized support.

These targeted actions helped Cape View students build a strong foundation in science, resulting in exceptional growth and performance that outpaced both the state and district.

Lowest Performance

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

Our lowest-performing area this year was 3rd-grade ELA proficiency, with 51% of students scoring proficient, compared to the state average of 57% and the district average of 58%. While this reflects areas where growth is needed, it also provides us with valuable insight to guide improvement efforts.

In response, Cape View is taking the following targeted actions:

1. Strengthening foundational reading skills through daily small-group instruction and phonics-based interventions. Implementing structured data meetings to identify skill gaps and adjust instruction in

real time.

2. Teachers will participate in collaborative planning sessions. Professional development for K-6 teachers in evidence-based literacy strategies aligned to the standards, standards-based instruction, and vocabulary will occur throughout the year. The leadership team will conduct weekly walkthroughs and provide feedback to teachers.

3. Teachers will provide opportunities for students to summarize text and understand the writing process.

We are committed to closing this gap and ensuring our 3rd graders gain the skills and confidence needed for future success.

Greatest Decline

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

The greatest decline at Cape View Elementary was in 3rd grade math proficiency, which dropped 21 percentage points, from 59% to 38%. This performance falls below the state average of 63% and the district average of 59%, signaling an urgent need for focused improvement.

Schoolwide, overall math proficiency decreased from 54% to 51%, while the district maintained a 60% average. This decline highlights the importance of re-evaluating our approach to math instruction and support across all grade levels.

In response, Cape View is implementing several key strategies:
1. Facilitative Collaborative planning to support a structured math block to provide targeted support based on individual student needs. Feedback from walkthroughs to strengthen Tier 1 instruction.

2. Increased use of manipulatives, visual models and math discourse to deepen conceptual understanding.

Addressing this decline is a top priority as we work to strengthen math instruction and ensure all students are equipped for success.

Greatest Gap

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.

Cape View Elementary's greatest gap from the state average was in 3rd grade math proficiency,

where only 38% of students scored proficient, compared to the state average of 63% —a 25 percentage point gap. This data point underscores a critical area in need of focused instructional support and intervention.

EWS Areas of Concern

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

Two key areas of concern identified through the Early Warning System (EWS) are attendance and behavior.

- Attendance:
  - In 4th grade, 14 students have already accumulated chronic absences (10% or more).
  - In 6th grade, 11 students fall into the same at-risk attendance category.
- Behavior (Suspensions):
  - In 1st, 2nd, and 5th grades, a total of 7 students have received multiple suspensions, placing them at risk for continued academic and behavioral challenges.

These indicators highlight the need for targeted interventions, including:

1. Student Mentoring for at-risk students

2. Consistent schoolwide expectations and reinforcement system. A tiered behavioral supports and social-emotional learning opportunities through Positive Behavior Intervention Support (PBIS) will encourage positive attendance and behavior.

3. Employ a Parent Liaison to focus efforts on incentives and attendance meetings.

By addressing these areas early, we aim to improve student outcomes and keep all learners on a path to success.

Highest Priorities

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

1. Improve ELA Proficiency with a focus on foundational skills

Why: 3rd grade ELA proficiency is at 51%, below the state average of 57% and district average of 58%, making it the lowest-performing academic area.

Action Focus:
*Strengthening foundational reading skills through daily small-group instruction and phonics-based interventions. Implementing structured data meetings to identify skill gaps and adjust instruction in real time.

*Teachers will participate in collaborative planning sessions. Professional development for K-6 teachers in evidence-based literacy strategies aligned to the standards, standards-based instruction, and vocabulary will occur throughout the year. The leadership team will conduct weekly walkthroughs and provide feedback to teachers.

*Teachers will provide opportunities for students to summarize text and understand the writing process.

2. Strengthen Math Instruction and Close Proficiency Gaps

Why: Schoolwide math proficiency dropped from 54% to 51%, and 3rd grade saw a 21-point decline. 3rd-grade math is 25 points below the state average (38% vs. 63%).

Action Focus:
*Facilitative Collaborative planning to support a structured math block to provide targeted support based on individual student needs. Feedback from walkthroughs to strengthen Tier 1 instruction.

*Increased use of manipulatives, visual models, and math discourse to deepen conceptual understanding.

3. Address Attendance and Behavior Concerns identified in EWS
Why: Chronic absenteeism in 4th grade (14 students) and 6th grade (11 students); 7 students in 1st, 2nd, and 5th grades with suspensions.

Action Focus:
*Employ a Parent Liaison to support attendance efforts.

*Student Mentoring for at-risk students

*Consistent schoolwide expectations and reinforcement system. A tiered behavioral support and social-emotional learning opportunities through Positive Behavior Intervention Support (PBIS) will encourage positive attendance and behavior.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

When Tier 1 ELA instruction is explicit, standards-aligned, and intentionally scaffolded, it builds the literacy foundation essential for success across all content areas. Strengthening core instruction reduces the need for interventions and ensures equitable access to grade-level texts and tasks. Emphasis on vocabulary and comprehension supports students' ability to think critically, communicate effectively, and perform on statewide assessments.

- ELA proficiency across multiple grade levels showed minimal growth or remained below district and state averages despite intervention supports.
- 3rd grade ELA proficiency was 51%, compared to 57% at the state level and 58% at the district level—representing one of the lowest-performing subgroups at Cape View.
- While other content areas (e.g., science) saw substantial gains, ELA remained relatively flat, indicating a need to address Tier 1 planning, instruction, and consistency.
- Walkthroughs and planning reviews revealed gaps in text complexity, alignment to standards, and intentional vocabulary development.

Based on this data and instructional feedback, ELA has been identified as a crucial area of focus to ensure all students become proficient readers and writers. A strong foundation in literacy is essential for achievement in all academic areas and long-term student success.

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

Kindergarten–2nd Grade:
The focus will be on developing **foundational reading skills**, including phonemic awareness,

phonics, vocabulary, and early fluency. Instruction will emphasize systematic, explicit phonics and high-frequency word instruction to build strong decoding skills. Daily routines will include small group differentiated instruction, phonological awareness activities, and connected text practice to build stamina and comprehension. Teachers will participate in regular **facilitative collaborative planning** to break down state benchmarks, plan for depth of knowledge, questioning and appropriate tasks. Teachers will plan for modeling, scaffolding and supporting students to **summarize text and through the writing process.**

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

3rd–6th Grade:
The focus will shift toward reading comprehension, **summarizing text, and evidence-based writing.** Students will engage in close reading of complex texts aligned to grade-level standards, with an emphasis on citing text evidence, analyzing the author's craft, and responding to text-dependent questions. Instruction will include collaborative discussion protocols and modeled writing to support development in both informational and literary analysis. Teachers will participate in regular **facilitative collaborative planning** to break down state benchmarks, plan for depth of knowledge, questioning and appropriate tasks.

Grades K-2: Measurable Outcome(s)

By May 2026, 65% or more of students in grades K–2 will demonstrate on or above grade-level performance in foundational reading skills (phonemic awareness, phonics, and fluency) as measured by FAST PM 3 data.

- 100% of K–2 teachers will participate in weekly facilitated collaborative planning to unpack state benchmarks, plan for appropriate DOK levels, and develop aligned tasks and small group instruction.
- All K–2 classrooms will implement daily small group reading instruction and phonological awareness routines, with implementation monitored through administrative walkthroughs and lesson plan reviews.
- Student growth will be tracked using progress monitoring tools (e.g., i-Ready phonics subtests, fluency checks, and high-frequency word assessments) with quarterly data chats to adjust instruction.

Grades 3-5: Measurable Outcome(s)

By May 2026, at least 60% of students in grades 3–6 will demonstrate proficiency in ELA on the FAST Progress Monitoring (PM3) assessment, showing growth in reading comprehension, academic vocabulary, and evidence-based writing aligned to the B.E.S.T. ELA Standards.

- Students will show growth from PM1 to PM3 in comprehension and vocabulary subdomains,

as measured by FAST and standards-aligned formative assessments.
- 100% of 3rd–6th grade teachers will implement weekly close reading lessons with text-dependent questions, vocabulary development strategies, and modeled written responses.
- Quarterly writing samples and comprehension tasks will be reviewed in data chats to monitor student progress and inform instructional adjustments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Weekly Collaborative Planning Checks: Admin and coach will review planning agendas and attend sessions to monitor standard alignment, rigor, vocabulary focus, and evidence-based writing integration

2. Classroom Walkthroughs & Feedback: Targeted walkthroughs will be conducted biweekly using ELA-specific look-fors (e.g., small group reading, text-dependent questions, phonics routines). Feedback will be shared to support continuous instructional improvement

3. Quarterly Data Chats: PM and classroom data (i-Ready, FAST, fluency checks, writing samples) will be analyzed by grade level to adjust instruction and groupings.

4. Progress Monitoring Tools: i-Ready subdomain reports, fluency checks, and comprehension quizzes will be used to track growth in targeted skill areas.

5. Writing Samples: Evidence-based writing samples collected quarterly will be scored with a common rubric and used to track progress toward writing proficiency.

Person responsible for monitoring outcome

Margaret Biery, Literacy Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cape View will implement a combination of evidence-based literacy interventions tailored to K–2 and 3–6 grade bands to address foundational reading and comprehension needs. Grades K–2: 95% Group Phonics Intervention (Tier 1 – Strong Evidence) A structured, explicit phonics program used in small groups to build decoding and fluency. Monitored by: Small group logs, fidelity checklists, and student mastery tracking. Grades 3–6: Walk to intervention model for Tier 2/3 and small group reading comprehension support for Tier 1 with high-interest texts and writing integration. Monitored

by: Lesson logs, student reading levels, and weekly progress monitoring. R.A.C.E.S. Writing Strategy and Modeled Writing. A scaffolded strategy for writing responses to text with evidence, structured using graphic organizers. Monitored by: Quarterly writing samples, rubrics, and conferencing notes.

Rationale:
Cape View is implementing a combination of targeted, evidence-based literacy interventions to address specific student needs in foundational reading and comprehension. In grades K–2, the 95% Group Phonics Intervention ensures that early decoding and fluency skills are developed systematically to prevent future reading gaps. In grades 3–6, the walk-to-intervention model and small group comprehension instruction provide differentiated support to strengthen understanding of complex texts and improve academic vocabulary. Additionally, the R.A.C.E.S. writing strategy offers a clear, scaffolded framework for evidence-based writing, ensuring students can effectively respond to text and demonstrate mastery of grade-level standards.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement Tiered Intervention based on Data

Person Monitoring:	**By When/Frequency:**
Margaret Biery, Literacy Coach	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use FAST and i-Ready data to group students for targeted Tier 2/3 instruction using selected programs. Admin and coach will monitor group rosters, student data, and observe intervention delivery for fidelity.

Action Step #2
Facilitated Collaborative Planning for Standards-Based ELA

Person Monitoring:	**By When/Frequency:**
Margaret Biery, Literacy Coach	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level teams will meet weekly to unpack ELA benchmarks, plan for DOK, create aligned tasks, and embed vocabulary and writing strategies. Monitored through planning notes, agendas, and walkthrough alignment.

Action Step #3
Quarterly Data Chats, Writing Reviews and Professional Development.

Person Monitoring:	**By When/Frequency:**
Margaret Biery, Literacy Coach	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and admin will analyze PM, i-Ready, and writing sample data to identify trends, adjust instruction, and identify students needing targeted support. Outcomes will be documented and drive instructional next steps. PD will be tailored to Mighty Moves, the writing process, and driven by student academic data.

Action Step #4
Scaffolded writing approach with the utilization of a common rubric.

Person Monitoring:
Margaret Biery, Literacy Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will explicitly teach the R.A.C.E.S. (Restate, Answer, Cite, Explain, Sum it up) or CER (Claim, Evidence, Reasoning) framework using anchor charts, modeling, and shared writing. Student notebooks and anchor charts will be used as reference tools. Admin will monitor through walkthroughs and lesson plan checks. A schoolwide rubric will be used to assess evidence-based writing across grade levels. Writing samples will be reviewed quarterly in data meetings to assess growth and adjust instruction.

Action Step #5
Daily small group instruction.

Person Monitoring:
Margaret Biery, Literacy Coach

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in grades K-6 will use daily small group instruction to strengthen foundational skills and reteach skill deficits.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Rationale Based on Cape View 2024–2025 FAST Data:

- 3rd Grade Math saw the greatest decline — proficiency dropped 21 percentage points, from 59% to 38%. This resulted in a 25-point gap compared to the state average of 63%.
- Overall Math Proficiency School-Wide declined from 54% to 51%, while the district average increased to 60%, showing a growing gap.
- This was Cape View's lowest-performing subject area based on state comparisons.
- The downward trend was consistent across multiple grade levels, signaling the need for a systemic improvement in math instruction.

This area of focus was selected because the data indicate that Tier 1 math instruction is not consistently rigorous or aligned to the depth of the B.E.S.T. Standards. Addressing this need will be central to improving student outcomes and closing achievement gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on BPS Strategic Goal: 4% Annual Increase in Proficiency
Grade Level 2024–2025 Proficiency 2025–2026 Goal (4% Increase)

Measurable Outcome:
Kindergarten | 44% | 48% | Increase Kindergarten math proficiency by 4% to meet district growth expectations.

1st Grade | 42% | 46% | Increase 1st Grade math proficiency by 4% to meet district growth expectations.

2nd Grade | 51% | 55% | Increase 2nd Grade math proficiency by 4% to meet district growth expectations.

3rd Grade | 38% | 42% | Increase 3rd grade math proficiency by 4 percentage points to begin closing the 25-point gap with the state average (63%).

4th Grade | 48% | 52% | Increase proficiency by at least 4% to meet district growth expectations.

5th Grade | 47% | 51% | Increase proficiency by at least 4% to align with BPS strategic plan goals.

6th Grade | 72% | 76% | Increase proficiency by at least 4% to support sustained upward trends in math achievement.

Schoolwide (3–6) | 53% | 57% | Achieve a 4% overall increase in math proficiency to meet Brevard's annual growth target.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure fidelity of implementation and progress toward the 4% annual proficiency increase goal, the following monitoring systems will be used throughout the year:

Monitoring for Implementation:

- Monthly Collaborative Planning Reviews: Grade-level teams will meet to plan standards-aligned math instruction. Administrators and the instructional coach will monitor the focus, rigor, and pacing of lessons through agendas, planning artifacts, and meeting notes uploaded to the school's shared drive.

- Classroom Walkthroughs: School leaders and instructional coaches will conduct frequent walkthroughs using a targeted math look-for tool aligned to the B.E.S.T. Standards, with an emphasis on instructional strategies, student engagement, and math discourse, providing feedback to teachers.

- Lesson Plan Checks: Admin will review for alignment to standards, incorporation of appropriate depth of knowledge (DOK), and evidence of scaffolding and differentiation during walkthroughs, informal and formal observations.

- Data-Driven Instructional Adjustments: Teachers will use student performance data to adjust instruction, supported by admin and coaches during regular data chats. Student Profile sheets will be maintained by teachers, admin and coaches to monitor student academic growth.

Monitoring for Impact:

- Progress Monitoring Assessments (PM1, PM2, PM3): FAST math data will be reviewed after each window to assess growth toward the 4% goal by grade level and schoolwide.

- i-Ready Diagnostic & Standards Mastery Data (K–6): K–2 and 3–6 students will be assessed through diagnostic and ongoing progress monitoring. Trends in standards mastery and individual student growth will inform instructional shifts.

- Data Chats: Admin and teachers will meet quarterly to review formative and summative assessment data, track subgroup performance, and identify students needing enrichment or intervention.

- MTSS Tier 1 Fidelity Checks: Data will be reviewed to ensure that Tier 1 instruction is meeting 80% or more of students' needs. When less than 80% of students are meeting benchmarks, Tier 1 instruction will be reviewed and revised.

Person responsible for monitoring outcome
Pam Dodd, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In grades K–2, the instructional focus will include rebuilding foundational number sense and developing automaticity with basic addition and subtraction facts. These early skills are critical for success with multi-step problem solving and conceptual understanding in intermediate grades. In Grades K-6, Students will engage in structured, consistent practice with number routines, fact fluency games, and manipulatives to solidify early math foundations as well as math discourse.

Rationale:

FAST math data and i-Ready diagnostics indicate that many students enter intermediate grades without the essential building blocks of number sense, which hinders their ability to access grade-level content. Fluency in basic math facts and strong understanding of number relationships (such as part-part-whole, number bonds, and place value) are prerequisites for mastering more complex operations, fractions, and algebraic thinking in later grades. By investing in these early skills, we ensure that students are not just catching up but are prepared for long-term success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Increase conceptual understanding using hands-on strategies, visual models and math discourse.

Person Monitoring:	**By When/Frequency:**
Pam Dodd, Assistant Principal	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Implement Daily Number Routines: Use consistent calendar math, counting routines, and math warm-ups that focus on place value, skip counting, subitizing, and mental math strategies. 2. Implement Fact Fluency Program (iReady Fluency Flight 2nd-5th): 3. Facilitate Structured Math Discourse: Implement regular opportunities for students to explain their thinking using math language (e.g., sentence stems, math talk cards). Use strategies such as Turn-and-Talk, Number Talks, and "Which One Doesn’t Belong?" to encourage peer discussion. 5. Embed Conceptual Questions in Lessons: Use teacher questioning strategies that prompt students to justify reasoning, compare methods, and reflect on mistakes. Include higher-order prompts in lesson plans that focus on why a strategy works, not just how.

Action Step #2

Provide targeted interventions.

Person Monitoring:	**By When/Frequency:**

Pam Dodd, Assistant Principal | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Assess students for math deficits. 2. Provide an additional intervention time daily. 3. Support intervention time with Title I teacher. (T) 4. Provide afterschool tutoring in the area of math for 2nd-6th grade students.

Action Step #3
Facilitative Collaborative Planning

Person Monitoring: | **By When/Frequency:**
Pam Dodd, Assistant Principal | Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1: Use Targeted Walkthrough Feedback to Drive Instructional Improvement Conduct regular math-focused walkthroughs using a standards-aligned look-for tool. Provide timely, actionable feedback centered on rigor, alignment, student engagement, and use of models or discourse. Use trends from walkthroughs to identify grade-level or schoolwide areas for coaching and support. 2: Embed Math-Focused Professional Development into the School Schedule Schedule ongoing PD sessions (monthly or biweekly) aligned to teacher needs identified through walkthroughs, student data, or collaborative planning. Topics may include: unpacking B.E.S.T. standards, task complexity, formative assessment strategies, and facilitating math discourse. Incorporate modeling, peer observation, and time for teachers to apply strategies in upcoming lessons. 3: Use Collaborative Planning as an Extension of PD and Feedback Ensure weekly planning meetings include reviewing student data, selecting appropriate instructional tasks, and ensuring alignment to the rigor of the standard. Admin and coach attend and support planning to help teachers incorporate feedback into upcoming lessons.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Rationale Based on 2024–2025 Data Review:

- Cape View's science proficiency increased by 21 points, rising from 48% to 69%.
- While this growth is significant and celebrated, the district average was 60% and the state average was 55%, meaning Cape View is now exceeding both.
- However, to sustain and expand on this success, continued focus is necessary. Without a clearly defined goal and consistent support, gains can decline over time.

- Additionally, gaps in scientific vocabulary, lack of hands-on experiences in earlier grades, and the need for deeper data analysis skills were noted during instructional observations.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2024–2025 Baseline:

Cape View 5th Grade Science Proficiency – 69%
District Average – 60%
State Average – 55%

2025–2026 Goal:
Increase 5th-grade science proficiency from 69% to 72%, achieving a minimum 3-percentage point gain in alignment with the Brevard Public Schools Strategic Plan.

Outcome Statement:
Cape View will increase science proficiency to 73% or higher on the 2025–2026 Statewide Science Assessment by continuing to provide standards-aligned instruction, increasing the use of hands-on investigations, and building academic vocabulary and data analysis skills across all grade levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring for Implementation:

- Standards-Aligned Planning Checks:
    - During collaborative planning, teams will identify priority science standards and plan instruction using the 5E model (Engage, Explore, Explain, Elaborate, Evaluate).
- Classroom Walkthroughs and Observations:
    - Administrators will conduct regular science walkthroughs in grades K–6 using a look-for tool focused on hands-on learning, vocabulary use, and student engagement in scientific thinking.
    - Teachers will receive feedback with action steps to strengthen inquiry and conceptual instruction.
- STEM Lab Integration:
    - The STEM teacher will deliver weekly lab experiences (Grades 3–6) aligned to science standards and reinforce academic vocabulary and data analysis.
    - Logs and lesson reflections will track content connections and student participation.

Monitoring for Impact:

- Quarterly Common Assessments (Grades 3–6):
    - Grade-level teams will administer short, standards-based assessments to monitor progress in comprehension, vocabulary, and content mastery.
    - Results will be reviewed during data chats to adjust instruction and identify students needing reteach or enrichment.
- Science Vocabulary Progress Checks (Grades K–6):
    - Teachers will monitor student understanding of tier 3 vocabulary using quick checks, exit tickets, or science journals.
    - Word walls and anchor charts will be updated consistently and used as instructional tools.
- 5th Grade Benchmark Data Reviews:
    - Progress will be assessed using standards-aligned benchmark assessments and formative checks leading up to the Statewide Science Assessment.
    - Data will guide test readiness activities, reteach plans, and instructional groupings.

Person responsible for monitoring outcome
Melissa Long, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students in Grades 3–6 will participate in a weekly STEM lab experience, while students in Grades K–2 will engage in monthly STEM sessions. The STEM, 5th-grade and Title I teacher will co-teach and use data to drive instructional rotations. These labs will focus on inquiry-based, hands-on STEM challenges that are directly aligned to grade-level science standards. Instruction will emphasize the engineering design process, real-world problem solving, collaborative teamwork, and the integration of technology and coding to enhance scientific thinking and engagement.

Rationale:
Providing consistent STEM lab experiences enhances student engagement and deepens understanding of science concepts through hands-on, real-world application. Research supports that inquiry-based learning and exposure to the engineering design process promote critical thinking, creativity, and problem-solving skills. By aligning STEM challenges to grade-level science standards and integrating technology and coding, students build foundational skills needed for future academic success and careers in STEM fields. This approach also supports equity by offering all students access to enriching, high-interest learning opportunities that foster collaboration and scientific reasoning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Grades 3-6 STEM Lab Experiences

Person Monitoring:
Melissa Long, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Teachers will collaborate on Inquiry based, hands on STEM challenges will be aligned with grade level standards.

Action Step #2
5th Grade Co-Teaching Science Block and data driven instructional rotations.

Person Monitoring:
Melissa Long, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. STEM and 5th-grade teachers will co-teach daily to provide support to students. 2. The STEM and 5th-grade teacher will collaborate and plan lessons together. 3. Data-driven instructional rotations will occur weekly with data-driven instructional practices.

Action Step #3
The consistent use of science interactive notebooks in grades K–6 to support vocabulary development and deepen content understanding.

Person Monitoring:
Melissa Long, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Establish Consistent Vocabulary Routines Schoolwide Teachers will introduce 3–6 new Tier 3 science vocabulary words each week using visuals, real-world connections, and student-friendly definitions. Vocabulary will be posted on classroom science word walls and referenced during instruction and discussion. 2. Implement Interactive Science Notebooks in Grades K–6 All students will maintain a science notebook to include: vocabulary entries, labeled diagrams, data from experiments, graphic organizers, and written responses using the CER (Claim-Evidence-Reasoning) framework. Teachers will model how to organize and use notebooks as tools for review and reflection. 3. Monitor and Review Notebooks During Collaborative Planning Grade-level teams will bring student notebooks to monthly planning meetings to review entries for alignment with standards and student understanding.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

- Attendance Concerns: In 2024–2025, multiple grade levels had 10% or more of students classified as chronically absent (missing 10% or more of the school year), with notable impact in 4th and 6th grades.

- Behavior Concerns: Discipline data showed a concentration of referrals in grades 3–5, with repeated minor infractions leading to missed instructional time. 1st and 2nd grade behavior data shows concerns in the area of physical aggression.

- Early Warning System (EWS): Several students in 1st, 2nd, and 5th grades were flagged with two or more risk indicators, including attendance, behavior, and academic concerns. These students are statistically at greater risk for future academic failure and disengagement.

- Instructional Impact: Inconsistent attendance and escalating behavior incidents have contributed to academic gaps, particularly in ELA and math proficiency, as reflected in student performance trends.

Based on these patterns, behavior and attendance have been identified as key areas of focus to support whole-child development, reduce instructional loss, and improve long-term academic success.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, Cape View will strengthen relationships among teachers, students, and families by implementing schoolwide initiatives such as quarterly family engagement events, and positive behavior support systems. As a result, student attendance will improve by 2% and office discipline referrals will decrease by 10%, as measured by Focus data and stakeholder surveys.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. PBIS Implementation Checks:
    - Monitor fidelity of positive behavior support systems using walkthrough checklists and staff surveys.
    - Review discipline patterns to ensure equitable and consistent implementation.
2. Attendance Data Tracking (Monthly):
    - Review schoolwide and grade-level attendance rates in Focus.
    - Identify students approaching chronic absence status (>10%) and assign interventions (calls home, attendance mentoring, etc.).
3. Discipline Data Review (Monthly):
    - Analyze the number and types of office discipline referrals by grade, location, time of day, and type of behavior.
    - Track repeated incidents to flag students for additional behavioral supports or Tier 2 interventions.
4. EWS Dashboard Monitoring (Quarterly):
    - Review students with 2+ risk factors (attendance, behavior, academic concerns) and update intervention plans accordingly.
    - Hold data chats with grade-level teams to address patterns and target support.
5. Stakeholder Surveys (Fall and Spring):
    - Use climate/culture surveys for students, staff, and families to assess perceptions of safety, connectedness, and support.
    - Compare results to baseline data to measure improvement in school climate and relationships.

Person responsible for monitoring outcome
Melissa Long, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Mentor Programs and Positive Behavior Intervention Support program. Description: Identified students with multiple Early Warning System (EWS) indicators will be paired with staff mentors who provide daily or weekly check-ins, encouragement, and goal-setting support. Evidence Base: Research shows mentoring improves attendance, behavior, and student engagement by fostering strong adult-student relationships and accountability. Attendance Incentive Programs Description: Schoolwide and classroom-based incentives (e.g., Rocket Attendance Raffles, Perfect Attendance Recognition, Class Trophy Awards) will be used to celebrate consistent attendance. Evidence Base: Incentive programs have been shown to reinforce positive behavior and promote a culture of presence when paired with clear expectations and consistent monitoring. Professional Development

on PBIS Description: Staff will receive ongoing training on Positive Behavioral Interventions and Supports (PBIS), focusing on proactive classroom management, reinforcement systems, and consistent responses to behavior. Evidence Base: PBIS is a Tier 1 system backed by strong evidence, shown to reduce office referrals and improve school climate when implemented with fidelity. Clear Behavior Expectations and Schoolwide Language Description: Behavior expectations will be explicitly taught and consistently reinforced using visuals, schoolwide behavior matrices, and common language (e.g., “Be Safe, Be Respectful, Be Responsible”). Evidence Base: Establishing and teaching clear expectations increases student understanding and decreases misbehavior across settings, especially when expectations are revisited regularly. Monthly Character Assemblies and Celebrations Description: Monthly assemblies will highlight character traits, recognize students for positive behavior, and reinforce schoolwide values. Students will be celebrated with certificates, shout-outs, or special activities. Evidence Base: Recognition systems tied to social-emotional goals increase student motivation, reduce discipline incidents, and promote a positive school identity. Student, Staff, and Family Surveys Description: Climate and culture surveys will be administered in fall and spring to gather perceptions of safety, belonging, support, and relationships. Evidence Base: Regular feedback from stakeholders is essential for identifying areas of improvement and adjusting practices to strengthen school connectedness and student outcomes.

Rationale:
Cape View is committed to fostering a safe, supportive, and engaging school environment where all students feel connected and are equipped to succeed academically and socially. A review of 2024–2025 Early Warning System (EWS) data revealed that chronic absenteeism, repeated behavior incidents, and low engagement among at-risk students are directly impacting academic performance and overall school climate. To address these concerns, we are implementing a set of evidence-based practices designed to proactively improve student behavior, increase daily attendance, and strengthen relationships between students, staff, and families. Research consistently shows that strategies such as mentoring, attendance incentives, and PBIS implementation improve student outcomes when paired with clear expectations, positive reinforcement, and stakeholder engagement. By embedding recognition systems, assemblies, and schoolwide expectations into the daily experience and seeking feedback through regular surveys, we aim to create a culture of belonging, reduce office discipline referrals, and improve student attendance. This multifaceted approach ensures that every student is supported not just academically, but socially and emotionally—paving the way for long-term success.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Cape View’s Attendance Incentive Programs are designed to promote and celebrate consistent student attendance through fun, positive recognition at both the individual and classroom levels. The goal is to foster a schoolwide culture that values being present and ready to learn every day. Students are rewarded through a variety of ongoing incentives, such as: Rocket Attendance Raffles for students with perfect weekly attendance. Classroom Attendance Trackers and traveling trophies or rewards for the class with the highest attendance each month. Monthly Recognition Celebrations for students who meet attendance goals. “Strive for 5” Challenges to encourage families to limit absences to five or fewer throughout the year. These incentives are reinforced through morning announcements, visual displays, and teacher shout-outs to build excitement and motivation. By consistently recognizing strong attendance, we aim to improve daily attendance rates and reduce chronic absenteeism across all grade levels.

Rationale:
Consistent school attendance is directly linked to academic achievement, social-emotional growth, and long-term student success. A review of Cape View's 2024–2025 attendance data revealed that multiple grade levels had high rates of chronic absenteeism, impacting instructional continuity and student performance—particularly in ELA and math. Evidence shows that positive reinforcement and schoolwide recognition systems can significantly improve attendance by creating a culture where showing up is celebrated and valued. By implementing fun, visible, and inclusive attendance incentive programs, Cape View encourages students and families to prioritize daily attendance. These programs are especially effective when paired with strong relationships, consistent messaging, and early intervention for at-risk students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Cape View implements a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework designed to create a positive, consistent, and inclusive school culture. The foundation of the PBIS system is built around clear behavior expectations: Be Safe. Be on time and at school. Be actively engaged. Be Respectful and Responsible. These expectations are explicitly taught in all settings and reinforced through a variety of student recognition systems, including: Rocket Fuel: Students earn Rocket Fuel tickets for demonstrating positive behaviors aligned with school expectations. Fuel can be earned in the classroom, hallways, cafeteria, playground, and specials. Launchpad 84: This is Cape View's PBIS school store where students "spend" their Rocket Fuel on fun items, school supplies, or privileges. The store reinforces goal-setting, saving, and responsible decision-making. Quarterly Fun Events: Students who consistently demonstrate positive behavior and save their Rocket Fuel can purchase tickets to attend quarterly PBIS celebration events. Past events have included glow parties, field games, dance parties, and movie days. Schoolwide Recognitions: Positive behavior is celebrated through shout-outs on the announcements, class-wide recognition incentives, and visual displays of student success. By combining consistent expectations, meaningful recognition, and student choice, Cape View's PBIS system supports a safe and engaging learning environment where students are motivated to succeed both academically and behaviorally.

Rationale:
Cape View is implementing a Positive Behavioral Interventions and Supports (PBIS) framework to create a consistent, proactive, and supportive school environment where all students can thrive. A review of behavior and Early Warning System (EWS) data from the 2024–2025 school year revealed elevated office discipline referrals in grades 3–5 and an increase in repeated minor infractions, resulting in loss of instructional time and negative impacts on academic achievement. PBIS is a research-based, tiered framework proven to reduce disruptive behaviors, improve student engagement, and strengthen school climate when implemented with fidelity. By establishing clear expectations, providing consistent recognition, and offering meaningful incentives like Rocket Fuel, Launchpad 84, and quarterly celebration events, Cape View promotes positive behavior, teaches self-regulation, and fosters a culture of safety, respect, and responsibility. PBIS also ensures that all staff use common language and strategies, creating a unified and equitable behavioral system across the school.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Student mentoring program

Person Monitoring:
Pam Dodd, Assistant Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Identify Students Using EWS Data: Students with two or more indicators (e.g., chronic absenteeism, behavior referrals, low academic performance) will be selected for mentoring. Data will be pulled quarterly to update the mentee list as needed. 2. Match Students with Staff Mentors: Teachers, instructional assistants, office staff, and administrators will volunteer to mentor 1–3 students each. Matches will be based on student needs and adult availability. Schedule Weekly Mentor Check-Ins: Mentors will meet with students at least once per week for informal conversations, goal-setting, and progress monitoring. Meetings may occur during breakfast, recess, or other non-instructional times. 3. Provide Mentor Training and Resources: Mentors will receive a short training on expectations, relationship-building strategies, and documentation. Monthly check-ins will be offered for mentors to share feedback and receive support. 4. Monitoring Effectiveness: Mentor Log Tracking: Mentors will submit brief weekly check-in logs (digital or paper-based) noting meeting dates and general observations. These logs will be reviewed monthly by the administration or guidance staff. 5. Progress Monitoring Through EWS Data: Attendance, behavior referrals, and academic performance of mentored students will be monitored quarterly. Improvement in one or more indicators will be used to gauge impact. 6. Student Feedback Surveys (Fall & Spring): Mentees will complete a short survey about their mentoring experience and perceived support. Responses will help refine the program and measure relational impact. 7. Mentor Reflection & Feedback: Mentors will complete a brief reflection at the end of each quarter to provide input on student progress, challenges, and success stories.

Action Step #2
Consistent schoolwide expectations and reinforcement system.

Person Monitoring:
Melissa Long, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. A tiered behavior support and social-emotional learning opportunities will be in place for grades K, 1, 2, and 3. 2. PBIS Rocket Fuel will be utilized to reinforce positive behaviors in all areas of the school. Students will participate in spending their fuel at a school store and in quarterly schoolwide events.

Action Step #3
Improving student attendance through attendance incentive programs and a Parent Liaison.

Person Monitoring:
Melissa Long, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Monthly attendance incentives will be put into place to motivate students to attend school on a regular basis. 2. We will employ a part-time Parent Liaison from Title I funds to support the incentives,

parent phone calls, and meetings to problem solve the lack of attendance at school. (T)

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Cape View Elementary is committed to ensuring that all stakeholders—including students, families, staff, leadership, and community partners—are informed of the school's goals, progress, and improvement efforts. The following plan outlines how the SIP will be communicated and made publicly available:

1. School Website (Public Access)
    - The SIP will be posted on the school's official webpage
    - Documents will be accessible under the "About Us" or "School Improvement" section for transparency and public review.

2. Family & Community Communication
    - Key components of the SIP and progress updates will be presented during Title I Annual Meetings, SAC meetings, and parent nights.
    - Summarized versions with family-friendly language will be distributed via:
        - Monthly newsletters
        - School-wide emails
        - Social media posts
        - Flyers sent home in both English and Spanish (and other languages upon request).
    - Families will receive a summary brochure outlining the SIP focus areas and how they can support learning at home.

3. Staff Dissemination & Engagement

- The SIP will be reviewed with staff during pre-planning and quarterly faculty meetings, with time for collaborative discussion and feedback.
- Instructional strategies and goal alignment will be embedded in PLC conversations, collaborative planning, and PD sessions.
- Progress toward measurable goals will be discussed at data chats and used to drive instructional adjustments.

4. Community & Business Partner Outreach
    - A summary of the SIP and partnership opportunities will be shared with local businesses and organizations through the school's Business Partner Program, newsletters, and direct outreach.
    - Opportunities for involvement (e.g., donations, mentoring, event sponsorship) will be clearly communicated to enhance stakeholder investment in school improvement efforts.

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Cape View Elementary is dedicated to fostering strong, positive relationships with parents, families, and community stakeholders to support student success and fulfill our school's mission. We believe that a collaborative partnership among home, school, and community creates a supportive and thriving learning environment for all students. To achieve this we have developed a Parent Family Engagement Plan (PFEP) in collaboration with our families and community members. Summaries of our school's PFEP are shared with our stakeholders on our school website and sent home with every family. The full version of the PFEP can be found on our website and a hard copy is kept in the front office.

To build and maintain these relationships, Cape View will:

- Host regular family engagement events such as curriculum nights, literacy and math workshops, STEM expos, and PBIS celebrations to build partnerships and strengthen home-school connections. (T)

- Provide families with timely and clear communication about student progress through weekly folders, newsletters, phone calls, Class Dojo, email, and parent-teacher conferences.

- Offer quarterly data chats and conferences where teachers share student progress and collaborate with families on academic goals and interventions.

- Maintain an open-door policy that encourages families to participate in school activities, serve as volunteers, and join advisory groups such as the School Advisory Council (SAC) and Title I Parent Involvement Team.

- Partner with local businesses, faith-based organizations, and community agencies to provide support services, mentorships, and donations that directly benefit students and families.

- Share information in family-friendly language and provide translations when needed to ensure equitable access to all school resources and communications.

Cape View is committed to ensuring that families are well-informed, engaged in decision-making, and empowered to support their child's academic and social-emotional growth.

Parental Family Engagement Plan (PFEP) Webpage
Cape View's PFEP is publicly available on the school's website at:
 https://www.brevardschools.org/CapeViewES
(Located under the "Title I" or "Parent and Family Engagement" section.)

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Cape View Elementary is committed to ensuring that all students have access to a rigorous, engaging, and inclusive academic experience that promotes growth and achievement.

To strengthen the academic program and address learning gaps, the school will implement the following strategies aligned to our SIP Areas of Focus: Tier 1 ELA and Math Instruction, Science Proficiency, and
Behavior/Attendance Improvement:

1. Strengthening Tier 1 Instruction (ELA, Math, and Science)
    - ELA and Math: Instructional planning will focus on ensuring all lessons are aligned to the B.E.S.T. Standards and designed with intentional scaffolding, vocabulary development, and differentiated support. Teachers will engage in weekly collaborative planning with

administration and instructional coaches to develop rigorous, standards-based lessons.
- Science: Hands-on, inquiry-based science instruction will be embedded across grade levels, with weekly STEM Lab experiences for grades 3–6 and monthly labs for K–2 to deepen conceptual understanding.

2. Increasing Amount and Quality of Learning Time
- Walk-to-Intervention Model: Students receive additional daily support in small groups based on real-time data in reading and math, maximizing instructional time through flexible grouping and targeted instruction.
- Extended Learning Opportunities: Before- and after-school tutoring, enrichment camps, and intervention groups are offered throughout the year to reinforce core instruction and accelerate growth for both struggling and advanced learners. (T)
- ELA and Math Blocks: Protected, uninterrupted instructional blocks ensure that core learning is delivered with fidelity and depth of instruction is maintained across all classrooms.

3. Enrichment and Acceleration Opportunities
- STEM Integration: Through Cape View's STEM Lab, students engage in the engineering design process, coding, and real-world problem-solving aligned to grade-level standards.
- Project-Based Learning and Academic Competitions: Opportunities such as science fair, math challenges, and research projects allow students to apply knowledge creatively and collaboratively.
- Advanced Instructional Tasks: Higher-order questioning, complex text analysis, and evidence-based writing tasks provide accelerated pathways within the general education setting.

These strategies are monitored through formative and summative assessments, FAST progress monitoring, i-Ready diagnostics, and teacher observation data. They are also supported through professional development, instructional coaching, and ongoing feedback cycles to ensure continuous improvement and student success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Cape View Elementary's School Improvement Plan (SIP) is developed through a collaborative process that includes input from school leadership, instructional staff, parents, the School Advisory

Council (SAC), and district support teams. The plan is designed to align with and leverage federal, state, and local resources to support the academic, behavioral, and social-emotional needs of all students.

This plan is integrated with the following programs and services:

- Title I, Part A – Schoolwide Program:
  The SIP aligns with the goals and requirements of Cape View's Title I Schoolwide Plan, including strategies for parent and family engagement, data-based interventions, professional development, and progress monitoring for all subgroups. Title I funds support extended learning opportunities, intervention staff, instructional resources, and family engagement events.

- MTSS and Early Warning System (EWS):
  The SIP incorporates schoolwide MTSS protocols and EWS data analysis to target supports for students with academic, attendance, or behavioral concerns. These systems help prioritize the use of interventions and staffing, including ESE, ESOL, and Title I supports.

- School-Based Mental Health & Violence Prevention Programs:
  Through coordination with district mental health services, Cape View implements a Positive Behavior Interventions and Supports (PBIS) framework, social-emotional learning strategies, mentoring programs, and counseling supports to foster a safe and inclusive environment.

- Nutrition and Community Partnerships:
  The school works in partnership with the district food services department to provide access to free/reduced meals and healthy snack programs. We also collaborate with local organizations to support food insecurity and basic needs for families.

The SIP is reviewed and updated annually with stakeholders to ensure alignment with federal guidelines and responsiveness to student needs. Plans and progress are communicated regularly through SAC meetings, newsletters, and the school website.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Cape View Elementary is committed to educating the whole child by supporting the development of students' social, emotional, behavioral, and life skills alongside academic growth. The school ensures a comprehensive approach by providing access to counseling services, school-based mental health supports, mentoring, and enrichment opportunities that promote self-awareness, resilience, and positive decision-making.

Key supports and strategies include:

- School Counselor Services:
  The full-time school counselor provides individual and small group counseling focused on conflict resolution, emotional regulation, social skills, and self-esteem. Classroom guidance lessons are delivered regularly on topics such as kindness, empathy, and goal-setting.

- School-Based Mental Health Services:
  Cape View partners with licensed mental health professionals through the district's mental health initiative. Referred students receive on-site therapy or case management to address trauma, anxiety, behavioral challenges, and family stressors that may impact learning.

- Mentoring Program:
  At-risk students identified through Early Warning System (EWS) data are matched with staff mentors for regular check-ins, encouragement, and relationship-building. This program helps students set goals, improve attendance, and develop a sense of belonging.

- Social-Emotional Learning (SEL) Integration:
  SEL is embedded into daily classroom routines through morning meetings, peer circles, and reflection journals. Teachers use age-appropriate materials to promote emotional vocabulary, coping skills, and responsible decision-making.

- PBIS and Character Education:

Through the schoolwide PBIS framework, students are taught clear behavior expectations and are recognized for demonstrating traits like respect, responsibility, and cooperation. Monthly assemblies and recognition events reinforce character development.

- Enrichment Opportunities:
  Programs such as STEM Lab, art, music, physical education, and project-based learning provide students with creative outlets and the opportunity to develop collaboration, communication, and critical thinking skills.

By addressing the needs of the whole child, Cape View equips students with the life skills necessary for success in school, relationships, and future careers.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Although Cape View Elementary serves students in grades PreK–6, we recognize the importance of early exposure to college, career, and workforce readiness skills. We are committed to preparing students for future success by fostering a growth mindset, teaching foundational academic and life skills, and building awareness of postsecondary pathways through intentional programming and instruction.

Key strategies include:

- STEM and Problem-Solving Integration:
  Students participate in weekly STEM Lab (Grades 3–6) and monthly STEM rotations (K–2) that emphasize the engineering design process, coding, collaboration, and real-world problem-solving skills essential for the future.
- Career Day: Students participate in information from various careers.
- Girls in STEM, Destination Moon, and Odyssey of the Mind: Students have the opportunity to participate in problem-solving extracurricular activities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Cape View Elementary implements a multi-tiered system of supports (MTSS) that includes a schoolwide, proactive approach to preventing and addressing problem behavior. This tiered model

ensures that all students receive the level of support they need to be successful both behaviorally and academically, and it is aligned with services provided under the Individuals with Disabilities Education Act (IDEA) for students with exceptionalities.

Tier 1 – Universal Supports for All Students

- All students are taught clear, schoolwide behavior expectations (Be Safe, Be Respectful, Be Responsible) through Cape View's PBIS framework.
- Teachers use consistent behavior matrices, visual supports, and common language to reinforce expectations across all school settings.
- Positive behaviors are recognized through the Rocket Fuel incentive system, classroom rewards, and quarterly PBIS events.
- Social-emotional learning (SEL) strategies are embedded through morning meetings, peer circles, and counselor-led lessons.

Tier 2 – Targeted Supports

- Students who show early signs of behavior or social-emotional challenges are provided targeted small-group interventions, such as:
    - Check-in/Check-out systems
    - Social skills groups
    - Mentoring programs
- Data from behavior tracking (Focus referrals, classroom logs, and teacher input) is reviewed biweekly by the MTSS team to adjust supports as needed.

Tier 3 – Intensive, Individualized Supports

- Students with chronic or significant behavioral needs receive individualized support plans, functional behavior assessments (FBAs), and behavior intervention plans (BIPs).
- These supports are often coordinated with ESE services under IDEA and include collaboration with the school psychologist, behavior specialist, and ESE teachers.
- Ongoing progress monitoring ensures that plans are responsive and adjusted to meet each student's needs.

This tiered model ensures that behavioral support is proactive, equitable, and data-driven, with a strong emphasis on prevention, early intervention, and alignment with IDEA to support the success of all students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

Cape View Elementary is committed to continuous professional growth and instructional excellence. To improve the quality of instruction, data-driven decision-making, and retention of highly effective educators—particularly in high-need areas such as ELA, math, and ESE—the school implements a comprehensive professional learning and support plan.

Professional Learning to Improve Instruction and Use of Data:

- Weekly Collaborative Planning with Instructional Coaching:
  Grade-level teams meet weekly with administrators and the instructional coach to unpack standards, plan rigorous, standards-aligned lessons, analyze student work, and design differentiated instruction. These sessions support teacher clarity, task alignment, and collective efficacy.
- Job-Embedded Coaching and Modeling:
  The instructional coach provides classroom support through co-teaching, modeling, observation-feedback cycles, and support with small group instruction and data interpretation.
- Quarterly Data Chats:
  Teachers participate in structured data chats with administration to analyze FAST, i-Ready, and formative assessment data. These conversations help identify trends, adjust instruction, and target interventions.
- Targeted Professional Development:
  Ongoing PD focuses on key instructional priorities such as:
    - Phonics and foundational reading (K–2)
    - Close reading and text complexity (3–6)
    - Evidence-based writing using R.A.C.E.S. and CER models
    - Math discourse and manipulatives
    - Use of progress monitoring tools and data dashboards
- PBIS and Behavior Support PD:
  All staff receive training in classroom management, trauma-informed practices, and PBIS strategies to ensure a safe and productive learning environment that supports instructional time.

Recruitment and Retention of Effective Teachers:

- New Teacher Support & Mentoring:
  Teachers new to Cape View are paired with mentor teachers and participate in “New to Cape View” onboarding sessions and check-ins throughout the year.
- Leadership Opportunities and Recognition:
  Teachers are encouraged to serve on school leadership teams, lead PD sessions, and facilitate planning. Staff are regularly recognized for their contributions through morale

boosters, shout-outs, and staff events.

- Positive Work Culture:
  Cape View fosters a strong family-like atmosphere through supportive leadership, open communication, and a shared mission of student success.
- Support in High-Need Areas:
  Teachers in high-need roles such as ESE, intermediate math, and Tier 2 intervention receive additional coaching, resources, and collaborative planning support to build capacity and reduce burnout.

This multi-faceted approach ensures that teachers and support staff receive the training, tools, and encouragement needed to grow professionally, improve student outcomes, and remain valued members of the Cape View team.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Cape View Elementary is committed to ensuring a smooth and supportive transition for preschool-aged children entering kindergarten. Recognizing that early experiences set the foundation for long-term academic and social-emotional success, the school coordinates closely with early childhood education programs to ease this transition.

Key strategies include:

1. Preschool and VPK Partnership Coordination
   - Cape View collaborates with nearby Voluntary Pre-Kindergarten (VPK), Head Start, and private preschool providers to share expectations, readiness skills, and information about our kindergarten program.
   - The school participates in transition meetings with preschool staff and families to support continuity of services, especially for students with IEPs or specialized support needs.

2. Kindergarten Orientation and Family Events
   - In the spring, Cape View hosts a Kindergarten Round-Up or orientation event where families tour the school, meet kindergarten teachers, and receive information on routines, expectations, and readiness activities.
   - Additional family engagement events such as literacy nights and storytime sessions are offered to familiarize incoming students and parents with the school environment.

3. Early Assessment and Individualized Support

- At the beginning of the school year, teachers use readiness screeners and observational tools to assess students' developmental levels and adjust instruction accordingly.
- Students needing additional support are quickly identified for Tier 2 interventions in foundational skills such as phonemic awareness and oral language development.

4. Family Communication and Readiness Resources
    - Families of incoming students receive school readiness checklists, summer learning ideas, and tips for building early literacy and math skills at home.
    - Bilingual resources are provided as needed to ensure families from diverse backgrounds feel welcomed and informed.

By implementing these transition strategies, Cape View ensures that preschool students and their families feel confident and supported as they begin their elementary school journey.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00