

# Brevard Public Schools School Improvement Plan 2018 -2019

**Superintendent:**

Dr. Mark Mullins

**Asst. Supt. of Leading and Learning:**

K. Jane Cline

**Principal Supervisor:**

Dr. Carol Mela

**Name of School:**

Cape View Elementary

**Principal:**

Jill E. Keane

**SAC Chairperson:**

Carrie Gerace

<b>School Grade History</b>	<b>2017-18: B</b>	<b>2016-17: A</b>	<b>2015-16: C</b>
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### Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2. Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4. Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

**Mission Statement:**

Cape View teachers and staff will create a life-long learning environment which focuses on standards based instruction that will lead to a higher level of student engagement and improved student achievement for all (revisited August 2018).

**Vision Statement:**

The Cape View community works together in an innovative, positive learning environment to provide our students with educational experiences that will lead to deep conceptual knowledge and ensure mastery of the rigorous standards needed for 21st century success (revisited August 2018).

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Our School Improvement Plan (SIP) is communicated to all stakeholders in a variety of ways. At the end of the school year (May 2018), teachers responded to an online survey to provide feedback regarding the implementation of the action steps on the 2017-18 SIP. During pre-planning and through the first two weeks of school, the faculty met to collaborate in curriculum teams to develop clear school-wide expectations. The faculty also provided feedback regarding professional development needs and identified resources needed for quality instruction and intervention. Students will give feedback utilizing a pre/post survey regarding strengths and weaknesses for reading and math. During our final Parent Teacher Organization (PTO) and School Advisory Committee (SAC) meetings in April, parents were also asked to provide input for our school expectations /

goals. The input provided by stakeholders is shared with the faculty for the purpose of addressing concerns at the start of the year. We also use information from the 2017-18 parent survey to include stakeholder feedback regarding ways to improve teacher to parent communication. The school newsletter includes our school mission, vision, school-based goal and school-wide expectations for this year. We review the SIP goal, action steps, and school data with all parents and SAC members during the first three SAC meetings and also during our Title I Information Night on August 30. In January, we revisit our goals and expectations in order to solicit feedback and ensure targets are being met. Cape View's SIP is uploaded and posted to our website for parents to access. Our SIP was created in Google Docs so that all staff can easily reference it throughout the year. A binder with our school improvement plan and SAC documents are located in the front office. Feedback sheets are included in the binder so that parents can provide input and share suggestions with our SAC throughout the year.

## **Brevard Public Schools School Improvement Plan 2018-2019**

### **Part 1: Planning for Student Achievement**

#### **RATIONALE – Continuous Improvement Cycle Process**

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

#### **Successful Professional Practices**

After reviewing qualitative and quantitative measures of the 2017-18 SIP, the areas of successful practice were in ELA and Science. Our ELA data show evidence of successful professional practice through the planning of quality writing tasks and the implementation of writing strategies. The development of a writing team was also key in helping to make instructional decisions about writing and effectively plan for resources, prepare for and share writing PD. Valuable feedback is provided to teachers from classroom walkthroughs; and feedback to students is provided during student-teacher conferences.

Last year, teachers were able to successfully implement quality writing tasks and strategies with fidelity throughout the year. The writing committee used “Look Fors” during classroom walkthroughs in order to provide teachers with quality feedback on instructional practices. Teachers were able to use feedback to make instructional decisions to improve writing.

Another successful practice was strategic planning for school-wide writing prompts, which was based on each grade level's Standards Focus Document. The writing committee planned six writing opportunities for grades K-6, utilizing resources such as Newsela.com and Readworks. These resources provided high complexity text-sets for each writing prompt. Each month the teachers focused on one of five specific writing elements such as focus, evidence, organization, elaboration and conventions and provided direct feedback to students on that element for their piece of writing. A writing portfolio was created for each student for feedback, discussion, and growth monitoring. For consistency in scoring pieces of writing, all writing team members in primary grades used the Quarterly Literacy Assessment writing rubric and in the intermediate grades the FSA writing rubrics. Teachers in grades 4-6 were assigned an activity teacher or leadership team member to provide additional personnel for 1:1 student conferencing.

District resource personnel were recruited to execute training and instructional writing strategies to support our school-wide writing efforts. Each member of the writing team participated in classroom walkthroughs in order to observe primary and intermediate writing instruction. These experiences afforded the writing committee

members opportunities to observe classroom teachers putting PD to practice. It also gave the classroom teacher opportunities to receive valuable feedback on the implementation of their writing strategies. Monthly writing committee meetings were conducted to solicit feedback about the previous school-wide writing in order to tweak future writing opportunities and make instructional decisions.

Another area of successful professional practice was the implementation of science notebooks and hands-on labs in grades 3-6 during weekly activity rotations. This was in addition to core science instruction in the classroom. Title I teachers and grade level teachers used Statewide Science Assessment Benchmark pre-assessments to drive student instruction and exploration during their weekly science labs. Science stations were set up in the science lab each week to provide students with hands-on experiences with science activities that are focused on a particular standard. Students were introduced to science vocabulary and terms that they recorded in their notebooks along with pictures and diagrams. These experiences gave students opportunities to work collaboratively and use science reasoning and critical thinking skills. Our science score of 65 percent at level 3-5 reflects that we exceeded the district score of 61 percent.

### **Concerns with Professional Practices**

Teachers must be able to analyze their own student data and recognize the instructional implications. How are teachers using their data to drive instruction and make instructional decisions? This will be a practice that we work on during our data chats. The data team will be asking specific data questions about student growth using data from iReady (typical growth vs. stretch growth). Teachers have started this year by charting data for their current students and also looking at subgroups of students that did not make adequate progress. Our economically disadvantaged students and students with disabilities showed the least amount of growth. Math is the content area where we had the greatest decrease in points, especially for learning gains and lowest 25 percent. This leads to adjustments in our response to intervention groups and instructional practice for these subgroups of students. Last year students used a lot of technology and did not receive as much direct instruction in small groups. This year we will focus on the fidelity of direct instruction / small groups during our RtI time in the morning.

Through intentional grade level planning, teachers will collaborate and share instructional strategies that will improve student performance. Teachers will provide students with high quality meaningful tasks that meet the rigor of the standards being taught.

Fifth grade math data were analyzed and it was evident there was a dramatic decrease (13 percentage points) of level 3-5 students from 2017 until 2018. Also our scores showed a decline in learning gains (19 percentage points from last year) and a drop in the lowest 25% (18 percentage points from last year). This may stem from students being exposed to more computer-based learning for instruction and less direct instruction. This year, our change in practice will ensure during the Response to Intervention block students will receive more teacher-led, small group instruction to better meet the needs of all learners.

Teachers need to be able to communicate, interpret data and act upon their instruction to positively affect student achievement. Administration will focus on guided data questions during data chats and monitor and support adjustments to instruction. Classroom walkthroughs will help to provide necessary feedback to teachers regarding fidelity of the RtI process, instructional practice, lesson planning and student engagement.

When looking at Best Practice in Inclusive Education (BPIE) results - we must continue to ensure teachers in general education classrooms utilize ESE accommodations for students with fidelity. Our ESE resource teacher and speech teacher push-in to the classroom to better meet the needs of the students within the classroom (LRE). Instructional Assistants will participate in specific PD and teacher trainings. During collaborative planning I.A.'s will also look at student data to target individual needs and provide support during their small group instruction. The ESE Collaboration Tool (Best Practice for VE Units) will also be shared with our ESE resource teacher and primary / intermediate VE teachers as a guide for Lesson Planning, Instructional Delivery, Differentiated Instruction and Data Collection. FDLRS will provide PD opportunities on October 5th (Learning

Ally) for our ESE resource teachers, instructional assistants, and media teacher. A second training will take place on November 30th for General Education Teachers.

The EDI Insights survey results (2017) reflect a Cultural Index of 9.3. Strengths included the learning environment, leadership, and academic expectations. Teachers were surveyed at the end of the year on how we can improve our peer culture. They expressed wanting more opportunities to observe their peers teaching. Teacher responses on the survey decreased from 91% (2016) to 88% (2017) therefore, part of our SIP goal includes increased collaboration and planning times with colleagues. During the open block rotation, activity teachers will be available to provide teachers additional time to observe peers within the school as well as beyond the school.

What are the areas of successful student achievement and what data shows evidence of improvements?

We set a goal for grades 3-6 ELA at 64% and FSA data reflect a 3% increase (67%) in 2018. This percentage also exceeds the district average of 60%. In addition, last year's lowest 25% SIP goal in ELA was 56% (2017) and we exceeded that goal by 2% (58%). This also exceeds the district average of 43%. We did drop 8 percentage points in overall learning gains from 2017 68% to 60% in 2018. We still exceeded the district average of 54%.

Another area of successful practice was in science. Although our science goal was set at 70%, we decreased five percentage points (65%); however we exceeded the district average of 61% by four percentage points.

### Historical Data

Historical Data Timeline	Lev 3-5 Reading	Lev 3-5 Math	Learning Gains Reading	Learning Gains Math	L25% LG Reading	L25% LG Math	Science Meeting 3 or Above (%)	Total Points	School Grade
2015-16	49	60	49	66	30	56	40	350	C
2016-17	64	70	68	70	56	59	70	457	A
2017-18	67	57	60	51	58	41	65	399	B

Grade Level	Reading % of students scoring level 3 or higher			Math % of students scoring level 3 or higher		
	FSA 2016	FSA 2017	FSA 2018	FSA 2016	FSA 2017	FSA 2018
3 <sup>rd</sup>	55	71	68	63	76	47
4 <sup>th</sup>	53	66	56	64	69	65
5 <sup>th</sup>	35	67	70	39	65	41
6 <sup>th</sup>	51	39	69	63	47	69

SIP	2017 FSA Scores	2018 FSA Scores	Difference 2017-2018	2018 District Average Level 3-5 vs. Cape View
ELA 3-6	64	67	+3	District 60% (CV +7)
Math 3-6	70	57	-13	District 61% (CV -4)
Learning Gains ELA	68	60	-8	District 54% (CV +6)
Learning Gains Math	70	51	-19	District 57% (CV -6)
L 25% ELA	56	58	+2	43% (CV +15)
L 25% Math	59	41	-18	45% (CV -4)
Science 5	70	65	-5	61% (CV +4)

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

For overall math proficiency for levels 3-5, we decreased 13 percentage points from 2017 to 2018. Although we were only four percentage points below the district average of 61%. The biggest gap was evidenced by the data represented in math learning gains, which shows a decrease of 19 percentage points from 70% in 2017 to 51% in 2018. Still we are only six percentage points below the district average of 57%. When looking at the data for our lowest 25% in math, it is evident that our SWD and FRL subgroups were impacted by the type of instructional delivery (direct instruction vs. computer-based learning). The strand data reflected that geometry was our lowest performing domain. Mobility rate and inconsistent attendance also had a negative impact on student achievement due to missed instruction.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

As a result of analyzing the 2018 FSA data, we will continue to implement ELA and writing best practices with fidelity. Teachers in K-3 will address foundational reading skills during RtI based on PSI results and running record data. Grades 4-6 will focus on math during RtI time (4 days per week) to provide students with direct instruction rather than computer-based learning. In order to reduce the teacher / student ratio, we have included resource and activity teachers to the RtI schedule. These additional staff members will be working with intervention groups to support classroom math instruction. Academic teams have been created to analyze specific content area data in order to make instructional recommendations to be shared with all stakeholders. Schedules for activity teachers were developed to provide classroom teachers with additional time to observe peers. Based on the parent survey, parents stated more frequent communication with the classroom teacher was desired. Therefore, teachers were surveyed in May 2018 about what tool they will use to increase parent / teacher communication.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Teachers will use the Standards Focus Documents when planning for ELA instruction. A non-negotiable for this year includes intentional planning of grade level teams in order to provide meaningful, equitable tasks for all grade levels. Teachers will use the Math Scope and Sequence Document, i-Ready Math Instructional component and the i-Ready teacher toolbox to plan for math instruction. Administration will conduct frequent classroom walkthroughs and review current lesson plans to ensure standards based planning and instruction is rigorous and meaningful. Student Analysis Work Samples will also be used to ensure tasks are aligned to standards and feedback will be provided. During monthly scheduled data chats, data will be analyzed for instructional groupings.

**School-Based Goal:** What can be done to improve instructional effectiveness?

Through intentional collaboration, planning, and data monitoring, teachers will provide students with targeted instruction and intervention in reading and math (RtI).

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
Time and opportunities to plan instruction.	<ol style="list-style-type: none"> <li>1. Create curriculum teams to target data and instructional needs. (Tuesdays)</li> <li>2. Share updates at monthly team meetings. (Thursdays)</li> </ol>	All faculty	June 2018 - May 2019 (meet twice a month)	Minutes provided by each team leader (with the intention of implementing a system for change) will be disseminated and shared with all stakeholders.
Fidelity of instructional practice for RtI	<ol style="list-style-type: none"> <li>1. Coaches assist teachers with data analysis and instruction in small groups.</li> <li>2. Collaborative planning with grade level, coaches or activity teachers.</li> <li>3. Activity teacher's open block schedule provided to teachers.</li> </ol>	Instructional Coaches, Teachers and Administration	August 2018-May 2019)	<p>iReady Instructional Profile Groupings Data will be used to support RtI groups.</p> <p>Common use of data for the purpose of instructional planning and delivery (lesson plans).</p> <p>Administrative CWT for RtI Observations</p>
Teachers need more opportunities to observe peers.	<ol style="list-style-type: none"> <li>1. Schedule and utilize additional staff to provide the opportunity for modeling and peer observations (EDI - Peer Culture).</li> </ol>	Administration and all instructional staff.	August 2018 - May 2019	<p>SIP Writing Look Fors Observation Tool (Rubric)</p> <p>Feedback provided to teachers regarding implementation of best practice (CWT).</p>

<p>Opportunities to include instructional assistants in training</p>	<p>1. Include IAs in planning, PD, and training opportunities (BPIE).</p>	<p>Administration</p>	<p>August 2018 - May 2019</p>	<p>I.A.'s apply instructional strategies and/ or resources from training / PD</p>
<p>Monitor all data with fidelity</p>	<p>1. Analyze subgroup data during PLCs and data chats. Discuss instructional implications with teachers during data meetings.</p> <p>2. Monitoring i-Ready Reading and Math (tracking with purpose).</p>	<p>Administration and all instructional staff.</p> <p>Administration, all instructional staff, and STUDENTS.</p>	<p>Minimum of once a month.</p> <p>Monitoring iReady data to include standards mastery and growth monitoring.</p>	<p>Monthly data meetings/minutes. PLC and grade level meetings.</p> <p>CWT -Observations with feedback to teachers (Instructional Planning Guide &amp; Student Work Samples)</p> <p>Student conferences with staff to discuss and chart goals and performance.</p>
<p>Parent communication regarding academics and behavior.</p>	<p>1. Survey teachers about their intentions to improve parent communication. (How will you communicate with parents?)</p> <p>2. Quarterly contact with parents.</p>	<p>All Stakeholders</p> <p>Teachers</p>	<p>May 2018 (end of last year)</p> <p>Quarter 1,2,3, &amp; 4</p>	<p>Parent Survey 2019</p> <p>Teachers will provide evidence of the grade level communication tool. (Use of Dojo)</p> <p>Dojo Tool, email, phone calls, newsletters and messaging.</p>

## **EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

### **Qualitative and Quantitative Professional Practice Outcomes:**

Measures the level of implementation of professional practices as a result of school improvement planning.

#### **Qualitative:**

- Curriculum teams will share, with all stakeholders, pertinent information related to its specific content areas
- Increased teacher collaborative planning
- Peer Observations with feedback
- Look For Rubrics for writing
- Teacher will use data to inform instruction
- Teachers will conference with students to set and track ELA and math goals
- Instructional Planning Guide Tool
- Dojo Communication Tool

#### **Quantitative:**

Baseline from Insights Survey (Fall 2017): Last year 82% of the teachers responded that they had practiced teaching techniques with a peer or instructional expert.

Goal for 2018-19 - After implementing open block schedules to increase collaboration and planning time, 85% of teachers will respond that they have practiced teaching techniques with a peer or instructional expert.

Baseline from Insights Survey for Professional Development (Fall 2017): Last year 76% of teachers indicated that coaching and feedback at school, through peer observations, helps them understand what rigorous content looks like in practice.

Goal for 2018-2019 - After implementing the action steps for peer collaboration and observation, 80% of the teachers will indicate that coaching and feedback helps them understand what rigorous content looks like in practice.

Baseline (2017-2018 Survey): 10% of teachers implemented Dojo last school year to improve parent communication.

Goal for 2018-2019 - 90% of staff will implement Dojo to improve parent communication.

## Qualitative and Quantitative Student Achievement Outcomes:

### Qualitative:

All students were given a pre-survey after the first few weeks of school to find out what they liked about reading and math and what they struggled with or found difficult about reading and math. This information will be used during individual student conferences to create personal, student growth goals for reading and math.

At the end of the year, students will take the post survey to see if they still feel the same way and determine if their own data tracking exhibited growth. During teacher-led conferences, all students in K-6 will set a personal reading and math i-Ready goal utilizing the i-Ready Data Chat Worksheet. On the post survey the teachers will determine if the student met their goal in reading and math.

### Quantitative:

i-Ready Reading and Math Scale Score points needed after 30 weeks of instruction (demonstrate annual growth)

	KG	1st	2nd	3rd	4th	5th	6th
Reading	46	47	35	25	19	17	12
Math	29	28	26	26	23	18	13

### Reading Goal K-2

70% of the students in kindergarten through second grade will meet their grade level median scale score growth goal over 30 weeks.

Grade Level	Fall Baseline	Target Growth	Total Scale Score
KG	355	+46	401
1st	391	+47	438
2nd	465	+35	500

### Math Goal K-2

80% of the students in kindergarten through second grade will meet their grade level median scale score growth goal over 30 weeks.

Grade Level	Fall Baseline	Target Growth	Total Scale Score
KG	348	+29	377
1st	375	+28	403
2nd	407	+26	433

## **SIP Goals for FSA Grades 3-6**

### **ELA**

(2018) 67% of our students in grades 3-6 met reading proficiency of level 3-5.

(2019) 68% of our students in grades 3-6 will meet reading proficiency of level 3-5 on FSA.

(2018) 58% of the lowest 25% made learning gains in reading.

(2019) 60% of the lowest 25% will make learning gains in reading.

### **Math**

(2018) 57% of our students in grades 3-6 met math proficiency of level 3-5.

(2019) 60% of our students in grades 3-6 will meet math proficiency of level 3-5 on FSA.

(2018) 41% of the lowest 25% made learning gains in math.

(2019) 50% of our lowest 25% will make learning gains in math.

### **Science**

(2018) 65% of our students met proficiency in science.

(2019) 68% of our students will meet proficiency on science FCAT.

## **Part 2: Support Systems for Student Achievement (Federal, State, and District Mandates)**

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

### **MTSS & EARLY WARNING SYSTEMS    Please complete 1 – 4.**

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Cape View's MTSS model uses data to answer questions about the effectiveness of all tiers of instruction. This process allows school leadership to identify and align all available resources ( i-Ready Reading & Math, Lexia, Barton, 95% Group, Rewards and Comprehension Toolkit). Resource materials are available from the Title I room, media center and guidance office. Before the Individual Problem Solving Team (IPST) looks at an individual student, the team analyzes school-wide, grade level and classroom data to determine the effectiveness of all tier instruction. Stakeholders meet monthly to focus on data trends in student performance.

The principal, assistant principal, school psychologist, staffing specialist, guidance counselor, literacy coach and teachers are those responsible for the MTSS cyclical process. IPST meetings are held every Thursday and include input from team members on how to best address a student's instructional needs and apply intervention resources which have the highest impact. IPST meetings also include parents and their input. Teachers meet with the literacy coach on an as needed basis to obtain strategies and curricula to best meet the needs of the student.

The IPST uses data (KLS, math inventory, formative assessments, running records, QLA, PSI, PASI and i-Ready Reading & Math) from grade level meetings to monitor student performance and effectiveness of the core. Supplemental and intensive instruction is used with Tier 2 and Tier 3 students. The team will continue its use of an electronic data board to track Tier 2 and Tier 3 students in reading and math, teacher-notes will be added as well. Team members discuss ‘next steps’ to determine appropriate interventions which will improve student proficiency. To ensure fidelity, administration conducts classroom walkthroughs during all tiers of instruction. The IPST members work closely with teachers to provide guidelines of the system / process for tracking student performance.

The school leadership team provides MTSS support to staff through professional development to include modeling of instruction. To support parent understanding of the MTSS process, school leadership provides a parent night to include how the MTSS cyclical process works and how data is used to determine a student’s instructional need.

Standards Based Instruction is the focus for planning during Tier 1, 2, and 3 instruction. Collaborative, intentional planning is established at each grade level; curriculum teams were formed this school year to ensure teachers are abreast of current trends in all content areas.

For the 2017-2018 school year, the number of Tier 2 reading students increased from 34 to 44; and the number of Tier 3 reading students decreased from 32 to 27. The number of Tier 2 math students increased from 35 to 51; and the number of Tier 3 math students increased from 23 to 35.

The Math 180 intervention was ineffective, fifth and sixth grade students decreased their math performance as evidenced by the Math Inventory Growth Summary Report. Fifth and sixth grade students scored a 138 average growth in quantile as compared to 225 the previous year. Still, this is above the program’s expectation of 30 average growth in quantile. This intervention program will not be renewed for the 2018-2019 school year.

To decrease the number of Tier 2 and 3 students in reading and math, the following changes will be made: Kindergarten through 3rd grades will continue the use of i-Ready reading to include diagnostic testing; and grades 4th - 6th will implement i-Ready math diagnostic testing. Diagnostic data will allow teachers to see how much their students have progressed and assist them in making informed instructional decisions for Tier 1, Tier 2 and Tier 3 students. Kindergarten through 6th grade teachers will use the district’s ELA Standards Focus Documents for planning purposes to meet the rigor and depth of teaching the Florida Standards. Lexia Core 5 and Lexia Power Up reading will be purchased for Cape View’s ELL and ESE student population to supplement Tier 1 instruction.

2. List below who monitors the Early Warning System and how often.

Cape View’s administration, as well as members of the leadership team, monitor Early Warning System signs monthly. This information is shared during monthly grade level data chats as well as IPST meetings.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	9	25	8	16	11	12	14	95
1 or more ISS or OSS	0	2	0	1	0	2	1	6
Level 1 in ELA or Math				1	12	7	14	34
Substantial Reading Deficiency	6	5	2					13
2 or more indicators	1	4	0	0	3	4	5	17

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

- Our Positive Behavior Intervention & Support Team is initiating a new program, which will include one student per grade level, to be a Pozzie Ambassador. The students selected will be students that need extra attention, have attendance issues, or could just use a little bit of encouragement in their lives. These students will be given a leadership role within PBIS. They will have a special morning meeting once a month with the PBIS team, and they will help plan the monthly student rewards and will provide input on various aspects of the Program. (PBIS).
- As a communication tool and an incentive for a variety of things, such “on time”, active participation, teamwork, etc., we are initiating Class Dojo in order to connect teachers with students and parents to build positive/productive classroom communities. (PBIS)
- We will implement the 2018-2019 BPS Chronic Absences/Truancy Procedures with fidelity. We will document on the Attendance Referral Form when a student has three consecutive unexcused absences within a calendar month. An IPST meeting will be initiated after five unexcused absences within a grading period. Referrals will be sent to our assigned Attendance Resource Teacher when a student has reached eight unexcused absences within a 90-day period.

- The School Resource Officer will monitor attendance and tardy issues and will conduct well checks as needed.
- Teachers will utilize the MTSS process by making informed instructional decisions based on data from multiple sources. The data will be utilized to place students in the appropriate Response to Intervention Group (Tier 1, 2, or 3) and will provide students in Tiers 2 and 3 with strategies, modifications, and accommodations in the areas of weakness.
- We will identify students as "AT RISK" for truancy problems and academic gaps from missed instruction. These students will participate in the Academic Support Program or will receive support from Title 1 staff during the school day.
- Academic Support Program (ASP) - We are currently in the process of planning our ASP.  
Student criteria:
  - Third grade student who earned a Level 1 on the 2018 Reading FSA and was retained.
  - Third grade students struggling in the content area of reading.
  - Third grade students with attendance concerns who often miss core instruction.
 Third grade classroom teachers will select the students and will initiate a PMP for each student. Data from multiple sources will be analyzed to determine the instructional interventions needed to address each student's specific academic needs.

**PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced)** [Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.](#)

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Written feedback reviewed from Title 1 Family Nights indicated that the majority of parents enjoyed attending the events and felt that the hands-on experiences were meaningful and the take-home resources were valuable.

According to the Brevard Public Schools Elementary Parent Survey, 69.72% of our parents prefer to receive information about events and/or their child's progress through email. To address this parent need of wanting communication done through email, Cape View teachers are utilizing "Classdojo" this year to effectivity share information about events and/or their child's progress.

Our literacy coach will work to establish meaningful parent meetings to assist parents who request specific information related to community resources, curriculum and behavior. Parents have been provided with multiple opportunities to sign up for Edline and these opportunities will continue as we transition over to the new gradebook (Focus).

Our complete plan can be found in our Title I Parent and Family Engagement Plan.

## STUDENT TRANSITION AND READINESS

**PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6<sup>th</sup> graders)

- Our school hosts a ‘Back to School Night’ in August, which enables our students and their families to meet the teachers, visit classrooms, and learn about classroom expectations. To support our families, our business partner provides all students with free backpacks during registration.
- The Assistant Principal of Cape View works closely with the Assistant Principal of Cocoa Beach Jr./Sr. High in order to assist our students with the transition to seventh grade. They work together to ensure student schedules are completed accurately and shares information with the students concerning the various electives so that they may make informed decisions.
- The IB Coordinator from Cocoa Beach Jr./Sr. High School is invited to speak with the 6th grade students each fall in order to share information concerning the International Baccalaureate Program.
- Parents and students are provided lottery information for West Shore and Edgewood in a timely manner.
- Our school hosts a “Kindergarten Round Up” each year in April to inform parents of kindergarten expectations and procedures and assist with completing registration paperwork.
- Pre-school teachers complete home visits during pre-planning week, and they talk to parents about VPK expectations for the year.