

Brevard Public Schools

Golfview Elementary Magnet School



2017-18 Schoolwide Improvement Plan

Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Golfview Elementary Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Golfview Elementary partners with parents and community to help students G.E.A.R. up for success.

b. Provide the school's vision statement.

Golfview Elementary will create a nurturing and supportive environment that creates a culture of career and college readiness through STEAM.

2. School Environment

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

Golfview Elementary is in its third year of Positive Behavior Interventions and Support (PBIS) implementation. According to Florida's Positive Behavior Support Project, "PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures." At Golfview our school-wide expectations consist of the acronym, G.E.A.R: Give our best, Everyone is safe, Act responsibly, and Respect for all. With support from the PBIS Team, Golfview will continue to implement a variety of strategies and activities to teach and give the opportunity to practice the expectations. Furthermore, the school will partner with parents to build a culture of collaboration between the school and home. Families will be able to stay informed and involved through school newsletters and parent nights. To build positive relationships between teachers and students, teachers and administrators will make ongoing positive phone calls home.

Golfview is a fourth year AVID school as a part of our STEAM magnet program. AVID's mission and vision is to provide a comprehensive model of success for all students. The AVID program provides intensive support with tutorials and strong student/teacher relationships. It creates a positive peer group for students, developing a sense of hope for personal achievement gained through hard work and determination. Golfview uses AVID with students in Kindergarten through sixth grade as part of STEAM to create an atmosphere of college and career readiness.

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

A common language has been formed and explained so that all faculty, staff, students, and parents are taught Golfview's school wide rules and expectations. Procedures are in place to ensure students feel safe and the learning environment is not disturbed. Students, faculty, and staff are recognized for promoting positive behaviors and procedures. Strategies are in place to reteach expectations not fulfilled as a school or on an individual basis. One of the Florida Positive Behavior Support Project's focus includes a multi-tiered systems of support. A Tier I approach addresses school-wide processes and procedures intended for all students and staff, in all settings across campus. This is intended to impact approximately 80% of students and staff. If Tier I implementations are not effective for students, the PBIS team will take a closer look at the data to implement Tier II interventions for the student(s). As an AVID school, strategies are in place in the classroom to create a safe and positive community that promotes learning.

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

PBIS is in full implementation. Rules and expectations are in place and posted throughout the school (Give your best, Everyone is safe, Act responsibly, Respect for all). At the beginning of the school year, the PBIS team will host a school pep rally to reintroduce the expectations to all the students. PowerPoints and posters will be shared with all students to show what the expectations look like and sound like. Additionally the PBIS team will share lesson plans addressing the expectations along with all the new initiatives for PBIS during the 2017-18 schools year. Monthly PBIS team meetings will be held to track student data with the RtIB database using reports from the data base, along with the team's scores on the Benchmarks of Qualities. Surveys will help drive the meetings and initiatives that are implemented in the school.

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

Positive Behavior Interventions of Support (PBIS) focuses on the use of effective instructional and intervention strategies to teach and reward students for engaging in our behavioral expectations. We will focus on consistent procedures and logical consequences to address inappropriate behavior on campus. Our goal is to empower our students to engage in appropriate behaviors that will help them increase learning time in the classroom.

Our behavioral expectations align with our theme: G.E.A.R. Up for Success. We are very excited to partner with our extended school families to teach and model how Golfview Bobcats can Give their best in an environment where Everyone is safe, Acts responsibility and shows Respect for all!

Golfview will implement a student mentoring program that aligns with our AVID program. Students from a neighboring middle school will partner with our sixth graders to implement AVID Tutorology.

The Air Force Technical Application Center (AFTAC) will also provide assistance in our Lego-Robotics Team.

DOVE Bible Club will partner with Golfview during monthly after school meetings to provide social/emotional support to students.

A partnership with the Kiwanis Club of Rockledge has been established. Through this partnership students will have access to resources that support our under-resourced learners.

PAL (Police Athletic League) will be sponsoring an afterschool basketball league promoting teamwork, commitment, and social skills.

Through Golfview's guidance department, social and emotional needs of the students will be met through small group and individual counseling. Communication strategies will be modeled and practiced. Coping skills will be taught to assist students in managing difficult situations. Other social skills will be used as interventions to promote positive behavior. As a result of these strategies, students will be able to build stronger relationships with peers and adults throughout the community.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance: Blackboard Connect messages are sent out daily to the parents of all absent students. The school office clerk monitors attendance by running an attendance report two times a month and following up with teachers and parents as to the reason the student is absent. When a student has three (3) unexcused absences within a calendar month, a Truancy Checklist is begun. The purpose of the checklist is to document absences to include type and date and contact with the parents, which includes date and method of contact. In addition the Teacher on Assignment will contact parents regarding absenteeism. After five (5) unexcused absences, an attendance meeting is scheduled with the school's Attendance Committee. If a student has reached (10) unexcused absences within a 90 day period, a referral is made to the Attendance Resource Teacher.

Behavior: Student/Parent/Administrative conferences are scheduled for all students receiving an In or Out-of-school Suspension upon the end of suspension. If the behavior or incidences continue, an IPST meeting is scheduled to review the data gathered on the current behavior plan.

Academic Progress: Course failure and Level 1 ELA/Math i.e. (Tier II and Tier III students not making progress): Teachers must bring student academic and behavioral data to Multi-Tiered Support Systems (MTSS) meetings to determine what interventions are needed, which may include the After School Support (ASP) program, Leveled Literacy Intervention or another specific intervention service.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	13	37	37	22	26	26	23	0	0	0	0	0	0	184
One or more suspensions	1	8	6	1	4	5	8	0	0	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	28	36	40	0	0	0	0	0	0	104

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	6	1	0	15	13	0	0	0	0	0	0	41

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

Golfview's school based Multi-Tiered System of Supports (MTSS) is a whole-school, problem solving process that is data-driven. It is a prevention based system for improving learning outcomes for every student through a layered continuance of evidence-based practices and systems. The MTSS process provides high quality instruction and interventions matched to student need, monitors progress frequently to make decisions about changes to instruction, uses data to improve student learning, and supports staff implementation of effective practices.

Students in need of additional academic support beyond Tier I Core Instruction are supported with Tier II interventions. The academic interventions are provided by highly qualified teachers in a small group setting using research based intervention programs that are monitored to document student progress. Tier II interventions are 20-30 minutes in length, at least three times per week beyond the 90 minute reading block and progress monitored at least every two weeks. Any student who continues to show learning difficulties by not responding to the intervention after 3-4 weeks receives

Tier III interventions. Tier III interventions are an additional 30 minutes of daily instruction, taught by a highly qualified teacher in a very small group of no more than three students. These groups are progress monitored on a weekly basis for at least three weeks, and the data is brought to the IPST team for review to consider the possibility of additional services from the ESE specialists.

Students in need of behavior interventions beyond Tier I are supported are given additional support. Tier II behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff will continue to keep data at this stage.

The school-based MTSS Leadership Team members are: Katrina Hudson (Principal), Jeffrey Coverdale(Assistant Principal), Karena Johnson-Blackwell (Guidance Counselor), Lisa Cisko (MTSS Facilitator), Jill Andronescu (ESE Contact), Heather Allen (Literacy Coach), and the Title I Team. The Principal and the Assistant Principal will be active participants in all MTSS Leadership Meetings and activities. The role of the coaches are to support teachers in using data to guide Tier I instruction, including intervention and acceleration efforts. The MTSS Leadership Team will perform classroom observations on students of concern, assist with monitoring that interventions are being implemented with fidelity, guide teachers through the MTSS paperwork process, and serve as coordinator of monthly grade level meetings. The role of the Title I team is to assist with interventions and data collection. The MTSS Leadership Team will monitor the fidelity of the interventions and ensure that the data is reported by the teachers at monthly grade level meetings.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/446104>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

To secure and utilize resources to support the school and student achievement, Golfview will continue to strengthen its relationships with local businesses as well as create new ones. Goals are first identified, and matched to secure and utilize resources to support initiatives. Golfview uses all resources including staff, feeder chains, community groups, district contacts, parents and extended family to sustain school programs. Golfview's Partnering for Education contact will attend monthly business partner district meetings in order to promote Golfview initiatives. The coordinator will create a brochure which includes a wish list to share with local businesses informing them of all the ways they can be involved with the school as well as coordinate efforts to promote their offerings. Our coordinator, principal and assistant principal will work to schedule events and activities involving our partners for education throughout the

calendar year. Keeping our partners updated will be a top priority of our coordinator through emails and newsletters.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hudson, Katrina	Principal
Allen, Heather	Instructional Coach
Coverdale, Jeffrey	Assistant Principal
Pringle, Deborah	Instructional Coach
Cisko, Lisa	Instructional Coach
Johnson, Karena	School Counselor
Spracklin, Linda	Instructional Coach

b. Duties

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

The principal serves as the school's primary instructional leader.

The principal and assistant principal conduct classroom walk-throughs, formal/informal observations and facilitate data chats to guide teachers in understanding the rigor of the standards.

The Teacher on Assignment will monitor attendance and discipline.

The Guidance Counselor assist with the MTSS process and monitors/provides support for the social and emotional needs of students.

The Magnet/AVID coordinator will conduct walk-throughs, coordinate AVID site team meetings, spearhead STEAM magnet initiatives (Aviation Lab, Fuse Studio), and attend magnet/AVID coordinator district meetings.

The instructional coaches will analyze data, monitor the MTSS process, model lessons, co-teach, provide informal observations/feedback, facilitate professional development, plan and collaborate on effective instructional strategies and suggest additional resources for teachers.

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

Grade level teachers, administrators, and instructional coaches participate in grade level meetings respectively to reflect on student progress from formative assessments that target specific standards. During grade level meetings student data is analyzed to identify strengths and areas of improvement.

Effective strategies, resources, and instructional practices relating to the standards are shared. Strategies to address student needs for differentiation and enrichment are also addressed.

The school leadership team meets on a weekly basis to review data, monitor student progress, discuss information shared in the grade level meetings, reflect on walk-throughs and observations conducted throughout the school. The purpose of the school leadership team is to monitor the overall progress that teachers and students are making towards the SIP goal. Members of the school leadership team will assist teachers by facilitating discussions to develop a better understanding on how to utilize student data as it relates to the standards-based instruction and effective instructional practices. The leadership team meeting will identify specific professional development needs. The assistant principal will schedule professional development opportunities addressing these specific needs.

A Title I Framework is completed to designated allocated resources in areas of need such as intervention programs, personnel, and technology. Additionally, an AVID site plan was created to monitor instructional strategies and resources in the classrooms.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katrina Hudson	Principal
Mary Kienzle	Teacher
Rolande Thomas	Parent
Kimberly Middleton	Parent
Rhonda Ripperger	Teacher
Lisa Cisko	Teacher
Christine Ayers	Parent
Tanya Berard	Parent
Kenya Odom	Parent
Casey Susong	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members were informed about the school's SIP goals. They were able to ask questions and give input. The SAC members approved the drafted changes to the 2016-2017 SIP plan in September 2016.

b. Development of this school improvement plan

Working copies of the SIP were distributed to the SAC members. All members were asked to give input on or before May 22, 2017. Strategic goals will be implemented according to the timeline in the SIP. Areas that we will be concentrating on will be rigorous standards based instruction.

c. Preparation of the school's annual budget and plan

Our beginning balance of the 2017-2018 school year is 5,597.48. SAC will meet monthly to determine needs that address this year's SIP.

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

During the 2016-2017 school year novel sets and curriculum for our supported units were purchased to enhance instruction.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hudson, Katrina	Principal
Allen, Heather	Instructional Coach
Cisko, Lisa	Instructional Coach
Spracklin, Linda	Instructional Coach
Coverdale, Jeffrey	Assistant Principal
Pringle, Deborah	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes a culture of literacy within the school through collaborative planning, problem-solving, and professional development with a focus on standards-based instruction. The LLT consists of a highly-qualified group of professionals including: administration, coordinators, coaches, and teachers. All members of the LLT demonstrate a strong commitment to enhancing standards-based teaching practices and overall student achievement. The LLT members will make certain that the literacy goals and reading objectives in the School Improvement Plan are met by analyzing data and identifying strengths and areas for improvement, collaborating based on specific needs, modeling effective classroom instructional practices, collaborating during grade-level meetings, providing professional development on areas of need, and sharing supportive and reflective feedback to teachers.

The LLT will meet on a monthly basis to oversee implementation of the reading objectives and literacy goals as indicated in the School Improvement Plan. The administration and literacy coach will facilitate the LLT meetings and will notify participants of the meetings, provide an agenda, document

the minutes, and will disseminate information discussed by the LLT with the school staff. A goal for the LLT will be to promote a collaborative culture through shared decision-making, trust, and reflective feedback. The LLT will collaborate on strategies to support the school-wide literacy initiatives on identified areas of need and will share these strategies with the school staff through professional development and grade level meetings. The LLT members will support effective strategies by observing, modeling, and supporting classroom teachers on a consistent basis. They will also provide professional development focusing on standards-based instruction and the Six Instructional Shifts in ELA/Literacy with an emphasis on content area literacy, writing across the curriculum, text-based answers, and writing from sources.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

To encourage positive working relationships teachers will be allotted more time to collaborate by:

- *Participating in weekly faculty meetings to collaborate and share new information.
- *Providing substitutes for teachers to plan during a three hour block in order to meet with instructional coaches to plan for the upcoming nine weeks.
- *Allowing the selected location of team meetings to be left up to teachers: whatever location on campus meets the needs of the desired/required resources.
- *Supporting grade level teams by having Leadership Team members attend weekly meetings, assisting with curriculum, and providing additional resource needs.
- * Assigning grade level chairs will to help facilitate common planning meetings and be the mainstream line of communication with teachers and administration.
- *Attending weekly grade level meetings with coaches to review data and plan for ELA, Math, AVID, and MTSS.
- *Continuing a compliment board for teachers to acknowledge one another's achievements or to show gratitude for assistance (Positive Behavior Interventions and Support Program).

By providing these opportunities, colleagues will share ideas and successes, step in to help, solve challenging problems, and foster conditions for successful teaching.

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

Advertisements for available positions are posted by the school secretary on the district website. The administration reviews the applicants' qualifications and experience. A team of administrators and teachers interview qualified applicants. Teachers who are hired that are new to Brevard County Public Schools must complete the Brevard County Beginning Teacher Induction Program. All new teachers to Brevard are assigned a CET trained mentor. Mentors support beginning teachers through observations and reflective feedback. In addition, one lead teacher will be designated to attend Peer Mentoring Council meetings at the district and then organize monthly mentoring meetings for the new teachers and their mentors to make sure that the new teachers are provided with all the support needed to be successful. Further, administrators will focus on attaining a highly effective score in the ILPAS Domain 2 Element

4.2: Recruitment and Retention: The leader employs a faculty with proficiency and cultural understandings needed for the school population served.

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

Golfview's teachers participate in the Brevard Schools Induction Program. Experienced teachers new to Brevard and teachers new to teaching participate in the mentoring program for two years. During this period participating teachers are:

- assigned a CET trained mentor teacher
- required to take six (6) hours of professional development each year of participation
- required to observe his/her mentor teacher two times per year and seek/receive feedback
- required to be observed by his/her mentor teacher two times per year and seek/receive feedback
- required to be observed by an administrator two times per year and receive feedback and
- required to be evaluated by an administrator two times per year and receive feedback.

When available pairings are decided based on same grade level or primary/intermediate grade level. Mentoring activities consist of district and school-wide trainings: Classroom management, Ruby Payne, Love and Logic, Cooperative Learning, Introduction to Brevard County Culture through New-Teacher Academy, PBIS, AVID, BEST and monthly peer mentoring meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Golfview ensures its core instructional programs and materials are aligned to Florida's standards by utilizing the textbook adoptions approved by the State of Florida. Additional resources, such as CPALMS lessons that align to the Florida Standards and NGSSS have also been shared. Golfview will continue to share resources that promote standards-based instruction and differentiated learning during professional development. In addition, Golfview will conduct professional development on Eureka Math (pilot program) and district created Adapted Text Units (ATU) to help teachers deepen their understanding on how to plan, teach, and assess the Florida Standards with an emphasis on data-driven instruction. Teachers are encouraged to seek out additional resources that integrate ELA Florida Standards with Science and Social Studies NGSSS that meet the text complexity and lexile ranges specified for each grade level.

b. Instructional Strategies

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

Identifying students in need of additional academic support is determined by analyzing the results of state, district and classroom formative assessments. For example, FAIR-FS data will be analyzed to determine the need for additional intervention as stated on the district decision trees. All students in grades kindergarten, one and two will be screened for the Phonological Awareness Screener for Intervention(PASI) or the Phonics Screener for Intervention(PSI). Intervention groups will be formulated based on the results of the PASI/PSI screeners. The academic interventions are provided

by highly qualified teachers in a small group setting using research based intervention program from 95% Group that are monitored to document student progress. Title I and classroom teachers will provide Tier II and Tier III interventions utilizing the Leveled Literacy Intervention (LLI) program. Tier II interventions are 20-30 minutes in length, at least three times per week beyond the 90 minute reading block and progress monitored every two weeks. Any student who continues to show learning difficulties by not responding to the intervention after 3-4 weeks receives Tier III interventions.

Behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III interventions are an additional 30 minutes of daily instruction, taught by a highly qualified teacher in a very small group of no more than three students. These groups are progress monitored on a weekly basis for at least three weeks, and the data is brought to the Individual Problem Solving Team (IPST) team for review to consider the possibility of additional services from the ESE specialists. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff continue to keep data at this stage.

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

Strategy: After School Program

Minutes added to school year: 5,700

After School Academic Support is provided in both reading, math and science instruction.

Strategy Rationale

Students will be provided instruction in small groups to support them with the skills necessary to master standards taught in reading, math, and science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coverdale, Jeffrey, coverdale.jeffrey@brevardschools.org

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

The data that will be used to assess the effectiveness of this program includes:

I-Ready Diagnostic Data (Pre and post assessments)

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The strategies Golfview employs to support incoming and outgoing cohorts of students in transition from one school level to another include:

*PBIS Pep Rallies to familiarize students with the school wide expectations.

*AVID Organizational Techniques which include; Study Skills and Note-taking Skills including instruction using Two-Column, Three-Column and Cornell Notes.

*Middle School Presentations on-campus (These strategies help to empower 6th grade students to help them make a successful transition to middle school).

*Kindergarten orientation is conducted at the end of the year for Pre-K families to help students be successful on their first day of Kindergarten.

*At the beginning of the year a BooHoo Breakfast is held for parents of Kindergarten students after dropping off students to give them more information on what to expect in the upcoming year.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student understanding/knowledge in the core content with rigorous Standards-based instruction.

Strategic Goals Detail

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

G1. Increase student understanding/knowledge in the core content with rigorous Standards-based instruction. 1a

G098270

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	52.0
Attendance rate	75.0

Targeted Barriers to Achieving the Goal 3

- Need for a framework that structures how to plan
- Need for more consistent instructional delivery at the full-depth of the standard
- Need for consistent school-wide routines and procedures for behavior management

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- School-Wide Positive Behavior Intervention Support (PBIS)
- Instructional Coaches
- District Resource Teachers
- Parents
- Internet
- Diagnostic Tools and Resources
- Administrative Support
- ELA and Content Area Standards
- ELA and Math Item Specifications

Plan to Monitor Progress Toward G1. 8

Qualitative data will be collected during classroom walk-throughs and observations to determine if progress is being made towards the implementation of rigorous Standards-based instruction.

Person Responsible

Katrina Hudson

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom Observations, Classroom Walk-through Logs, PBIS (Positive Behavior Intervention Support) Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student understanding/knowledge in the core content with rigorous Standards-based instruction.

1

G098270

G1.B1 Need for a framework that structures how to plan 2

B264362

G1.B1.S1 Create a school-wide structure for common planning. 4

S280028

Strategy Rationale

Teachers need collaborative planning time such as weekly grade level meetings to focus on standards-based instruction, data-driven instruction, and differentiated instruction.

Action Step 1 5

Create team expectations, norms, and a common planning rubric.

Person Responsible

Katrina Hudson

Schedule

On 8/9/2017

Evidence of Completion

Collected grade level expectations and norms and self-assessment rubric

Action Step 2 5

Communicate common planning structure from leadership team to grade level leads to teachers.

Person Responsible

Katrina Hudson

Schedule

On 8/9/2017

Evidence of Completion

Grade level leadership team agenda

Action Step 3 5

During collaborative planning, teachers will create common components of the lesson to reach the intent of the standard, including common assessments, higher order questions, collaborative structures, instructional strategies, and a culminating activity.

Person Responsible

Katrina Hudson

Schedule

Weekly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Grade level lesson plans, grade level support notes

Action Step 4 5

Provide school-wide professional development in creating common components of a lesson plan.

Person Responsible

Heather Allen

Schedule

On 9/20/2017

Evidence of Completion

Weekly lesson plans

Action Step 5 5

Provide instructional support for grade level classrooms to reduce the achievement gap in grades K-6.

Person Responsible

Katrina Hudson

Schedule

Daily, from 11/1/2017 to 5/31/2018

Evidence of Completion

Increase student proficiency in ELA and Math by 10% or higher.

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

Each grade-level meeting will require an agenda that includes attendance, the dates/times the team met, and an outline from the meeting.

Person Responsible

Katrina Hudson

Schedule

Weekly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Grade-level Agendas, Grade-level Minutes

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

Instructional fidelity is observed.

Person Responsible

Katrina Hudson

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Classroom Observations

G1.B2 Need for more consistent instructional delivery at the full-depth of the standard **2**

 B264363

G1.B2.S1 Teachers will deliver rigorous standards-based lessons. **4**

 S280029

Strategy Rationale

Standards based lessons will increase student understanding and growth.

Action Step 1 **5**

Common understanding of "look-fors" for leadership walk-throughs

Person Responsible

Katrina Hudson

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

"look-for" walk-through forms

Action Step 2 **5**

Provide professional development on how to deliver standards-based instruction and common "look-fors" in the classroom.

Person Responsible

Katrina Hudson

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

PD agenda, common "look-fors" rubric

Action Step 3 5

Conduct classroom walk-throughs and provide feedback to teachers.

Person Responsible

Katrina Hudson

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom walk-through data

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

Rigorous Standards-based instruction will be evident in monthly observations through classroom walk-throughs.

Person Responsible

Katrina Hudson

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom Walk-through Logs, Classroom Observations

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

Data analysis will show student growth in academic areas.

Person Responsible

Katrina Hudson

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

academic growth through common assessments

G1.B3 Need for consistent school-wide routines and procedures for behavior management **2**

 B264364

G1.B3.S1 Teach consistent school- wide routines and procedures for behavior management. **4**

 S280030

Strategy Rationale

Consistent routines and procedures will empower students to make positive choices and maintain self discipline.

Action Step 1 **5**

Develop and implement common grade-level routines and procedures for classroom management that embed school and district-wide expectations.

Person Responsible

Jeffrey Coverdale

Schedule

Daily, from 8/3/2017 to 5/23/2018

Evidence of Completion

Classroom routines and procedures are evident

Action Step 2 **5**

Provide professional development on PBIS strategies to ensure that all teachers are utilizing school-wide expectations and procedures.

Person Responsible

Ivette Collado

Schedule

Quarterly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Agendas

Action Step 3 5

Teachers and staff will teach and model expectations in and out of the classroom.

Person Responsible

Jeffrey Coverdale

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Assembly schedules and student demonstration of routines and procedures.

Action Step 4 5

Teachers and staff will consistently follow school and district discipline ladder utilizing the MTSS process, if needed.

Person Responsible

Jeffrey Coverdale

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Student referral forms

Action Step 5 5

Hire Social Worker to address the extreme social/emotional needs of students and provide proactive assistance to students in need.

Person Responsible

Katrina Hudson

Schedule

On 5/31/2018

Evidence of Completion

Social worker on staff.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The school's PBIS team will meet monthly to ensure consistent school wide routines and procedures for behavior management are being implemented.

Person Responsible

Ivette Collado

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Classroom Walk-through Logs, Classroom Observations, Discipline Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Qualitative data will be collected through teacher and student surveys for feedback on the implementation of school wide expectations and procedures.

Person Responsible

Jeffrey Coverdale

Schedule

Semiannually, from 8/10/2017 to 5/23/2018

Evidence of Completion

Results of student and teacher surveys.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conduct monthly PBIS team meetings to review discipline data and problem solve/brain storm new initiatives. The number of referrals will provide additional information. An increase in the academic achievement of students will also be an indicator of effectiveness.

Person Responsible

Jeffrey Coverdale

Schedule

Monthly, from 8/10/2017 to 5/23/2018



Evidence of Completion

RTIB data, Meeting notes, meeting agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A377530	Create team expectations, norms, and a common planning rubric.	Hudson, Katrina	8/3/2017	Collected grade level expectations and norms and self-assessment rubric	8/9/2017 one-time
G1.B1.S1.A2 A377531	Communicate common planning structure from leadership team to grade level leads to teachers.	Hudson, Katrina	8/3/2017	Grade level leadership team agenda	8/9/2017 one-time
G1.B1.S1.A4 A377533	Provide school-wide professional development in creating common components of a lesson plan.	Allen, Heather	9/20/2017	Weekly lesson plans	9/20/2017 one-time
G1.MA1 M408612	Qualitative data will be collected during classroom walk-throughs and observations to determine if...	Hudson, Katrina	8/10/2017	Classroom Observations, Classroom Walk-through Logs, PBIS (Positive Behavior Intervention Support) Data	5/23/2018 monthly
G1.B1.S1.MA1 M408605	Instructional fidelity is observed.	Hudson, Katrina	8/10/2017	Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Classroom Observations	5/23/2018 weekly
G1.B1.S1.MA1 M408606	Each grade-level meeting will require an agenda that includes attendance, the dates/times the team...	Hudson, Katrina	8/3/2017	Grade-level Agendas, Grade-level Minutes	5/23/2018 weekly
G1.B1.S1.A3 A377532	During collaborative planning, teachers will create common components of the lesson to reach the...	Hudson, Katrina	8/3/2017	Grade level lesson plans, grade level support notes	5/23/2018 weekly
G1.B2.S1.MA1 M408607	Data analysis will show student growth in academic areas.	Hudson, Katrina	8/10/2017	academic growth through common assessments	5/23/2018 monthly
G1.B2.S1.MA1 M408608	Rigorous Standards-based instruction will be evident in monthly observations through classroom...	Hudson, Katrina	8/10/2017	Classroom Walk-through Logs, Classroom Observations	5/23/2018 monthly
G1.B2.S1.A1 A377535	Common understanding of "look-fors" for leadership walk-throughs	Hudson, Katrina	8/3/2017	"look-for" walk-through forms	5/23/2018 quarterly
G1.B2.S1.A2 A377536	Provide professional development on how to deliver standards-based instruction and common...	Hudson, Katrina	8/3/2017	PD agenda, common "look-fors" rubric	5/23/2018 quarterly
G1.B2.S1.A3 A377537	Conduct classroom walk-throughs and provide feedback to teachers.	Hudson, Katrina	8/10/2017	Classroom walk-through data	5/23/2018 monthly
G1.B3.S1.MA1 M408609	Qualitative data will be collected through teacher and student surveys for feedback on the...	Coverdale, Jeffrey	8/10/2017	Results of student and teacher surveys.	5/23/2018 semiannually
G1.B3.S1.MA3 M408610	Conduct monthly PBIS team meetings to review discipline data and problem solve/brain storm new...	Coverdale, Jeffrey	8/10/2017	RTIB data, Meeting notes, meeting agendas	5/23/2018 monthly
G1.B3.S1.MA1 M408611	The school's PBIS team will meet monthly to ensure consistent school wide routines and procedures...	Collado, Ivette	8/10/2017	Classroom Walk-through Logs, Classroom Observations, Discipline Data	5/23/2018 monthly
G1.B3.S1.A1 A377538	Develop and implement common grade-level routines and procedures for classroom management that...	Coverdale, Jeffrey	8/3/2017	Classroom routines and procedures are evident	5/23/2018 daily
G1.B3.S1.A2 A377539	Provide professional development on PBIS strategies to ensure that all teachers are utilizing...	Collado, Ivette	8/3/2017	Agendas	5/23/2018 quarterly
G1.B3.S1.A3 A377540	Teachers and staff will teach and model expectations in and out of the classroom.	Coverdale, Jeffrey	8/10/2017	Assembly schedules and student demonstration of routines and procedures.	5/23/2018 daily
G1.B3.S1.A4 A377541	Teachers and staff will consistently follow school and district discipline ladder utilizing the...	Coverdale, Jeffrey	8/10/2017	Student referral forms	5/23/2018 weekly

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Golfview Elementary Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5  A377534	Provide instructional support for grade level classrooms to reduce the achievement gap in grades...	Hudson, Katrina	11/1/2017	Increase student proficiency in ELA and Math by 10% or higher.	5/31/2018 daily
G1.B3.S1.A5  A377542	Hire Social Worker to address the extreme social/emotional needs of students and provide proactive...	Hudson, Katrina	11/1/2017	Social worker on staff.	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. Increase student understanding/knowledge in the core content with rigorous Standards-based instruction.

G1.B1 Need for a framework that structures how to plan

G1.B1.S1 Create a school-wide structure for common planning.

PD Opportunity 1

Provide school-wide professional development in creating common components of a lesson plan.

Facilitator

Dr. Jacqueline Fraser

Participants

Golfview Elementary Teachers

Schedule

On 9/20/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create team expectations, norms, and a common planning rubric.				\$0.00
2	G1.B1.S1.A2	Communicate common planning structure from leadership team to grade level leads to teachers.				\$0.00
3	G1.B1.S1.A3	During collaborative planning, teachers will create common components of the lesson to reach the intent of the standard, including common assessments, higher order questions, collaborative structures, instructional strategies, and a culminating activity.				\$13,310.72
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$13,310.72
<i>Notes: Provide substitutes (\$12.50 per hour; 200 hours maximum) while classroom teachers are being trained by district staff and/or consultants.</i>						
4	G1.B1.S1.A4	Provide school-wide professional development in creating common components of a lesson plan.				\$0.00
5	G1.B1.S1.A5	Provide instructional support for grade level classrooms to reduce the achievement gap in grades K-6.				\$128,328.75
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$59,550.00
<i>Notes: Hire five additional instructional assistants to support specific instructional and intervention needs of students, including those in specific subgroups. G1.B3.S2.A1</i>						
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$20,206.30
<i>Notes: Hire personnel to support specific instructional and intervention needs of students, including those in specific subgroups. (STEAM Summer Program) G1.B3.S2.A1</i>						
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$2,533.45
<i>Notes: Hire personnel to support specific instructional and intervention needs of students, including those in specific subgroups. (Kindergarten Jump Start) G1.B3.S2.A2</i>						
	5100	210-Retirement	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$4,715.00
<i>Notes: Hire five additional instructional assistants - retirement G1.B3.S2.A1</i>						
	5100	220-Social Security	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$3,644.00
<i>Notes: Hire five additional instructional assistants - Social Security G1.B3.S2.A1</i>						
	5100	230-Group Insurance	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$36,855.00
<i>Notes: Hire five additional instructional assistants - Health & Hospitalization G1.B3.S2.A1</i>						

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	5100	232-Life Insurance	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$495.00
			<i>Notes: Hire five additional instructional assistants - Life Insurance G1.B3.S2.A1</i>			
	5100	232-Life Insurance	1071 - Golfview Elementary Magnet School	UniSIG	5.0	\$330.00
			<i>Notes: Hire five additional instructional assistants - Worker's Comp G1.B3.S2.A1</i>			
6	G1.B2.S1.A1	Common understanding of "look-fors" for leadership walk-throughs				\$4,893.08
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	310-Professional and Technical Services	1071 - Golfview Elementary Magnet School	UniSIG		\$550.00
			<i>Notes: Principal attend NAESP conference in Orlando to increase their skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance. DIAP G1.B1.S1.A8</i>			
	7300	330-Travel	1071 - Golfview Elementary Magnet School	UniSIG		\$1,200.00
			<i>Notes: Travel costs for principal attend NAESP conference in Orlando to increase skills in recognizing effective learning and teaching, collecting evidence to support judgments and a strong emphasis on providing teachers with quality feedback to support improved student performance. DIAP G1.B1.S1.A8</i>			
	7300	110-Administrators	1071 - Golfview Elementary Magnet School	UniSIG		\$3,143.08
			<i>Notes: Hourly pay for assistant principal to work on school improvement initiatives with the principal during the summer.</i>			
7	G1.B2.S1.A2	Provide professional development on how to deliver standards-based instruction and common "look-fors" in the classroom.				\$28,125.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$22,605.73
			<i>Notes: Teacher stipends for extra duty pay when attending training and/or community events outside of the work day and/or contract year. G1.B2.S1.A4</i>			
	5100	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	UniSIG		\$5,520.03
			<i>Notes: District literacy trainer and school based literacy coach will train grade levels on using complex text and rigorous student tasks. G1.B2.S1.A4</i>			
8	G1.B2.S1.A3	Conduct classroom walk-throughs and provide feedback to teachers.				\$0.00
9	G1.B3.S1.A1	Develop and implement common grade-level routines and procedures for classroom management that embed school and district-wide expectations.				\$0.00
10	G1.B3.S1.A2	Provide professional development on PBIS strategies to ensure that all teachers are utilizing school-wide expectations and procedures.				\$0.00
11	G1.B3.S1.A3	Teachers and staff will teach and model expectations in and out of the classroom.				\$0.00
12	G1.B3.S1.A4	Teachers and staff will consistently follow school and district discipline ladder utilizing the MTSS process, if needed.				\$0.00

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13	G1.B3.S1.A5	Hire Social Worker to address the extreme social/emotional needs of students and provide proactive assistance to students in need.				\$55,660.69
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$41,289.00
			<i>Notes: Hire a school social worker who can focus solely on the social-emotional and mental health needs of students and provide efforts to engage families and the community to lead to improved student achievement. G2.B1.S1.A3</i>			
	6110	210-Retirement	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$3,270.00
			<i>Notes: Social Worker - retirement</i>			
	6110	220-Social Security	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$3,158.00
			<i>Notes: Social Worker - Social Security</i>			
	6110	230-Group Insurance	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$7,371.00
			<i>Notes: Social Worker - Health and Hospitalization</i>			
	6110	232-Life Insurance	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$342.69
			<i>Notes: Social Worker -Life Insurance</i>			
	6110	240-Workers Compensation	1071 - Golfview Elementary Magnet School	UniSIG	1.0	\$230.00
			<i>Notes: Social Worker -Worker's Comp</i>			
					Total:	\$230,319.00