

Brevard Public Schools

# Golfview Elementary Magnet School



2018-19 Schoolwide Improvement Plan

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## Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p><b>2017-18 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">65%</p>

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	D*

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### 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.

### School Leadership Team

#### Membership

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

Name	Title
Hudson, Katrina	Principal
Coverdale, Jeffrey	Assistant Principal
Pringle, Deborah	Other
Spracklin, Linda	Teacher, K-12
Collado, Ivette	Administrative Support
Migliore, Maile	Instructional Coach
Smith, LaToya	Instructional Coach
McPherson, Theresa	Instructional Coach

#### Duties

#### 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 practices facilitative leadership for most decision making.

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 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.

### Early Warning Systems

**Year 2017-18**

**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	17	28	26	30	24	15	29	0	0	0	0	0	0	169
One or more suspensions	0	2	9	2	3	2	5	0	0	0	0	0	0	23
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	6	8	16	34	0	0	0	0	0	0	64

**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	13	30	26	30	29	40	56	0	0	0	0	0	0	224

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	10	2	1	2	3	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	0	6	6	1	0	15	13	0	0	0	0	0	0	41

**Date this data was collected**

Tuesday 8/21/2018

**Year 2016-17 - As Reported**

**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

**Year 2016-17 - Updated**

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

2018 FSA data showed an increase in Science proficiency (from 24% to 29%), but it remains our lowest performing area. This has been trending as one of the lowest areas for 3+ years.

**Which data component showed the greatest decline from prior year?**

The greatest decline in the 2018 FSA data was the ELA lowest 25% learning gains. This percentage fell from 47% to 31%. Digging deeper, the performance of our 5th grade students in ELA was the culprit as they fell 9% from the previous year in proficiency as 4th graders.

**Which data component had the biggest gap when compared to the state average?**

Science proficiency had the greatest gap when compared to the state average.

**Which data component showed the most improvement? Is this a trend?**

3rd grade ELA proficiency demonstrated the greatest area of improvement. Third grade increased proficiency from 41% to 58%.

**Describe the actions or changes that led to the improvement in this area.**

The greatest implication of this increase is teacher selection. A strong, veteran teacher was hired and the team collaborated well throughout the year. Additionally, a new principal was selected to serve at Golfview during the 2017-2018 school year. The principal brought a OneTeam, One Dream vision and focused on Tier 1 instruction.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	60%	56%	42%	60%	52%
ELA Learning Gains	45%	54%	55%	43%	56%	52%
ELA Lowest 25th Percentile	31%	46%	48%	36%	50%	46%
Math Achievement	38%	62%	62%	44%	62%	58%
Math Learning Gains	44%	59%	59%	53%	63%	58%
Math Lowest 25th Percentile	42%	49%	47%	43%	52%	46%
Science Achievement	29%	57%	55%	37%	58%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	17 (13)	28 (37)	26 (37)	30 (22)	24 (26)	15 (26)	29 (23)	169 (184)
One or more suspensions	0 (1)	2 (8)	9 (6)	2 (1)	3 (4)	2 (5)	5 (8)	23 (33)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (0)	8 (28)	16 (36)	34 (40)	64 (104)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	63%	-5%	57%	1%
	2017	41%	65%	-24%	58%	-17%
Same Grade Comparison		17%				
Cohort Comparison						
04	2018	45%	57%	-12%	56%	-11%
	2017	47%	58%	-11%	56%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		4%				
05	2018	38%	54%	-16%	55%	-17%
	2017	32%	60%	-28%	53%	-21%
Same Grade Comparison		6%				
Cohort Comparison		-9%				
06	2018	42%	63%	-21%	52%	-10%
	2017	43%	64%	-21%	52%	-9%
Same Grade Comparison		-1%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	62%	-15%	62%	-15%
	2017	34%	63%	-29%	62%	-28%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	55%	59%	-4%	62%	-7%
	2017	38%	61%	-23%	64%	-26%
Same Grade Comparison		17%				
Cohort Comparison		21%				
05	2018	28%	58%	-30%	61%	-33%
	2017	27%	58%	-31%	57%	-30%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
06	2018	27%	68%	-41%	52%	-25%
	2017	39%	68%	-29%	51%	-12%
Same Grade Comparison		-12%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	30%	57%	-27%	55%	-25%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	32	30	13	32	35	14				
ELL	59	55		61	50						
BLK	25	38	28	20	35	42	11				
HSP	42	44		48	46		21				
MUL	57	50		48	52						
WHT	63	53	27	48	52	30	48				
FRL	41	43	34	34	44	43	25				

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	29	33	6	18	21					
ELL	58	62		58	69						
BLK	24	45	46	22	32	31	9				
HSP	53	69		53	56		31				



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	55	48		32	43						
WHT	55	56	36	51	41	36	45				
FRL	37	48	47	34	39	34	19				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

<b>Activity #1</b>	
<b>Title</b>	Achievement of Lowest 25%
<b>Rationale</b>	This area struggled in the 17-18 school year. After careful dissection, the data showed that 5th grade students in ELA did not perform as well as expected. 40 out of 56 students in the lowest quartile were ESE students. Plans were already in place to restructure the MTSS processes during the 2017-2018 school year.
<b>Intended Outcome</b>	By ensuring students are identified properly, the MTSS/intervention process is structured and implemented, and monitoring both for effectiveness, student achievement scores will increase.
<b>Point Person</b>	Katrina Hudson (hudson.katrina@brevardschools.org)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Continue MTSS/Intervention identification process.</li><li>2. Support and monitor implementation of the MTSS/Intervention process.</li><li>3. Students identified in the lowest quartile in ELA and Math will be supported and monitored for effective, standards-based instruction.</li><li>4. Continue support (planning and implementation) of Tier I standards-based instruction in ELA, Math, and Science, including the implementation of the Standards-Focused Boards.</li><li>5. Increase time of ESE support in the general education classrooms, utilizing the push-in model.</li><li>6. Increase the time self-contained students with disabilities are receiving instruction in the general education classrooms with the support of ESE teachers.</li></ol>
<b>Person Responsible</b>	Katrina Hudson (hudson.katrina@brevardschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Ongoing progress monitoring of iReady and district required assessments.</li><li>2. Ongoing progress monitoring of interventions and supporting data in grade level data/IPST meetings.</li><li>3. Collect qualitative data during classroom walk-throughs and observations to determine progress.</li><li>4. Collaborative planning with grade level instructional coaches to monitor and assist planning and implementation of standards-based lesson plans with fidelity.</li><li>5-6. Monitor ESE schedules to ensure students receive standards-based instruction in the least restrictive environment.</li></ol>
<b>Person Responsible</b>	Katrina Hudson (hudson.katrina@brevardschools.org)

**Activity #2**

<b>Title</b>	Social/Emotional Needs of Students
<b>Rationale</b>	Golfview Elem is a Title I school. Addressing the affective domain-the social and emotional needs-of Golfview's high-needs population is paramount. This leads to higher levels of motivation and will result in higher achievement levels.
<b>Intended Outcome</b>	1. Increased attendance of students 2. Increased levels of motivation. 3. Increased levels of student achievement.
<b>Point Person</b>	Katrina Hudson (hudson.katrina@brevardschools.org)

**Action Step**

<b>Description</b>	1. Continue the implementation of PBIS strategies to ensure that teachers use school-wide expectations and procedures. 2. Continue to provide consistent routines and procedures to empower students to make positive choices and maintain self-discipline. 3. Hire Social Worker to address the extreme social-emotional needs of students and provide proactive assistance to students in need. 4. Provide professional development of CHAMPS strategies to ensure that teachers utilize school-wide expectations and procedures. 5. Continue implementation of AVID (Organization component of WICOR) via student binders. 6. Monitor discipline data and attendance.
<b>Person Responsible</b>	Ivette Collado (collado.ivette@brevardschools.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	1. Attendance at PBIS committee meetings and participation in PBIS events. 2. Monitor PBIS, CHAMPS, and GEAR implementation through classroom walk-throughs. 3. Monitor student discipline and attendance data to determine if there is a decrease in absenteeism and discipline infractions. 4. See #2. 5. Using AVID Classroom Walkthrough Tool, determine further professional development needs. 6. See #3.
<b>Person Responsible</b>	[no one identified]

<b>Activity #3</b>	
<b>Title</b>	Science Proficiency
<b>Rationale</b>	Science proficiency had the greatest gap when compared to the state average.
<b>Intended Outcome</b>	Science proficiency increased from 24% to 29% proficiency. The intended outcome is that student proficiency increases.
<b>Point Person</b>	Katrina Hudson (hudson.katrina@brevardschools.org)
<b>Action Step</b>	
<b>Description</b>	1. Science Lab was added to the schedule for grades 3-5. 2. Add an IA to assist 3-5 classrooms with labs and instructional planning. 3. Support instructional planning with grade level instructional coach.
<b>Person Responsible</b>	Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Classroom observation for fidelity of implementation of standards based science lessons and labs.
<b>Person Responsible</b>	Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Golfview will continue to reach out to families and the community by sponsoring Family Nights for Literacy, Math, Science, Health, and the Arts. Administration increased communication by starting a Facebook page that provides information about the school, event dates, and parent education. This summer, Golfview was trained on Family Engagement by district resource teachers. Plans were made on how to better engage families into the school.

#### **PFEP Link**

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

#### **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.

Teachers will also use the CHAMPS processes to help with positive classroom management and expectations.

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/emotional needs of the students will be met through small group and individual counseling. Communication strategies will be modeled and practiced. Coping skills are 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.

**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.
- \*Prior to the first day of school, Golfview has a Sneak Peek that invites families to take a peek at their new classroom and teacher to reduce first day anxiety.
- \*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.

**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 weekly 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 designate 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.

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

Golfview is an AVID Elementary School. Each classroom has a college corner, highlighting teacher educational backgrounds as well as student-created display of their hopes and dreams. Golfview also has a new monthly College for Kids program that introduces students to successful community members. Golfview has business partners from multiple industries in Brevard that support our annual African-American Read-In Chain and Career Day.

**Part V: Budget**

<b>Total:</b>	<b>\$273,006.25</b>
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