

Brevard Public Schools

Golfview Elementary Magnet School



2019-20 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>

Demographics

Principal: Jeffrey Coverdale E

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: D (39%) 2016-17: D (39%) 2015-16: C (43%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	C

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SIP Authority

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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. 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	Job Duties and Responsibilities
Hudson, Katrina	Principal	<p>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.</p> <p>https://www.floridacims.org/plans/34928/edit/26005#abody7</p>
Migliore, Maile	Instructional Coach	<p>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.</p>
Smith, LaToya	Instructional Coach	<p>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.</p>
Choplin, Amanda	Instructional Coach	<p>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.</p>
Thompson, Tessa	Instructional Coach	<p>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.</p>
Spracklin, Linda	Teacher, K-12	<p>Title 1 support Gifted Student Program teacher (K-6) FUSE Studio facilitator Aeronautics specialist</p>
Pringle, Deborah	Administrative Support	<p>Magnet Coordinator - provide growth and assistance with STEAM Magnet initiatives and recruitment AVID Coordinator - provide guidance/professional development in AVID for faculty, students, and parents Lead Mentor - provide guidance for Mentors/Mentees in the Golfview Induction Program for New Teachers</p>
Coverdale, Jeffrey	Assistant Principal	
Collado, Ivette	Administrative Support	<p>Family and Community Engagement FACE Liaison - Working with our SAC/PTO community members and community skate holders. Supporting our parents and students with social, emotional and academic resources. Bridging the gap between school, families and community.</p>

Name	Title	Job Duties and Responsibilities
		Business Contact Person partnering with our community and Partners in Education. Classroom support with literacy Instruction in writing- plan with teachers and model lessons. Support teachers and students with discipline.
Parks, Nicole	Dean	The Teacher on Assignment will monitor attendance, discipline and the school-wide Positive Behavior System.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	65	54	69	74	69	61	0	0	0	0	0	0	452
Attendance below 90 percent	10	9	5	6	8	3	11	0	0	0	0	0	0	52
One or more suspensions	0	2	1	3	4	5	7	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	2	0	2	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	1	21	29	26	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	1	8	4	9	0	0	0	0	0	0	23

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	1	9	1	2	0	1	2	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	1	1	2	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

48

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - 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	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
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of teachers (school wide)	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	30	26	30	29	40	56	0	0	0	0	0	0	224

Prior Year - 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	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
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of teachers (school wide)	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	13	30	26	30	29	40	56	0	0	0	0	0	0	224

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	62%	57%	42%	63%	55%
ELA Learning Gains	52%	60%	58%	52%	60%	57%
ELA Lowest 25th Percentile	50%	57%	53%	47%	52%	52%
Math Achievement	47%	63%	63%	37%	64%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	53%	65%	62%	40%	62%	61%
Math Lowest 25th Percentile	52%	53%	51%	33%	52%	51%
Science Achievement	54%	57%	53%	24%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	60 (0)	65 (0)	54 (0)	69 (0)	74 (0)	69 (0)	61 (0)	452 (0)
Attendance below 90 percent	10 (17)	9 (28)	5 (26)	6 (30)	8 (24)	3 (15)	11 (29)	52 (169)
One or more suspensions	0 (0)	2 (2)	1 (9)	3 (2)	4 (3)	5 (2)	7 (5)	22 (23)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	2 (0)	4 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (6)	21 (8)	29 (16)	26 (34)	77 (64)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	64%	-25%	58%	-19%
	2018	58%	63%	-5%	57%	1%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	43%	61%	-18%	58%	-15%
	2018	45%	57%	-12%	56%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		-15%				
05	2019	48%	60%	-12%	56%	-8%
	2018	38%	54%	-16%	55%	-17%
Same Grade Comparison		10%				
Cohort Comparison		3%				
06	2019	43%	60%	-17%	54%	-11%
	2018	42%	63%	-21%	52%	-10%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	61%	-7%	62%	-8%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	48%	64%	-16%	64%	-16%
	2018	55%	59%	-4%	62%	-7%
Same Grade Comparison		-7%				
Cohort Comparison		1%				
05	2019	41%	60%	-19%	60%	-19%
	2018	28%	58%	-30%	61%	-33%
Same Grade Comparison		13%				
Cohort Comparison		-14%				
06	2019	38%	67%	-29%	55%	-17%
	2018	27%	68%	-41%	52%	-25%
Same Grade Comparison		11%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	56%	-5%	53%	-2%
	2018	30%	57%	-27%	55%	-25%
Same Grade Comparison		21%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	18	48	48	23	54	65	31				
ELL	48	60		58	59						
BLK	27	37	50	33	50	50	25				
HSP	47	62		54	50		62				
MUL	37	48		37	48						
WHT	61	61	67	59	58	54	68				
FRL	39	53	49	44	51	55	55				

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				

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
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				
MUL	55	48		32	43						
WHT	55	56	36	51	41	36	45				
FRL	37	48	47	34	39	34	19				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA achievement was stagnant. Disaggregating the data, 3rd and 4th grades suffered the greatest losses (3rd: 58% to 39%; 4th: 45% to 43%) in achievement. In 3rd grade, most components of tier 1 instruction were not rigorous and to the depth of the standards. In 4th grade, teacher turnover three times, was a major culprit. Fidelity of guided reading groups was also a key contributor.

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

We had no declines from the prior year in our overall school 7 cells.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state averages, math had the greatest gap (Golfview: 47%, State: 53%). While looking deeper in the data, 5th grade classes are departmentalized and had high teacher turnover in the math. Additionally, 6th grade proficiency increased from 27% to 38%; however, it is 29% lower than the district average and 17% lower than the state average.

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

Science achievement showed the greatest improvement (29% to 54%). In this area, we ensured 3rd and 4th grades focused on standards-based science lessons. We received additional assistance from the district's science resource teacher and departmentalized in 5th grade to ensure teachers are matched with their specializations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance: 52 (11%) students have less than a 90% attendance rate.

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

1. ELA Achievement
2. ELA Learning Gains
3. Math Achievement
4. Math Learning Gains
5. Math Lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Fidelity of Tiered Instruction
Rationale	<p>ELA data supports a focus on improving tiered instruction in the ELA block. ELA achievement remained at 44% proficiency. With a heightened emphasis on small and whole group instruction, it our goal to increase proficiency by 5%.</p> <p>Math data supports a focus on improving tiered instruction as well. Math achievement improved in all cells, however, it had the least amount of improvement. Digging deeper in the cohort data, it was evident that last year's 5th grade dropped by 14%. While 6th grade math proficiency increased by 9% (27% to 38%), it remains far below the district average.</p> <p>Science data supports a need to focus in the area of the Nature of Science. Our proficiency increased by 21%, whereby the continued need to support instruction in K-4.</p>
State the measurable outcome the school plans to achieve	<p>ELA and Math- iReady diagnostic data will be used to measure student progress. Science- 3rd-5th grade will have standards based assessments to show the pre/post knowledge of each of the standards that will allow for an ongoing measure of where the students are at and what areas need more instruction.</p>
Person responsible for monitoring outcome	Katrina Hudson (hudson.katrina@brevardschools.org)
Evidence-based Strategy	<p>Golfview will implement the Florida Continuous Improvement Model (FCIM).</p> <p>FCIM is a quality-based approach that tracks student performance based on research, helps close the achievement gap between all racial and socio-economic subgroups, and data-driven. When implemented at all levels, FCIM treats students as individuals, by assessing the learning in intervals. Additionally in science, using the 5-E Model, lessons will allow students more hands-on time and help to build in the area of Nature of Science. Unify assessments will allow for immediate feedback of lessons learned.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue support (planning and implementation) of Tier I standards-based instruction in ELA, Math, and Science. 2. Professional development will be provided in the following areas: <ol style="list-style-type: none"> a. iReady Curriculum for Whole Group Instruction(planning) b. Guided Reading (Fountas and Pinnell) c. Small Group Instruction d. Write Score (lessons and assessments) e. Disaggregating Data f. MTSS (data triangulation, data chats) g. Eureka Math Curriculum Planning h. Unify Assessment/ 5-E Model training 3. ELA planning weekly with grade level support team member and literacy coach. 4. District ELA support with K and 3. 5. 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.

6. Conduct the Coaching Cycle with data from Learning Walks and District Classroom Walkthroughs.
7. Provide grade level and individual, written and face to face feedback to teachers on instructional delivery.
8. Support Math planning with grade level support team member and math coach.
9. Continue district support from Title I Math Resource Teacher, performing coaching plans, walkthroughs and feedback from resource teacher and math coach.

**Person
Responsible**

Katrina Hudson (hudson.katrina@brevardschools.org)

#2	
Title	Social/Emotional Needs of Students
Rationale	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.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Increased attendance of students 2. Increased levels of motivation. 3. Increased levels of student achievement.
Person responsible for monitoring outcome	Katrina Hudson (hudson.katrina@brevardschools.org)
Evidence-based Strategy	<p>Golfview will utilize Second Step Curriculum to support students with the implementation of best practices of managing conflict with peers and adults.</p> <p>Second Step gives teachers easy manageable lessons, that minimizes prep time allowing teachers a quick buy-in to the program. Their concepts provide teachers and students with materials they need to make a difference in students social-emotional deficiencies, right away.</p>
Rationale for Evidence-based Strategy	<p>By implementing this curriculum schoolwide, Golfview have created learning environments that are meaningful to changing the lives of children. Students are taught how to self-regulate their social-emotional triggers and apply tools to enable them to take an active role in the social-emotional growth.</p>
Action Step	
Description	<ol style="list-style-type: none"> 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. Incorporate monthly PBIS Incentives to reinforce school-wide expectations. 4. Social Worker will conduct evaluations and sessions to address the extreme social-emotional needs of students, as well as, provide proactive assistance to students in need. 5. Social worker and guidance counselor will conduct Second Step lessons in small, targeted groups outlined in Tier II of PBIS. 5. Continue to provide professional development of CHAMPS strategies to ensure that teachers utilize school-wide expectations and procedures. 6. Continue implementation of AVID (Organization component of WICOR) via student binders. 7. Monitor discipline data and attendance.
Person Responsible	Nicole Parks (parks.nicole@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 and the Family and Community Liaison will increase communication by informing parents of all school and Partners in Education meetings and events via Newsletters, Facebook, and Black board connect. This will provide information about the school, event dates, and parent education.

Golfview was trained on Family Engagement by district resource teachers. Plans were made on how to better engage families into the school.

Golfview will bring in stakeholders and community volunteers to become more proactive into our school. Our goal is to have more parental involvement by creating a parent survey to see what their needs and desires are. Golfview will then have a training in three out of four of our parents most desired needs. We will help our parents obtain their GED, become certified in computer skills and in our FOCUS grade book. We will also help our parents link to community resources and develop the parenting skills for Parenting in Today's World.

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 that have a host of career paths. Golfview has business partners from multiple industries in Brevard that support our annual African-American Read-In Chain and Career Day.

Golfview has Science Fair, STEAM, FUSE, and Aviation labs on campus. There, students are emerged into grade level appropriate career challenges with the hope of engaging students to pursue careers in science.

Golfview will target more career-focused field trips. Students will visit the Harry T. Moore Center, the TICO Warbird Museum, NASA, Lagoon Quest, and the fire department.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Fidelity of Tiered Instruction				\$113,785.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	100-Salaries	1071 - Golfview Elementary Magnet School	Title, I Part A		\$21,533.00	
<i>Notes: Reading Coach (0.5 funded from Title 1)</i>						
5100	100-Salaries	1071 - Golfview Elementary Magnet School			\$46,126.00	
<i>Notes: Mathematics Coach</i>						
6300	120-Classroom Teachers	1071 - Golfview Elementary Magnet School	Other		\$46,126.00	
<i>Notes: Science Coach (funded from Schools of Hope Grant)</i>						
		1071 - Golfview Elementary Magnet School			\$0.00	
2	III.A.	Areas of Focus: Social/Emotional Needs of Students				\$71,915.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6150	130-Other Certified Instructional Personnel	1071 - Golfview Elementary Magnet School	Other	1.0	\$55,185.00	
<i>Notes: School Social Worker (funded via Schools of Hope Grant)</i>						
6150	210-Retirement	1071 - Golfview Elementary Magnet School		1.0	\$4,371.00	
<i>Notes: Retirement-7.92%</i>						
6150	220-Social Security	1071 - Golfview Elementary Magnet School		1.0	\$4,222.00	

			<i>Notes: Social Security</i>			
6150	231-Health and Hospitalization	1071 - Golfview Elementary Magnet School		1.0	\$7,371.00	
			<i>Notes: Health and Hospitalization</i>			
6150	230-Group Insurance	1071 - Golfview Elementary Magnet School		1.0	\$458.00	
			<i>Notes: Life Insurance</i>			
6150	240-Workers Compensation	1071 - Golfview Elementary Magnet School	Other	1.0	\$308.00	
			<i>Notes: Worker's Compensation</i>			
Total:					\$185,700.00	