

Brevard Public Schools

Golfview Elementary Magnet School



2020-21 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: 7/15/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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1530 S FISKE BLVD, Rockledge, FL 32955

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	73%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	D

School Board Approval

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Rassel, Magali	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	Teacher, K-12	<p>Title 1 Tier II English Language Arts Interventionist</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>Gifted Student Program teacher (K-6) Title 1 English Language Arts Interventionist FUSE Studio facilitator Aeronautics specialist</p>
Pringle, Deborah	Teacher, K-12	<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	<p>Family and Community Engagement. Working with our SAC/PTO community members and stakeholders. Supports our parents and students with social, emotional, and academic resources. Serves as an instructional leaders. Collaborates in the school's decision making process.</p>
Fernandez, Keltie	Dean	<p>The Teacher on Assignment will monitor attendance, discipline and the school-wide Positive Behavior Intervention System. Serves as an instructional leader and collaborates in the schools decision making process.</p>
Meyer, Cristina	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>

Demographic Information

Principal start date

Wednesday 7/15/2020, Jeffrey Coverdale E

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	52	62	51	46	64	63	56	0	0	0	0	0	0	394
Attendance below 90 percent	5	4	3	6	2	4	3	0	0	0	0	0	0	27
One or more suspensions	0	3	1	3	4	4	3	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	11	11	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	14	14	0	0	0	0	0	0	31

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	0	1	1	4	7	8	0	0	0	0	0	0	21

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	8	2	0	0	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	1	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/8/2020

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	
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

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	
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

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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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.

Due to the COVID-19 pandemic, we were unable to assess our students during the 2019-2020 school year.

Therefore, our current SIP will be based on the FSA data from 2018 - 2019 school year. As previously stated, ELA achievement was stagnant. The data reflected that 3rd and 4th grade suffered the greatest losses (3rd: 58% to 39%, 4th: 45% to 43%) in achievement. Contributing factors to these losses were:

- In third grade, Tier 1 instruction was not rigorous enough nor taught to the depth of the standards, need to build stamina and test taking strategies.
- In fourth grade, during the 2018-2019 school year there was a high rate of teacher turnover.
- Lack of fidelity in guided reading groups.
- I Ready ELA Diagnostic #2 in December 2019 showed that 38% of our students were in Tier 1. In comparison, I Ready ELA Diagnostic #1 for 2020 showed that 33% of our students were in Tier 1.

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

During the 2018-2019 school year, 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.

The 2018-2019 data showed that compared to the state averages, we had the greatest gap in math (Golfview: 47%, State: 53%). Factors that contributed to this gap were:

- In 2018 - 2019, departmentalized classes in the fifth grade experienced a high teacher turnover rate in math.
- In 2018 - 2019, 6th grade saw an increase in math proficiency from 27% to 38%, however it was still 28% below the district average and 17% below the state average.
- I Ready Math Diagnostic #2 in December 2019 showed that 31% of our students were in Tier 1. In comparison, I Ready Math Diagnostic #1 for 2020 showed that 17% of our students were in Tier 1.

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

In 2018 - 2019, the biggest area for achievement was in the area of science. Fifth grade science scores improved from 29% proficiency to 54% proficiency. The following actions were taken to help improve science proficiency:

- Ensuring that 3rd and 4th grade classes focused on standards-based science lessons.

- Additional resources and assistance from the district science resource teacher.
- Departmentalization in 5th grade to ensure that teachers were matched with their specializations.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Historically, Golfview's attendance rates have been an area of concern. Last year, our attendance improved and our attendance rates were 5th in the district. This year, due to the pandemic, our attendance rates have dropped significantly. We need to ensure that all students (both brick and mortar and elearning) are present and engaged.

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

1. ELA, Math, and Science achievement among African Americans
2. ELA, Math and Science achievement among Students With Disabilities
3. ELA Learning Gains
4. Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American

Description of Area of Focus: Golfview's 2018-2019 FSA data reflects that the ESSA subgroup of African American students are not reaching proficiency in the areas of reading, math and science compared to their white peers.

Area of Focus Description and Rationale:

Rationale for Area of Focus:

-FSA ELA Achievement of African Americans was 27% as compared to 61% by their white peers.
 -FSA Math Achievement of African Americans was 33% as compared to 59% by their white peers.
 -SSA Science Achievement of African Americans was 25% as compared to 68% by their white peers.

In comparing the Iready Diagnostic 2 from Winter 2019 - 2020 to Diagnostic 1 in Fall of 2020 - 2021, there continues to be a widening achievement gap among African American students. Much of this is related to the Covid-19 pandemic and inconsistency of instruction.

Measurable Outcome:

With a heightened emphasis on small group, phonics and vocabulary instruction, it is our goal to increase proficiency of African American students in the areas of SSA science, FSA math and FSA ELA by 5%. ELA and Math iReady diagnostic data will be used to measure student progress. In science, grades 3-5 will have standards based assessments to show the pre/post knowledge of each of the science standards. This will allow for an ongoing measure of where the students are at and what standards need additional instruction.

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:

Golfview will implement the Florida Continuous Improvement Model (FCIM).

Rationale for Evidence-based Strategy:

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 implementing at all levels, FCIM treats students as individuals, by assessing the learning at all intervals.

Action Steps to Implement

Literacy Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support reading. (T) Literacy coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible

Maile Migliore (migliore.maile@brevardschools.org)

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans.

Person Responsible

Magali Rassel (rassel.magali@brevardschools.org)

Classroom walkthroughs will be conducted by the Leadership Team to monitor implementation of standards-based lessons.

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

Provide teachers with half day grade level common planning sessions to build standards based math, science and ELA lessons. Planning sessions will be facilitated by the Literacy Coach, Science and Math Coach. (T) If subs are not available, we will use early release Friday's in combination with activity teachers to cover classrooms to allow for planning.

Person Responsible Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Provide supplemental science instruction for grades 3-5 through the TSSSA Grant. Science coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible Cristina Meyer (meyer.cristina@brevardschools.org)

Implement an after school Academic Support Program (ASP) to provide supplemental assistance in ELA.

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

Title 1 will facilitate Tier II reading interventions four days a week. Instructional coaches will facilitate Tier III reading interventions five days a week. (T)

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Description of Area of Focus: Golfview's 2018-2019 FSA data reflects that the ESSA subgroup of Students with Disabilities are not reaching proficiency in the areas of reading, math and science compared to their non disabled peers.

Area of Focus Description and Rationale:

Rationale for Area of Focus:

-FSA ELA Achievement of SWD was 18% as compared to 43% by their non disabled peers.

-FSA Math Achievement of SWD was 23% as compared to 47% by their non disabled peers.

-SSA Science Achievement of SWD was 31% as compared to 52% by their non disabled peers.

In comparing the Iready Diagnostic 2 from Winter 2019 - 2020 to Diagnostic 1 in Fall of 2020 - 2021, there continues to be a widening achievement gap among SWD. Much of this is related to the Covid-19 pandemic and inconsistency of instruction.

Measurable Outcome:

With a heightened emphasis on small group, phonics and vocabulary instruction, it is our goal to increase proficiency of Students with Disabilities in the areas of SSA science, FSA math and FSA ELA by 5%. ELA and Math iReady diagnostic data will be used to measure student progress. In science, grades 3-5 will have standards based assessments to show the pre/post knowledge of each of the science standards. This will allow for an ongoing measure of where the students are at and what standards need additional instruction.

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:

Golfview will implement the Florida Continuous Improvement Model (FCIM).

Rationale for Evidence-based Strategy:

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 implementing at all levels, FCIM treats students as individuals, by assessing the learning at all intervals.

Action Steps to Implement

Literacy Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support reading. (T) Literacy coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible

Maile Migliore (migliore.maile@brevardschools.org)

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans.

Person Responsible

Magali Rassel (rassel.magali@brevardschools.org)

Classroom walkthroughs will be conducted by the Leadership Team to monitor implementation of standards-based lessons.

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

Provide teachers with half day grade level common planning sessions to build standards based math, science and ELA lessons. Planning sessions will be facilitated by the Literacy Coach, Science and Math Coach. (T) If subs are not available, we will use early release Friday's in combination with activity teachers to cover classrooms to allow for planning.

Person Responsible Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Provide supplemental science instruction for grades 3-5 through the TSSSA Grant. Science coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible Cristina Meyer (meyer.cristina@brevardschools.org)

Implement and after school Academic Support Program (ASP) to provide supplemental assistance in ELA.

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

Title 1 will facilitate Tier II reading interventions four days a week. Instructional coaches will facilitate Tier III reading interventions five days a week. (T)

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: FSA ELA data supports a focus on improving tiered instruction in the ELA block. ELA FSA achievement remained at 44% as compared to 62% at the district level and 57% at the state level.

Measurable Outcome: With heightened emphasis on small group, phonics and vocabulary instruction, it is our goal to increase ELA FSA proficiency by 5% for an overall achievement score of 49% or higher.

Person responsible for monitoring outcome: Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy: Golfview will implement the Florida Continuous Improvement Model (FCIM).

Rationale for Evidence-based Strategy: 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 implementing at all levels, FCIM treats students as individuals, by assessing the learning at all intervals.

Action Steps to Implement

Literacy Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support reading. (T) Literacy coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible: Maile Migliore (migliore.maile@brevardschools.org)

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans.

Person Responsible: Magali Rassel (rassel.magali@brevardschools.org)

Classroom walkthroughs will be conducted by the Leadership Team to monitor implementation of standards-based lessons.

Person Responsible: Magali Rassel (rassel.magali@brevardschools.org)

Provide teachers with half day grade level common planning sessions to build standards based math, science and ELA lessons. Planning sessions will be facilitated by the Literacy Coach, Science and Math Coach. (T) If subs are not available, we will use early release Friday's in combination with activity teachers to cover classrooms to allow for planning.

Person Responsible: Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Implement an after school Academic Support Program (ASP) to provide supplemental assistance in ELA.

Person Responsible: Magali Rassel (rassel.magali@brevardschools.org)

Title 1 will facilitate Tier II reading interventions four days a week. Instructional coaches will facilitate Tier III reading interventions five days a week. (T)

Person Responsible Magali Rassel (rassel.magali@brevardschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: FSA math data supports a focus on improving tiered instruction in the Math block. Math achievement on FSA was 47% as compared to 63% at the district level and 63% at the state level.

Measurable Outcome: Using the Eureka Math curriculum and heightened emphasis on small group and whole group instruction, it is our goal to increase Math proficiency on FSA by 5% to an overall achievement level of 52% or higher.

Person responsible for monitoring outcome: Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy: Golfview will implement the Florida Continuous Improvement Model (FCIM).

Rationale for Evidence-based Strategy: 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 implementing at all levels, FCIM treats students as individuals, by assessing the learning at all intervals.

Action Steps to Implement

Math Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support math. (T) Math coach will model lessons, coteach and provide feedback in order to enhance teacher instruction and practices.

Person Responsible: Tessa Thompson (thompson.tessa@brevardschools.org)

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans.

Person Responsible: Magali Rassel (rassel.magali@brevardschools.org)

Classroom walkthroughs will be conducted by the Leadership Team to monitor implementation of standards-based Eureka Math lessons.

Person Responsible: Magali Rassel (rassel.magali@brevardschools.org)

Provide teachers with half day grade level common planning sessions to build standards based math, science and ELA lessons. Planning sessions will be facilitated by the Literacy Coach, Science and Math Coach. (T) If subs are not available, we will use early release Friday's in combination with activity teachers to cover classrooms to allow for planning.

Person Responsible: Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Teachers will implement small group math intervention five days a weeks to address learning gaps.

Person Responsible: Tessa Thompson (thompson.tessa@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will address the attendance issue in the following ways:

- 1. A daily phone call will go out to alert families of student absences and tardies.**
- 2. The attendance clerk will alert the Assistant Principal when a student reaches 8 or more absences and has consistent tardies.**
- 3. AP, Social Worker and SRO will make contact with families regarding absences/tardies and come up with solutions and strategies to get them to school on time.**
- 4. Use of the Second Step curriculum by the Social Worker to provide motivation and incentives for students who improve their attendance/tardies.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Golfview will continue to reach out to families and the community by sponsoring Family Nights for Literacy, Math, Science, Social Emotional Needs of Students and the Arts. Administration and school based leaders will increase communication by informing parents of meetings and events via newsletters, Facebook, Synovoice and Blackboard Connect. All communications will be available in the families native language to ensure all stakeholders are kept informed.

Golfview will bring in stakeholders and community volunteers to support parent and community involvement. Golfview will provide parent training opportunities such as:

- Virtual Science Fair Assistance
- Parent/Student Technology Night
- Virtual Parent Conferences
- GED Preparation Classes for Parents

Parent Family and Engagement Plan (PFEP) Link

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