Golfview Elementary Magnet School

2023-24

Schoolwide Improvement Plan (SIP)

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Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Golfview Elementary School is to work in partnership with its children, families and community members, to empower our students by providing quality instruction and challenging learning experiences in a safe and orderly environment, which will foster life-long learning and responsible citizenship

Provide the school's vision statement.

Golfview Elementary partners with our community members and our parents, to help our students embrace learning and achieve their personal best, in order to enhance their emotional, social and physical well-being

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Coverdale, Jeffrey	Principal	Develops and shares a vision of academic success including the allocation of fiscal and human capital resources. Leads the implementation of instructional planning and delivery through classroom walkthroughs, and instructional reviews in collaboration with district and state leadership using data analysis to guide decision making to improve student achievement and ensure academic success. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Collaborates with teachers, support personnel, and colleagues to enhance instruction and improve student outcomes. Provides support for educators in developing instruction aligned with district and state standards through grade level PLC's and planning. Leverages and solicits resources from the community and district to support teachers, students, and families with tools and strategies to improve student learning and instruction. Utilizes the school leadership team members, teachers, and community members to support instruction in their area of expertise.
Fernandez, Keltie	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal. Assists in the supervision of student enrollment, records, attendance, and health requirements. Develops plans for emergency situations, in cooperation with staff and public safety agencies. Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary. Has knowledge of local policies, state and federal laws relating to minors. Performs other related duties as needed.
Migliore, Maile	Instructional Coach	The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. Provides targeted instructional coaching with all teachers by supporting successful implementation of Benchmark Advance, Savvas, and Florida B.E.S.T Standards. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the curriculum and assists them in ways to teach students the full rigor of the standards. The instructional coach will collect,

Name	Position Title	Job Duties and Responsibilities
		analyze, interpret, and use data to make recommendations for instructional changes and interventions and analyze the effectiveness of curriculum resources and intervention materials. Demonstrates whole group Tier 1 instruction and provides job embedded professional learning through the modeling of lessons and best practices. Provides coaching feedback to teachers to improve their craft. Supports teachers with data collection and analysis as a member of the MTSS/IPST team.
Smith, LaToya	Other	Responsible for supporting student achievement in the area of English Language Arts, with special emphasis on the coordination of Tier II reading interventions. Uses identified research-based interventions that focus on specific student needs. Maintains data-based documentation of continuous monitoring of student performance and progress. Provides data to school MTSS and IPST teams and participates in decision making based on student progress. Provides small group intervention instruction to students who are struggling academically in English Language Arts. Reviews, manages, and monitors budgets to keep track of how federal Title I funds are utilized to impact student achievement. Completes and coordinates completion of required Title I forms, reports, and documentation, including school, district, or statewide Title I plans. Conducts, assists with, and facilitates parent involvement activities to enhance student learning at home as well as at school and to build greater collaboration between schools and students' families.
Spracklin, Linda	Teacher, K-12	Fuse and Aviation Facilitator: Develops a student centered, project-based learning experience around STEAM (science, technology, engineering, art/aviation and mathematics). Facilitates developmentally appropriate STEAM learning activities, experiences and assessments to foster intellectual, physical and social growth. Designs curricula that promotes creativity and critical thinking while using 21st century skills and technology. Gifted Student Program: Analyzes student data to grow the gifted student program; prepares documentation for screening and testing; develops engaging enrichment activities for the gifted and talented population. Reading Interventionist: Supports student achievement in ELA by providing small group instruction in Phonemic Awareness, Phonics, Vocabulary and Comprehension; uses identified research-based interventions focused specifically on individual student needs; maintains databased documentation of continuous monitoring of student performance and progress; provides diagnostic assessments and support implementation of assessment tools and data management systems.
Pittman, Warren	School Counselor	The guidance counselor provides social/emotional support by eliminating or diminishing social and psychological barriers to learning by working with students individually or within small group counseling sessions. The counselor teaches students problem-solving and conflict resolution skills. He

Name	Position Title	Job Duties and Responsibilities
		also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being.
Cron, Susan	Attendance/ Social Work	Meeting with students for crisis intervention. Developing and teaching intervention strategies to help students achieve academic goals. Helping students learn strong social skills, as well as strategies for conflict resolution and anger management.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Comprehensive Needs Assessment Team, to include Grade level advisory team members, curriculum coaches, teachers, administrators, parents and community members meet each summer to analyze school wide data and determine "next steps" for academic improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Golfview leaders will monitor for effective implementation of SIP via:
*Classroom walkthroughs
*Collaborative planning sessions
*Coaching cycle/feedback sessions

Golfview leaders will monitor for effective IMPACT of SIP via:
*FAST ELA and Math PM1, PM2, and PM3 student achievement data

Golfview leaders will revise the SIP via:
- Leadership Team meetings
- Collaborative team meetings
- SAC/PTO meetings

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	14	14	16	12	8	6	0	0	87
One or more suspensions	1	3	2	1	4	6	3	0	0	20
Course failure in English Language Arts (ELA)	0	0	0	4	2	4	1	0	0	11
Course failure in Math	0	0	0	3	8	3	2	0	0	16
Level 1 on statewide ELA assessment	0	0	0	35	13	13	23	0	0	84
Level 1 on statewide Math assessment	0	0	0	28	14	19	34	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	35	13	13	23	0	0	84

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	7	13	10	6	0	0	39

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	0	1	11	8	2	1	0	0	30
Students retained two or more times	0	0	0	1	6	1	1	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	14	8	10	5	7	10	0	0	60
One or more suspensions	0	4	3	3	4	9	4	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	10	6	11	19	0	0	46
Level 1 on statewide Math assessment	0	0	0	9	10	16	43	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	16	0	0	0	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	2	4	5	6	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	10	2	10	0	0	1	0	0	27
Students retained two or more times	0	0	0	3	0	0	1	0	0	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	14	8	10	5	7	10	0	0	60
One or more suspensions	0	4	3	3	4	9	4	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	10	6	11	19	0	0	46
Level 1 on statewide Math assessment	0	0	0	9	10	16	43	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	16	0	0	0	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	2	4	5	6	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	10	2	10	0	0	1	0	0	27
Students retained two or more times	0	0	0	3	0	0	1	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	58	53	44	61	56	36		
ELA Learning Gains				59			38		
ELA Lowest 25th Percentile				56			31		
Math Achievement*	36	58	59	41	49	50	33		
Math Learning Gains				52			32		
Math Lowest 25th Percentile				46			40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	58	54	41	60	59	33		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	59	54	59	64			55		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	2	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	33	Yes	1	
MUL	42			
PAC				
WHT	45			
FRL	34	Yes	1	

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	42			
AMI				
ASN				
BLK	41			
HSP	45			
MUL	57			
PAC				
WHT	63			
FRL	51			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			36			36					59
SWD	15			20			25				4	
ELL	22			30							3	59
AMI												
ASN												
BLK	29			34			31				4	
HSP	33			29			18				5	57
MUL	47			37							2	
PAC												
WHT	54			41			50				4	
FRL	33			34			26				5	59

| 2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	59	56	41	52	46	41					64
SWD	18	52	59	20	46	47	18					
ELL	32	62		27	50		18					64
AMI												
ASN												
BLK	31	50	55	32	48	35	33					
HSP	39	58	55	33	44		21					65
MUL	52	62		50	62							
PAC												
WHT	64	71		52	61		67					
FRL	39	56	56	39	54	50	47					68

| 2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	38	31	33	32	40	33					55
SWD	12	28	31	18	41	50	17					
ELL	25	33		19	28							55

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	22	26		22	31	36	22					
HSP	36	41		28	26		31					56
MUL	38	33		38	27							
PAC												
WHT	58	51	40	48	40		53					
FRL	32	32	26	29	33	41	29					57

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	48%	59%	-11%	54%	-6%
04	2023 - Spring	41%	61%	-20%	58%	-17%
06	2023 - Spring	44%	61%	-17%	47%	-3%
03	2023 - Spring	25%	56%	-31%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	67%	-33%	54%	-20%
03	2023 - Spring	42%	60%	-18%	59%	-17%
04	2023 - Spring	38%	61%	-23%	61%	-23%
05	2023 - Spring	38%	55%	-17%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	57%	-24%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance for the 22-23 school year was 3rd grade ELA proficiency. Golfview's 3rd grade students were at 25% proficiency as compared to 50% proficiency in the state, and 56% proficiency in the district.
Contributing factors:
- Tier 1 Instruction was not rigorous enough or taught to the depth of the standards
- Teacher's lack of in-depth content knowledge
- Transient student population
- Students coming from K-2 with substantial deficiencies in learning

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

The data component that showed the greatest decline from the prior year was 6th grade Math. During the 22-23 school year, math proficiency dropped from 53% to 34% for a 19% decrease in overall proficiency. The state proficiency rate was 54% and the district was 67%.
Contributing factors:
- Tier 1 instruction was not rigorous enough or taught to the depth of the standards.
- Long term sub in 6th grade math for the entire school year.
- Transient student population
- 6th grade students had significant math deficiencies in 5th grade as well.
- Implementation of new math curriculum

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 data component with the greatest gap when compared to the state average was 4th grade math. Golfview's 4th grade math proficiency was 38% as compared to the state proficiency of 61% for a gap of 23%.
Contributing Factors:
- Tier 1 instruction not rigorous enough or taught to the depth of the standards.
- 4th grade students had significant math deficiencies in 3rd grade as well.
- Implementation of new math curriculum
- Math intervention groups were not implemented or progress monitored with fidelity.

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

The data component that showed the most improvement was 5th grade math with a proficiency of 38%. Although proficiency was below the state and district proficiency level, there was an 18% increase from the 21-22 school year.
New actions taken:
- new math teacher in 5th grade beginning in November
- In depth planning with district math coach
- Small group instruction implemented with fidelity

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance/Tardy
2. Level 1's in reading and math

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

1. Proficiency in ELA and Math
2. School Culture and Relationships
3. SWD subgroup

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, students will be able to master grade level standards. Golfview's math data supports a focus on improving Tier 1 instruction (k-6) in the math block, small group instruction, math intervention, and cooperative structures.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math proficiency will increase to at least 50% in all grade levels:
- Kindergarten Proficiency: 38% to 50%
- 1st Grade Proficiency: 58% to 63%
- 2nd Grade Proficiency: 55% to 60%
- 3rd Grade Proficiency: 42% to 50%
- 4th Grade Proficiency: 38% to 50%
- 5th Grade Proficiency: 38% to 50%
- 6th grade Proficiency: 34% to 50%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- Ongoing walkthroughs to monitor Tier 1 Instruction, small group instruction, and intervention.
- District progress monitoring assessments
- Intervention data
- iReady data
- FAST data
- Data chats/data triangulation

Person responsible for monitoring outcome:

Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Utilization of collaborative planning sessions with math coach
- Professional development using standards aligned quality resources and district approved curriculum/materials.
- Targeted math intervention
- Differentiated small group instruction
Reveal Math, used for core instruction, meets the recommendations for ESSA evidence Tier 4. (from Reveal math website) Evidence-based strategies embedded in this curriculum include metacognition, sense-making, use of manipulatives/visual representations, development of problem solving skills, classroom discourse, productive struggle, fluency and clear instructional routines.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidence supports that Tier 1 instruction strategies increase when teachers are able to:
- Utilize collaborative planning with standards-aligned curriculum and resources to assist teachers with preplanning and preparation for instruction.
- Building in depth content knowledge and teacher confidence through collaborative planning.

- Grade level planning and data meetings on a consistent basis to ensure data-driven instructional planning and implementation.
- Data triangulation and data chats with students, teachers, parents, and administration.
- Professional development to build teacher knowledge and confidence.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

IPST/MTSS team will facilitate data meetings that will review multiple data points and make changes to tiered instructional plans. Using a school wide data system, we will identify and track students who are in need of additional instructional supports.

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

By When: Every 4 1/2 weeks

Administration, instructional coaches, and instructional staff will conduct learning walks to gather insight on the implementation of evidence-based practices for delivering standards aligned instruction using a common walkthrough tool. The teachers will be provided with actionable feedback from classroom walkthroughs with focus on the implementation of B.E.S.T. standards aligned instruction, small group instruction, and math intervention.

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

By When: Bi-monthly

Classroom teachers will implement daily targeted math intervention. Intervention will take place during the first 30 minutes of the 90 minute block.

Person Responsible: Keltie Fernandez (fernandez.keltie@brevardschools.org)

By When: During daily math lessons

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) to provide supplemental assistance in Math. Instructional coaches and teachers will work collaboratively to identify students who would benefit from these extended learning opportunities. The team will monitor the fidelity of implementation and student progress in order to determine the return on investment.

Person Responsible: Keltie Fernandez (fernandez.keltie@brevardschools.org)

By When: Beginning October 2023 - March 2024

Collaborative planning with math coach with an emphasis on small group instruction, intervention, and use of manipulatives.

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

By When: Weekly by district math coach.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To improve positive culture and environment at Golfview, we need to focus on chronic absenteeism, tardies, and transient students. Golfview had 87 students who had chronic attendance/tardy issues. We need to determine why our students are missing school (or arriving tardy) and increase engagement while removing barriers to attendance. Additionally, Golfview serves a transient population of students who will attend multiple schools throughout their schooling years. Keeping the unique challenges and needs of transient students in mind is essential for administrators working to close achievement gaps and address important issues around equity and access.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Golfview would like to improve daily attendance and tardy rates. Our baseline data from 2022-2023 school year shows that 60 students fell below the 90% attendance rate. We would like our attendance to improve to no more than 15 students falling below the 90% attendance rate.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will consist of:
- Monthly attendance meetings
- MTSS meeting with parents with a focus on attendance

Person responsible for monitoring outcome:

Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who have not improved their attendance as a result of early interventions or students who have missed approximately 10% of school will trigger a follow-up referral to the Multi-Tiered Systems of Support (MTSS) Team to further investigate (review data and determine cause of) attendance concerns as well as academic and behavior concerns in order to problem solve. We will ensure that the school has a positive school-wide culture around attendance. Using our PBIS system of supports, we will promote and recognize good attendance. We will utilize a regular and consistent communication system between school staff and
families regarding the importance of attendance and the consequences of poor attendance such as lower academic achievement as well as school consequences, and how the school defines a student being fully present as opposed to tardy or partially absent. We will report tardies and absences to families within a reasonable amount of time.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance interventions for chronically absent students provide support and resources to address individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions; familial factors such as discipline, parental support, or poverty; and school factors such as attendance policies, teacher/student relationships, and bullying. Programs can be implemented at the school level, within community organizations, courts, or collaborative agencies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Social worker to connect with families to determine barriers to attendance.

Person Responsible: Susan Cron (cron.susan@brevardschools.org)

By When: Ongoing

Hold MTSS meeting with a focus on attendance to include parents.

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

By When: Ongoing

Involve district truancy representative for students with chronic absenteeism and tardy issues.

Person Responsible: Susan Cron (cron.susan@brevardschools.org)

By When: ongoing

Run weekly attendance reports and have incentives for attendance improvement.

Person Responsible: Keltie Fernandez (fernandez.keltie@brevardschools.org)

By When: Ongoing

Have a premeeting with parents when a student being transferred to Golfview has attendance, behavior, or multiple school enrollment issues.

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

By When: ongoing

Establish clear policies and consistent routines for welcoming new students, including careful review of records for previous schools, in class welcoming activities, and new student buddy programs.

Person Responsible: Keltie Fernandez (fernandez.keltie@brevardschools.org)

By When: ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Golfview's historical data reflects that our ESSA subgroup of Students With Disabilities is not reaching proficiency in the areas of reading, math, and science as compared to their peers within the school, district, or state. SWD had significantly lower rates of proficiency than their peers.
- ELA: 18% (SWD), 44% (Peers)
- Math: 20% (SWD), 41% (Peers)
- Science: 18% (SWD), 41% (Peers)
The Federal Index will increase when proficiency in these content areas improves.
Students with Disabilities make up 22% of Golfview's population.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD subgroups will have a Federal Index of 41 or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor for the desired outcome by having:
- Data triangulation meetings
- Ongoing walkthroughs to monitor Tier 1 instruction
- Monthly grade level meetings
- Monthly MTSS/IPST meetings
- Using the MTSS process with fidelity will ensure that the needs of all students are being monitored and that adjustments to educational plans are addressed as needed.

Person responsible for monitoring outcome:

Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- Scaffolded support
- Differentiation
- MTSS
- Daily Tier II and Tier III interventions
- Extended learning

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Evidenced based interventions such as scaffolding, differentiation, and daily interventions allow students to develop the knowledge, skills, and language needed to support their own performance in the future and are intended to be gradually removed as students independently master skills. They also create a supportive learning environment in which students build their self-efficacy with concepts as they continuously learn increasing skills.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The IPST/MTSS Team will facilitate data meetings that will review multiple data points and make changes to tiered instructional plans. Using a school wide data system, we will identify and track students who are in need of additional instructional supports. SWD receive daily intervention beyond their reading and math blocks.

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

By When: Every 4 1/2 weeks

Title I will implement and facilitate ELA Tier II interventions three to four days a week (T). The Literacy Coach will implement and facilitate Tier III reading interventions five days a week (T). Classroom teachers will implement daily small group math intervention. Math intervention will take place during the first 30 minutes of the 90 minute instructional block. Teachers will utilize common progress monitoring tool to track student progression

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

By When: Every school day

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) to provide supplemental assistance in ELA and Math. Instructional coaches and classroom teachers will work collaboratively to identify students who would benefit from these extended learning opportunities. The team will monitor the fidelity of implementation and student progress in order to determine the return on investment.

Person Responsible: Keltie Fernandez (fernandez.keltie@brevardschools.org)

By When: October 2023 - March 2024

Professional development will be provided in both reading and math for scaffolding and differentiation within Tier 1 instruction. This will be part of the coaching/feedback cycle.

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

By When: Ongoing supports

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Golfview's leadership team meets at the start of the school year to review the master schedule and personnel schedules, instructional materials, and technology resources to ensure alignment with the needs of IEP's and Gen Ed students. The schedule of both ESE and Gen Ed teachers are aligned to ensure students get the highest quality of support. This includes scheduling for collaborative planning, core instruction, intervention and time on technology with support programs. Additionally, the following items are also aligned to support all students:
- Meeting with director to review curriculum requirements and address funding needs.
- Quarterly meeting with Title 1 Coordinator and bookkeeper to review Title 1 budget and materials funding.
- Meet with grade level teams to determine instructional needs.
- Review of school wide instructional data to determine if resources are working and where the greatest needs

are.
- Meet with SAC/PTO to discuss current needs and get feedback.
- Social Worker provided by district
- Math coach planning with grade level teams
- TOA provided by district PAR
- Student grouping

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, students will be able to master grade level standards. Golfview Elementary' s ELA data supports a focus on improving Tier 1 instruction in the ELA block, small group instruction in phonics/phonemic awareness, and increasing student accountable talk and cooperative structures.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, students will be able to master grade level standards. Golfview Elementary' s ELA data supports a focus on improving Tier 1 instruction in the ELA block, small groups based on
skills and reading levels with a focus on vocabulary and comprehension, and increasing student accountable talk and cooperative structures.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Kindergarten - Star Literacy
- ELA Proficiency - increase from 44% to 50%
1st Grade - Star Reading
- ELA Proficiency - increase from 35% to 50%
2nd Grade - Star Reading
- ELA Proficiency - increase from 44% to 50%

Grades 3-5 Measurable Outcomes

3rd Grade - FAST
- ELA Proficiency - increase from 25% to 50%
4th Grade - FAST
- ELA Proficiency - increase from 41% to 50%
5th Grade - FAST
- ELA Proficiency - increase from 48% to 53%
6th Grade - FAST
- ELA Proficiency - increase from 44% to 50%

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Ongoing walkthroughs to monitor Tier 1 instruction, small group instruction, and intervention and give feedback to teachers to improve instruction
- Weekly planning meetings with grade level academic advisors to review lesson plans and instructional practices
- District progress monitoring assessments
- iReady data
- FAST data
- Intervention data

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Coverdale, Jeffrey, coverdale.jeffrey@brevardschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Tier 1 Core Curriculum:
- Benchmark Advance and Savvas
Tier 2:
- iReady
- Lexia
Tier 3:
- 95% Group (Phonics/PLL/Comprehension/Multi-Syllabic Routines)
- Barton
- Lexia

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Tier 1:
- Implementation of high quality ELA instruction with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension.
Tier 2:
- Driven by the iReady Diagnostic, lessons in reading are tailored to meet students where they are and encourage them as they develop new skills.
Tier 3:
- Lexia, 95% group, and Barton aim to build foundational skills for students through personalized learning. Focusing on phonics, fluency, vocabulary, comprehension, and structural analysis.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Classroom teachers will collaborate with the Literacy Coach and the IPST team to identify and monitor students who are performing below proficiency (T). They will work together to identify additional resources to support core instruction in the classroom. Literacy Coach will model lessons, coteach, initiate coaching cycles, and provide immediate feedback in order to enhance instructional practices (T). • Professional Learning * Literacy Coach will provide job-embedded PD and side by side coaching -Literacy Coaching: * Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations, and engaging in data chats * Prepare for planning process, send teachers the agenda, items, tasks, and other resources in advance * During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. * Identify and plan for the supports that teachers will need before, during, and after planning	Migliore, Maile, migliore.maile@brevardschools.org
Administration, instructional coaches, and instructional staff will conduct weekly learning walks to gather insight on the implementation of evidence-based practices for delivering standards aligned instruction using a common walkthrough tool. The teachers will be provided with actionable feedback from classroom walkthroughs with focus on the implementation of B.E.S.T standards aligned instruction, writing, and the use of district approved materials. Teachers will receive weekly walkthroughs. - Principal will define roles and responsibilities of team members for before, during and after common planning sessions. - Develop content area Planning Protocols that will delineate expectations for benchmark-aligned instructional practices. - Clearly communicate the expectations for planning with coaches and teachers - Establish Principal-Coach partnership agreement to specify duties and activities of the coach and how the Principal will provide support (could mean eliminating duties for the coach and establishing criteria for determining who the coach will work with during the school year).	Coverdale, Jeffrey, coverdale.jeffrey@brevardschools.org
Explicit and systematic reading strategies that develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Incorporate the integration of social studies, science, and mathematics in reading, text discussion, and writing. PD sessions on the Science of Reading will be conducted throughout the year.	Migliore, Maile, migliore.maile@brevardschools.org
Extended learning opportunities will be offered through the after school Academic Support Program (ASP) to provide supplemental assistance in ELA. Instructional coaches and classroom teachers will work collaboratively to identify students who would benefit from these extended learning opportunities. The team will monitor the fidelity of implementation and student progress in order to determine the return on investment.	Fernandez, Keltie, fernandez.keltie@brevardschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) information, the school has developed a comprehensive plan that considers various methods of communication and accessibility:
- School Website and FOCUS:
The school will maintain a dedicated section on its official website where the SIP and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

- Multilingual Translations:
Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other than English can fully understand the content.

- Information Sessions and Workshops:
The school will organize information sessions and workshops to provide a detailed overview of the SIP. These sessions will be conducted in-person and will offer streaming options.

- Email Communication:
Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the SIP.

- Automated Phone Messages:
The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

-Social Media Platforms:
The school's social media accounts (such as Facebook, Twitter, and Instagram) will be used to share highlights, achievements, and key information related to the SIP and SWP. Visual content and infographics will be utilized to simplify complex information.

-Parent-Teacher Conferences:
During parent-teacher conferences, teachers and administrators will provide summaries and progress reports on the SIP.

-Local Business and Organization Partnerships:

A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts and will include targeted communication, meetings, and collaborative events.

-Open Door Policy for Questions:
The school will maintain an open door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the SIP.

-Feedback Mechanisms:
The school will establish a feedback mechanism through which stakeholders can share their thoughts, suggestions, and concerns.

By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to fostering positive relationships with parents, families, and community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school developed a comprehensive strategy that focused on engagement, collaboration, and open communication.

Welcoming Environment: The school has a welcoming atmosphere that encourages families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community.

Family Engagement Events: The school will organize a variety of family engagement events quarterly throughout the year. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops and open houses. These occasions provide opportunities for parents to interact with staff, and fellow parents in a relaxed setting.

School Advisory Council: Establishing parent advisory committees allows parents to contribute their perspectives and insights on school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard and valued.

Regular Communication Channels: The school will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing of information could involve weekly newsletters, emails, automated phone messages, and the use of digital platforms or apps such as Google Classroom providing real-time updates.

Parent-Teacher Partnerships: The school values the input of parents in their child's education. Teachers will seek input from parents about their child's learning style, strengths, and areas for growth. Conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

Parent Ed. Workshops: The school recognizes the importance of providing parents with tools to support

their child's learning. Parent workshops will cover topics such as effective study habits, fostering positive behavior, navigating digital resources, and understanding curriculum changes.

Student-Led Showcases: Organizing events where students can showcase their achievements, projects, and talents provides parents with a firsthand look into their child's learning journey. This strengthens the bond between parents, students, and the school community.

Two-Way Feedback System: The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

Community Partnerships: Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

Digital Platforms and Social Media: The school will leverage digital platforms and social media to share updates, achievements, and information with families. This approach ensures that parents stay connected and informed.

Open Door Policy: The school will maintain an open door policy, encouraging parents to visit the school, meet with teachers, and discuss their concerns/ideas.

By implementing these strategies, the school aims to create a collaborative environment where parents, families, and community stakeholders work together to achieve the school's mission of providing a high-quality education, meeting students' needs, and ensuring that parents are well-informed about their child's progress and the school's activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Golfview is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. Golfview has implemented 120 minute reading blocks across all grade levels in order to implement iReady Magnetic Reading as an additional support. Substantially deficient students also receive an additional 30 minutes of targeted intervention outside of the reading block.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Golfview Elementary's leadership team is responsible for ensuring continued commitment to the school's mission and vision. The leadership team, including administration, school support, coaches, and teacher leaders, meets throughout the summer and preplanning to complete the needs assessment process for the school. This process allows all stakeholders to assist with identifying the needed areas of improvement and to develop a strategic action plan to make improvements in specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title 1 funds are used to employ additional instruction personnel (literacy coach, instructional assistants, gifted teacher, and ELA interventionist), support parent involvement\engagement activities, purchase instructional materials and resources, and purchase professional development for

faculty and staff in both academics and behavior strategies for Tier 1 supports. Goals, strategies, and action steps are always aligned with the school's mission and vision.