



## Golfview Elementary Magnet Sch

1530 S FISKE BLVD, Rockledge, FL 32955

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
56%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
66%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Golfview Elementary Magnet School will provide students with diverse instructional activities that will allow them to excel through critical thinking and inquiry based learning opportunities. In addition, we will expose students to creative, enriching and integrated subject matter that is supported by technology and real-life applications.

##### Provide the school's vision statement

Golfview Elementary Magnet School strives to meet the educational needs of the Golfview community through integrated curriculum, high expectations, continual learning, rigorous standards and community/family involvement.

#### School Environment

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

Golfview has adopted the Highly Effective Teaching (HET) model which is a brain-compatible model grounded in the biology of learning, effective instructional strategies, and the development of conceptual curriculum. According to the principles of Highly Effective Teaching, a spirit of community in the classroom and the school does not just happen—we believe each member must take responsibility for creating and enhancing a sense of community throughout each day. This is done by following a three-step process:

Step 1: Develop a sense of inclusion or belonging

Step 2: Create common ground, and

Step 3: Take action

The HET Lifelong Guidelines and LIFESKILLS are used consistently when interacting with students. The Lifelong Guidelines and LIFESKILLS are displayed in every classroom and every member of the school community promotes the Lifelong guidelines and LIFESKILLS. Teachers have begun Step 1 by introducing, modeling, and using the HET Lifelong Guidelines (LG) and LIFESKILLS (LS). They have personally introduced themselves to their students, sharing hobbies, interests, and family information. After modeling an introduction, they have the students introduce themselves in a variety of ways to their Learning Club or whole class. Team-building activities that have been done are: Inquiry for Direct Instruction or Inquiry for Whole Class discussions, where questions regarding common qualities and values are posed and students have discussions with their Learning Club or the whole class; and My Piece of the Puzzle-type activities, where students get to know one another as they form their Learning Clubs. Many teachers also facilitate class Town Hall/Morning Meetings where topics regarding the Lifelong Guidelines or LIFESKILLS are discussed, with the conceptual key point being the creation of a safe, respectful community that follows guidelines and works to solve problems in peaceful and fair ways. Building a sense of community has led them to Step 2: creating common ground. The goal this year is to have ALL teachers consistently have this as a part of their daily routine. Next year, we will work toward the achievement of Step 3: Take action, as maintaining community requires taking actions that nurture and expand the well-being of the group.

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



By using the language of HET via Lifelong Guidelines and LIFESKILLS, the school community creates an environment that encompasses problem-solving rather than punitive solutions. In June of 2013, Golfview teachers attended and HET Model Teaching Week. In addition to learning about the Guidelines and LIFESKILLS, they had the opportunity to view the learning environment of a primary and an intermediate classroom. They learned the importance of creating and maintaining a respectful, safe, healthful, aesthetically pleasing, and uncluttered classroom, thus providing a brain-compatible environment for students. This compatibility has allowed for greater student engagement to take place.

Golfview has created before and after-school safe environments by having ample supervision and safe and well-monitored spaces: the cafeteria as a breakfast/waiting space; the computer lab where additional tutoring takes place; the Morning Mile running program (which embraces HET's beliefs that movement activates different areas of the brain and body, thus increasing the likelihood of information retrieval later on); and each morning, a welcoming teacher greeting students with a handshake, high-five, or hug. Last year, some STEAM Academy before/after school activities were started: a Lego-Robotics team, 4-H club, G-TV morning news crew, and performing arts groups such as Showstoppers, Chorus, Strings, Band, and Cheerleading. This year we will add an Aviation/Aeronautics club.

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

The single most powerful behavioral/instructional tool is modeling. By consistently modeling the values and beliefs of a lifelong learner/contributing citizen, educators are showing others how to be the best human being possible while always trying to improve and willing to make amends for mistakes. The HET theory is “ that it's not what we do to make students behave, it's what we model day-in and day-out that provides an example of what acceptable behavior looks, sounds, and feels like” (thecenterforlearning.com). To model is to commit to making one's words and actions congruent and consistent.

By embracing this HET belief, teachers and staff have worked hard to make changes in long-standing patterns regarding discipline and behavioral expectations. Last year, shared leadership allowed teachers to be at the first level which involved conferencing with the student, calling the parent, and/or conferencing with student and parent. Higher level incidents involved the leadership team in carrying out the policies and procedures for disciplinary incidents. This included calling/conferencing with the parent, recommendation of consequences (detention, in-school suspension, out-of-school suspension), while always looking at academic impact and the best interest of the student's learning opportunities. This year our discipline philosophy will go a step further by having grade levels define their consistent discipline plan, which will be submitted to the principal at the beginning of the year. Teachers will be expected to handle disciplinary incidents by following our HET philosophy of allowing students to take responsibility for their behavior, while learning from the logical consequences of their choices. Review of Lifelong Guidelines and LIFESKILLS will be an integral part of the process, as will the second most powerful strategy for teaching skills and behaviors: Target Talk, which labels a behavior in context without value judgment. Target Talk will include asking students which Lifelong Guideline/LIFESKILL they could have used to prevent the behavior incident as well as having student themselves identifying the Guideline(s) or LIFESKILL(S) they will work on in the future. As always, classroom procedures must be in place to teach students problem-solving strategies. By adhering to these two strategies—Modeling and Target Talk-- the goal will be greater student engagement and collaboration. This year, teachers will be creating the beginning stages of their curriculum writing, starting with their year-long theme. Working with an HET consultant, they will craft integrated lessons that will support key points and inquires based on the standards, with the goal of creating conceptual learning experiences.

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

Golfview ensures the social-emotional needs of all students are met with the HET principle that emotion is the gatekeeper to learning and performance, driving learning, memory, and problem-solving. With this in mind, teachers realize that absence of threat and nurturing reflective thinking should be taught as an on-going part of the curriculum and that they can be implemented through: modeling the Lifelong Guidelines & LIFESKILLS; using Target Talk; teaching the importance of using the LIFESKILLS to represent Personal Best; using written procedures, daily agendas, and a calm voice; and collaborative thinking. Guidance, counseling, mentoring and other pupil services are available to students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

**Suspension:** : Suspension: Student/Parent/administrative conferences are scheduled for all students receiving an In or Out-of-school Suspension. If the behavior continues a Kid-Talk/IPST meeting is scheduled, to review the data gathered on the current behavior plan.

**Course Failure and Level 1 ELA/Math/Rising 3rd Graders that may not be proficient/:** Teachers must bring students to Kid/Talk (Problem Solving Meeting) to determine what Tier II interventions are needed, which may include After School Support (ASP) program or TIER III services.

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

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

Indicator	Grade Level						Total
	1	2	3	4	5	6	
Attendance below 90 percent	44	27	37	44	46	33	231
One or more suspensions	2	3	1	5	6	6	23
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	17	37	89
Rising 3rd Graders that may not be proficient in Reading	0	0	16	0	0	0	16

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

Indicator	Grade Level			Total
	4	5	6	
Students exhibiting two or more indicators	2	1	1	4

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

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

Students in need of additional academic or behavior support beyond Tier I Core Instruction are supported with Tier II interventions. The academic interventions are provided by highly qualified teachers in a small group setting using research based intervention programs that are monitored to document student progress. Tier II interventions are 20-30 minutes in length, at least three times per week beyond the 90 minute reading block and progress monitored at least every two weeks. Any student who continues to show learning difficulties by not responding to the intervention after 3-4 weeks receives Tier III interventions. The behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III interventions are an additional 30 minutes of daily instruction, taught by a highly qualified teacher in a very small group of no more than three students. These groups are progress monitored on a weekly basis for at least three weeks, and the data is brought to the IPST team for review to consider the possibility of additional services from the ESE specialists. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff continue to keep data at this stage.

Students with multiple Early Warning Signs will be provided mentoring.

The school-based MTSS Leadership Team members are: Terri Moeller (Principal), Dr. Karen Ivery (Assistant Principal), Deborah Joca (Guidance Counselor), Stacey O'Connor (Literacy Coach), Matt Mertz (Math Coach), Elizabeth Wallace (Title I Coordinator), Lisa Cisko (MTSS Site Facilitator). The Principal and the Assistant Principal will be active participants in all MTSS Leadership Meetings and activities. The role of the coaches are to support teachers in using data to guide Tier I instruction, including intervention and acceleration efforts. The Guidance Counselor will perform classroom observations on students of concern, assist with monitoring that interventions are being implemented with fidelity, guides teachers through the MTSS paperwork process, and serves as coordinator of monthly grade level meetings. The role of the Title I Coordinator is to arrange for Title I to be represented at all monthly grade level meetings, ensure that interventions and data collection being done by the Title I team are done with fidelity and that the data is frequently reported to the teachers, and keeps a data spreadsheet of all students discussed at the monthly grade level meetings. The MTSS Site Facilitator will attend the eight MTSS Facilitator Meetings and share the information with pertinent staff at the school, as well as attend the monthly grade level meetings. As a collaborative MTSS team, data will be monitored and analyzed frequently, along with ensuring that interventions are implemented with fidelity by conducting walk throughs.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176821>.

### **Description**

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

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

Student achievement is a purpose that everyone can rally around. We understand that it is critical to be able to articulate school needs when meeting with businesses for help. Instead of asking, "Can you help us because you're part of our community?" it is much more effective to say "Our school is working hard at increasing reading scores, can you help us reach that goal?" We know that business partners are much more likely to be involved when the goal is crystal clear.

A large part of our success, when it comes to securing and utilizing resources to support us, is that we first identify what goals our school will target. After we know where we are going, we then begin to reach out and solicit help. We enlist our staff, our feeder chains, our parents and extended families, community groups, our District Contact and anyone else that we happen to run into along the way that can help us find resources to help our students!

Brevard Public Schools has a Business Partner Contact at each site and one District Coordinator that hosts Business Partner Fairs which allow for the sharing of best practices between site contacts. There are ten Monthly Networking Opportunities on the calendar for the 2014-15 school year, each at a different location so that a different business can show what they can offer schools. Booths are set up so that site contacts can get information from the ones that will directly impact their programs while other businesses opt to send their public relations people with business cards and samples in hand. Everyone leaves with new contacts and new ideas to positively impact student achievement.

Over time we have also learned that as important as plans and structure are, it is just as vital to pay attention to the human relations piece. We strive for that one-to-one connection which we know is very important to make members of the community feel welcome. We have seen how the personal relationship is really central and how it's not about sending out a piece of paper and asking people to volunteer. It is all about picking up the phone to check their pulse or extending an invitation to participate in an activity. We take the time to make a phone call because we know just how powerful that personal touch can be.

We have formed strong bonds while coming together for various common causes with our local supporters. Experience has taught us that once we are on a first name basis with a community volunteer and they recognize our voice on the phone; once we have forged a friendship or that mutual respect for one another because we are in the trenches together, positively impacting students - we have a supporter for life that will get behind our school and support all our efforts because they will have seen, first hand, how what we do benefits our most precious resource. We know we can't do it alone and we are much stronger with the support of our local community.

### **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership**

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

Name	Title
Moeller, Terri	Principal
Ivery, Karen	Assistant Principal
Herold, Leeanne	Other
Pringle, Deborah	Other
Wallace, Elizabeth	Teacher, K-12
Mertz, Matt	Instructional Coach
O'Connor, Stacey	Instructional Coach

### Duties

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

The principal serves as the school's primary educational leader. By analyzing the school climate and school culture, the instructional practices of the teachers, the students' learning needs as measured by observations and standardized testing results and by discussing these outcomes with parents and other stakeholders the school principal sets the vision and mission of the school. Specific improvement goals are determined by using the 8 step problem solving model. The principal and assistant principal conduct classroom walkthroughs, formal/informal observations and facilitate data chats to guide teachers in understanding the rigor of the standards. The instructional coaches analyze data, model lessons, co-teach, provide informal observations/feedback, facilitate professional development and plan and collaborate with teachers on effective instructional strategies and suggest additional resources for teachers.

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

Each week, grade level teachers, administrators, and instructional coaches participate in grade level meetings or Kid-Talk Meetings to reflect on student progress shown on formative assessments targeting specific standards taught. In the PLC, student data is analyzed and strengths and weakness are identified. Effective strategies, resources, and instructional practices relating to the standards are shared. Strategies to address student needs for differentiation and enrichment based on the standard are also discussed. The school leadership team meets on a weekly basis to review data, monitor student progress, discuss information shared in the grade level PLC meetings, and reflect on walk-throughs and observations conducted throughout the school. The purpose of the school leadership team is to monitor the overall progress that teachers and students are making made towards the SIP goal. Under the direction of the school principal, members of the school leadership team will assist teachers by facilitating discussions that will help teachers develop a better understanding on how to utilize student data as it relates to the standards-based instruction and effective instructional practices. The leadership team meeting will identify specific professional development needs. The Assistant Principal will schedule professional development opportunities addressing these specific needs. for teachers to become more knowledgeable on instructional practices relating to standards-based instruction.

### School Advisory Council (SAC)



**Membership**

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

Name	Stakeholder Group
Jennifer Floyd	Parent
Deborah Joca	Education Support Employee
Robert Lewis	Parent
Terri Moeller	Principal
Teresa Mitchell	Business/Community
John Mosby	Parent
Alicia Phillips	Parent
Latasha Riley	Parent
Karen Proctor	Parent
Jane McDuffie	Parent
Maxine Austin	Teacher
Debi Pringle	Teacher
Elizabeth Wallace	Teacher
Lisa Stone	Business/Community
Robert Johnson	Parent
Melissa Gauvin	Parent
Mary Kienzle	Teacher
Lori Smith	Teacher
Vincent Parker	Parent
Mary Ann Golinveaux	Teacher

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC members discussed the previous year's school data which included discussing the CCC standards and instructional rigor. After discussions and input, during the September 16, 2013 SAC meeting the SAC members approved the 2013-2014 school improvement plan during the October 14, 2013 meeting.

The SAC members will discuss and evaluate the outcome of the 2014-2015 plan during the September 8, 2014 SAC meeting.

*Development of this school improvement plan*

The SIP plan is driven and developed using data from prior year Academic Outcomes. Due to the rigor of the FSA and the new standards the school improvement plan is being developed to maintain current proficiency levels.

*Preparation of the school's annual budget and plan*

The SAC members discussed and approved the 2014-2015 Operating Budget during the April 14, 2014 meeting.

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

The SAC members approved and allocated the use of School Improvement funds to purchase planners (\$1600) and student folders(\$700) during the April 14, 2014 meeting. SAC members approved different versions of the planners for PreK-2, 3-4 and 5-6.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Moeller, Terri	Principal
Ivery, Karen	Assistant Principal
O'Connor, Stacey	Instructional Coach
Cisko, Lisa	Other
Wallace, Elizabeth	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

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

The LLT will meet on a monthly basis to oversee implementation of the reading objectives and literacy goals as indicated in the School Improvement Plan. The administration and literacy coach will facilitate the LLT meetings and will notify participants of the meetings, provide an agenda, document the minutes, and will disseminate information discussed by the LLT with the school staff. A goal for the LLT will be to promote a collaborative culture through shared decision-making, trust, and reflective feedback. The LLT will collaborate on strategies to support the school-wide literacy initiatives on identified areas of need and will share these strategies with the school staff through professional development and PLC's. The LLT members will support effective strategies by observing, modeling, and supporting classroom teachers on a consistent basis. They will also provide professional development focusing on standards-based instruction and the Six Instructional Shifts in ELA/Literacy with an emphasis on content area literacy, writing across the curriculum, text-based answers, and writing from sources.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Through personal experience and the implementation of HET principles, we believe in the power of collaboration. Strong collegial relationships multiply the supports teachers have to strengthen their instructional strategies. It can increase learning, improve the quality of products, and make the learning environment more pleasant and productive. With the emerging needs of the school workplace, teachers will need to work cooperatively, look at problems and processes, and develop the ability to acquire new skills and behaviors. To encourage positive working relationships, this year our goal is to help provide teachers with more time to collaborate by:

- \* Having weekly faculty meetings give way to team meetings where teachers can utilize the time to work on lesson plans together.
- \* Allowing the selected location of team meetings to be left up to teachers: whatever location meets the needs of the desired/required resources.
- \* Having the Leadership Team support grade level team-selected additional days of planning by: attending upon request, assisting with curriculum, and providing additional resource needs.
- \* Providing time for team building activities such as "10 Drops, 10 Days," the ten day "positivity plunge." By providing these opportunities, colleagues will share idea and successes, step in to help solve challenging problems, and foster conditions for successful teaching.

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

Advertisements for available positions are posted by the school secretary on the district website. The administration reviews the applicants' qualifications and experience. A team of administrators and teachers interview qualified applicants. Teachers that are hired that are new to Brevard County Public Schools must complete the Brevard County Beginning Teacher Induction Program. All new teachers to Brevard are assigned a CET trained mentor. Mentors support beginning teachers through observations and reflective feedback.

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

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

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

When available pairings are decided based on same grade level or primary/intermediate grade level. Mentoring activities consist of District training: Classroom management, Ruby Payne, Love and Logic, Cooperative Learning, Introduction to Brevard County Culture through New-Teacher Academy. School wide activities include BEST training and 2 mentor/mentee/administrator meetings two times a year.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**



## Instructional Programs

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

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

## Instructional Strategies

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

Identifying students in need of additional academic support is determined by analyzing the results of state, district and classroom formative assessments. For example in, FAIR/FAIR-FS data was analyzed to determine the students' screened for the PASI/PSI. Walk-to-intervention groups were formulated based on the results of the PASI/PSI screener. uses 95% group and Success Maker to differentiate instruction. Other intervention programs are the Journey's Reading and/or Literacy Toolkit, The academic interventions are provided by highly qualified teachers in a small group setting using research based intervention programs that are monitored to document student progress. Tier II interventions are 20-30 minutes in length, at least three times per week beyond the 90 minute reading block and progress monitored at least every two weeks. Any student who continues to show learning difficulties by not responding to the intervention after 3-4 weeks receives Tier III interventions. The behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III interventions are an additional 30 minutes of daily instruction, taught by a highly qualified teacher in a very small group of no more than three students. These groups are progress monitored on a weekly basis for at least three weeks, and the data is brought to the IPST team for review to consider the possibility of additional services from the ESE specialists. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff continue to keep data at this stage.

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

**Strategy: After School Program**

**Minutes added to school year: 5,700**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Wallace, Elizabeth , wallace.elizabeth@brevardschools.org

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

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

FAIR-FS

District Assessments in Reading, Math, and Science

FSA Assessment Data

**Strategy: Before School Program**

**Minutes added to school year: 450**

Success Maker lab to support reading/math.

**Strategy Rationale**

Success Maker is program that consists of computer adaptive software that assesses students' individual strengths and weakness and provides instructional support on specific skills needed that support the Florida Standards.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Ivery, Karen, ivery.karen@brevardschools.org

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

Success Maker Reports will be used to analyze student growth.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

AVID Organizational Techniques

Note-taking Skills Including Instructional using Two-Column and Cornell Notes

Study Skills

Middle School Presentations on-campus

These strategies help empower our 6th grade students and help them make a successful transition to middle school.

## **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G042047

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Time to Plan
- Discipline
- Understanding Rigorous Instruction

**Plan to Monitor Progress Toward G1.** 8

Teachers will be asked to complete a survey on professional development needs relating to rigorous standards-based instruction.

**Person Responsible**

Terri Moeller

**Schedule**

Semiannually, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Teacher Survey Results

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Terri Moeller

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Observation Data Walk-Through Data PBS (Positive Behavior Support)

**Plan to Monitor Progress Toward G1. 8**

Data from state and district assessments will be collected and analyzed throughout the year. Information from these assessments will be reviewed during PLC meetings to determine if progress is being. The data collected will also be used to drive further instruction.

**Person Responsible**

Terri Moeller

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Data found on A3 and Performance Matters including: Math Inventory Math Diagnostic Assessments FLKRS Brevard English/Language Arts Assessment (BELAA) Kindergarten Literacy Survey (KLS) FAIR-FS Science Benchmarks Social Studies Benchmarks Document-Based Questions (DBQ) Success Maker

## Action Plan for Improvement

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


### Problem Solving Key

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


**1** = Problem Solving Step       S123456 = Quick Key

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


**1**

 G042047

**G1.B1** Time to Plan **2**

 B102358

**G1.B1.S1** Provide teachers with opportunities to communicate effectively and plan collaboratively on a consistent basis with appropriate resources provided by the school and district. **4**

 S114280

### Strategy Rationale

Teachers need collaborative planning time such as weekly grade level professional learning communities (PLC's) to focus on standards-based instruction, backwards design, data-driven instruction, and differentiated instruction. Teachers will create agendas, establish and review agreements, have resources readily available to maximize time on task.

### Action Step 1 **5**

Teachers will be provided common planning times for all grade levels on a daily basis. Teachers will have time to collaborate during weekly PLC meetings, early release days, and after the school day for students.

#### Person Responsible

Terri Moeller

#### Schedule

Daily, from 8/11/2014 to 6/1/2015

#### Evidence of Completion

Agendas PLC Minutes Weekly Walk-Throughs Logs Observations

**Action Step 2** 5

Each quarter, teachers will be given a half a day extra planning to collaborate on focus calendars, strategies, assessments, and other lesson planning components. Administration and instructional coaches will provide support and resources during collaborative planning. Teachers will utilize provided resources during collaborative planning to maximize student achievement.

**Person Responsible**

Terri Moeller

**Schedule**

Weekly, from 8/14/2014 to 6/1/2015

**Evidence of Completion**

School Calendar Focus Calendars Substitute Records Agendas for PLC Grade Level Meetings Minutes for PLC Grade Level Meetings Lesson Plans Weekly Walk-Through Log Observations

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

Each PLC grade level meeting will require an agenda that includes dates/times the team met, as well as team members present.

**Person Responsible**

Terri Moeller

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

PLC Grade Level Agenda

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

Lesson plans that include evidence of collaborative planning will be turned in bi-weekly.

**Person Responsible**

Terri Moeller

**Schedule**

Biweekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans PLC Agendas PLC Minutes Walk-throughs Observations



**G1.B1.S2** Allocate substitutes for each teacher to have a half day to collaborate and plan with their grade level each quarter. 4

 S114281

### Strategy Rationale

Teachers need additional time throughout the year to plan collaboratively to develop focus calendars and create formative assessments.

### Action Step 1 5

A calendar and schedule will be provided to teachers to inform them on the specific dates/times that are allocated for collaborative planning. The calendar/schedule will include common planning times for all grade levels on a daily basis, weekly PLC meetings, and collaborative planning on early release days.

#### Person Responsible

Terri Moeller

#### Schedule

Monthly, from 8/11/2014 to 6/1/2015

#### Evidence of Completion

School Calendar District Calendar Daily Schedule PLC Grade Level Agenda PLC Grade Level Minutes Weekly Walk-Through Log

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Calendar dates will be selected quarterly and recorded on the master calendar for additional collaborative planning.

#### Person Responsible

Terri Moeller

#### Schedule

Quarterly, from 9/29/2014 to 6/1/2015

#### Evidence of Completion

Substitute Records PLC Agendas PLC Minutes Focus Calendars

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Lesson plans and focus calendars will reflect evidence of additional collaborative planning.

**Person Responsible**

Terri Moeller


**Schedule**

On 6/1/2015


**Evidence of Completion**

Lesson Plans Focus Calendars

**G1.B2 Discipline 2**

 B103037

**G1.B2.S1 Implement Step 2: Creating Common Ground, of the Highly Effective Teaching Model. 4**

 S115661

**Strategy Rationale**

The implementation of the Highly Effective Teaching Model Step 2: Creating Common Ground, will teach students to actively participate by initiating ideas, responding to the teacher's questions, and staying on task. At this stage students will see the connections between the classroom and real-life. Students will problem solve and engage in collaborative activities and students will view the school as a place to learn and exercise one's personal best.

**Action Step 1 5**

Teachers will be trained for Highly Effective Teaching Step 2

**Person Responsible**

Deborah Pringle

**Schedule**

Monthly, from 9/4/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Hand-outs Classroom Walk-Throughs Observations Lesson Plans

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

The HET consultant and leadership team will visit classrooms on a monthly basis to observe HET implementation and will provide feedback to teachers.

**Person Responsible**

Deborah Pringle

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Walk-Throughs Observations Lesson Plans

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

The leadership team and HET consultant will use a check-list to monitor HET components. The teachers will complete a self-assessment to gain perspective on their own progress with the implementation of HET.

**Person Responsible**

Deborah Pringle


**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

HET Check-list HET Self-Assessment

**G1.B2.S2** Implement the Advancement Via Individual Determination (AVID) Program school-wide **4**

 S115756

**Strategy Rationale**

The AVID Program is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

**Action Step 1** **5**

The Golfview staff will receive monthly staff Training on components of the AVID Program to maximize student achievement.

**Person Responsible**

Deborah Pringle

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Teacher and Student Teacher Binders Point of Confusion (POC) Graphic Organizer  
Professional Development Handouts AVID Elementary Weekly Website WICOR Lessons

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** **6**

The AVID Site Team will conduct walk-throughs to ensure implementation of AVID components shared during the monthly staff professional development Student achievement will also be evident with AVID implementation.

**Person Responsible**

Deborah Pringle

**Schedule**

Monthly, from 8/4/2014 to 6/1/2015

**Evidence of Completion**

Data Reflecting Student Achievement on Assessments Point of Confusion Graphic  
Organizers AVID Binder WICOR Lessons Months-at-a-Glance Calendar with AVID Goals

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Teachers will show evidence of AVID components in lesson plans including the use of the Points of Confusion Graphic Organizers as well as the WICOR lessons to help students maximize learning potential.

**Person Responsible**

Deborah Pringle

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans AVID Binders POC Graphic Organizers

**G1.B2.S3 Use consistent school-wide routines and procedures for behavior management. 4**

 S115828

**Strategy Rationale**

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

**Action Step 1 5**

Teachers will follow the policies and procedures located in the faculty handbook to maintain consistency in student management.

**Person Responsible**

Elizabeth Wallace

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Policies and Procedures Handbook Discipline Policy Lunch Procedures

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

The leadership team will conduct weekly walk-throughs to ensure that consistent school-wide routines and procedures for behavior management are being implemented.

**Person Responsible**

Karen Ivery

**Schedule**

Weekly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Weekly Walk-Through Logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Qualitative data will be collected during walk-throughs to provide feedback on the implementation of the school-wide procedures and policies. The number of referrals will also provide additional feedback. An increase in the academic achievement of students will also be an indicator.

**Person Responsible**

Karen Ivery


**Schedule**

Biweekly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Walk-Through Data Positive Behavior Support (PBS)

**G1.B3 Understanding Rigorous Instruction** 2

 B103038

**G1.B3.S1 Provide professional development on rigor and standards-based instruction.** 4

 S115888

**Strategy Rationale**

In order for teachers to implement rigorous standards-based instruction, professional development will be needed to define rigor and develop a better understanding of the Florida Standards.

**Action Step 1** 5

Teachers will define what rigorous instruction looks like in their classroom and will identify all of the verbs and key words in the standards to plan for the end in mind using Backwards Design in their lesson plans.

**Person Responsible**

Terri Moeller

**Schedule**

Daily, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Exit Slips Lesson Plans PLC Grade Level Minutes

**Action Step 2** 5

Instructional coaches will support classroom teachers by modeling rigorous standards-based instruction followed by teacher reflection and feedback.

**Person Responsible**

Stacey O'Connor

**Schedule**

Weekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans Coach's log

### Action Step 3 5

Provide additional planning time to allow teachers to design tasks aligned to standard (I.e., end writing tasks, tasks during instruction, appropriate scaffolding tasks.

#### **Person Responsible**

#### **Schedule**

On 3/20/2015

#### **Evidence of Completion**

Lesson plans showing task/activities are aligned to standard: Classroom walkthroughs.

### Action Step 4 5

Define leadership expectations for gradual-release model, during instruction. a) SBLT visits classroom to observe GR model. b) determine expectations during debrief., c) share expectations w/staff/model expectations for grade levels, d) 2nd round of observations & feedback on lessons and instruction.

#### **Person Responsible**

Terri Moeller

#### **Schedule**

On 3/6/2015

#### **Evidence of Completion**

Develop norms model and provide feedback on lesson plans and instruction.

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

Rigorous standards-based instruction will be evident in lesson plans that will be turned in bi-weekly as well as during weekly classroom walk-throughs and observations.

#### **Person Responsible**

Terri Moeller

#### **Schedule**

Weekly, from 9/29/2014 to 6/1/2015

#### **Evidence of Completion**

Lesson Plans Walk-Throughs Observations



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

Instructional coaches will collaborate with teachers by modeling, observing, and providing support and feedback on instructional practices to maximize student achievement.

**Person Responsible**

Stacey O'Connor

**Schedule**

Weekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Coach's Log Exit Slips

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

Academic progress of students on school, district, and state formative and summative assessments will be monitored through A3 and Performance Matters as evidence of increased rigor and standards-based instruction.

**Person Responsible**

Terri Moeller

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

FAIR-FS District Assessments A3/Performance Matters FSA Classroom Formative Assessments

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

Successful implementation will reflect the standards in the lesson plans are being taught across the grade level and assessments include common tasks that are aligned with the standards.

**Person Responsible**

Terri Moeller

**Schedule**

Biweekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans Aligned to Standards Formative Assessments FOCUS Calendars

**G1.B3.S2** Provide professional development on the Six Instructional Shifts in ELA/Literacy. 4

S115889

**Strategy Rationale**

Providing professional development on the Six Instructional Shifts in ELA/Literacy with a focus on: analyzing text, written responses to text, and higher level questioning will increase rigorous classroom instruction.

**Action Step 1** 5

Provide professional development on the Instructional Shifts for ELA/Literacy to reflect increased rigor and standards-based instruction in classroom instruction.

**Person Responsible**

Stacey O'Connor

**Schedule**

Quarterly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Hand-Outs Walk-Throughs

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Whole group professional development opportunities will be scheduled quarterly and small group professional development will take place in PLC grade level meetings on a monthly basis depending on feedback from the literacy coach survey and grade level needs.

**Person Responsible**

Stacey O'Connor

**Schedule**

Monthly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Presentation Professional Development Hand-Outs Literacy Coach Survey Results PLC Agenda PLC Grade Level Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

The Literacy Coach will conduct weekly class walk-throughs to monitor rigorous-based standards instruction and will provide feedback to teachers in order to validate and improve effective instructional practices.

**Person Responsible**

Stacey O'Connor

**Schedule**

Weekly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Coach's Log Exit Slips

**G1.B3.S3** Math Coach and S.T.E.A.M. Coordinator will provide professional development focusing on the Six Instructional Shifts in Mathematics. 4

 S116956

**Strategy Rationale**

Providing professional development on the Six Instructional Shifts in Mathematics with a focus on base ten operations, algebraic thinking, and fractions will increase rigorous classroom instruction.

**Action Step 1 5**

Provide professional development on the Instructional Shifts in mathematics to reflect increased rigor and standards-based instruction in classroom instruction.

**Person Responsible**

Matt Mertz

**Schedule**

Quarterly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Professional development handouts

**Plan to Monitor Fidelity of Implementation of G1.B3.S3 6**

Whole group professional development opportunities will be scheduled quarterly and small group professional development will take place in PLC grade level meetings on a monthly basis based on feedback from the teachers during grade level meetings.

**Person Responsible**

Matt Mertz

**Schedule**

Quarterly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Presentations Professional Development Hand-Outs Literacy Coach Survey Results PLC Agenda PLC Grade Level Minutes Lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

The Math Coach will conduct weekly class walk-throughs to monitor rigorous standards based instruction and will provide feedback to teachers in order to validate and improve effective instructional practices.

**Person Responsible**

Matt Mertz

**Schedule**

Weekly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Exit Slips Coaches Log

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be provided common planning times for all grade levels on a daily basis. Teachers will have time to collaborate during weekly PLC meetings, early release days, and after the school day for students.	Moeller, Terri	8/11/2014	Agendas PLC Minutes Weekly Walk-Throughs Logs Observations	6/1/2015 daily
G1.B1.S2.A1	A calendar and schedule will be provided to teachers to inform them on the specific dates/times that are allocated for collaborative planning. The calendar/schedule will include common	Moeller, Terri	8/11/2014	School Calendar District Calendar Daily Schedule PLC Grade Level Agenda PLC Grade Level Minutes Weekly Walk-Through Log	6/1/2015 monthly

**Brevard - 1071 - Golfview Elementary Magnet Sch - 2014-15 SIP**  
*Golfview Elementary Magnet Sch*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning times for all grade levels on a daily basis, weekly PLC meetings, and collaborative planning on early release days.				
G1.B2.S1.A1	Teachers will be trained for Highly Effective Teaching Step 2	Pringle, Deborah	9/4/2014	Professional Development Hand-outs Classroom Walk-Throughs Observations Lesson Plans	6/1/2015 monthly
G1.B2.S2.A1	The Golfview staff will receive monthly staff Training on components of the AVID Program to maximize student achievement.	Pringle, Deborah	8/11/2014	Teacher and Student Teacher Binders Point of Confusion (POC) Graphic Organizer Professional Development Handouts AVID Elementary Weekly Website WICOR Lessons	6/1/2015 monthly
G1.B2.S3.A1	Teachers will follow the policies and procedures located in the faculty handbook to maintain consistency in student management.	Wallace, Elizabeth	8/18/2014	Policies and Procedures Handbook Discipline Policy Lunch Procedures	6/1/2015 daily
G1.B3.S1.A1	Teachers will define what rigorous instruction looks like in their classroom and will identify all of the verbs and key words in the standards to plan for the end in mind using Backwards Design in their lesson plans.	Moeller, Terri	8/11/2014	Exit Slips Lesson Plans PLC Grade Level Minutes	6/1/2015 daily
G1.B3.S2.A1	Provide professional development on the Instructional Shifts for ELA/Literacy to reflect increased rigor and standards-based instruction in classroom instruction.	O'Connor, Stacey	9/29/2014	Professional Development Hand-Outs Walk-Throughs	6/1/2015 quarterly
G1.B3.S3.A1	Provide professional development on the Instructional Shifts in mathematics to reflect increased rigor and standards-based instruction in classroom instruction.	Mertz, Matt	8/11/2014	Professional development handouts	6/1/2015 quarterly
G1.B1.S1.A2	Each quarter, teachers will be given a half a day extra planning to collaborate on focus calendars, strategies, assessments, and other lesson planning components. Administration and instructional coaches will provide support and resources during collaborative planning. Teachers will utilize provided resources during collaborative planning to maximize student achievement.	Moeller, Terri	8/14/2014	School Calendar Focus Calendars Substitute Records Agendas for PLC Grade Level Meetings Minutes for PLC Grade Level Meetings Lesson Plans Weekly Walk-Through Log Observations	6/1/2015 weekly
G1.B3.S1.A2	Instructional coaches will support classroom teachers by modeling rigorous standards-based instruction followed by teacher reflection and feedback.	O'Connor, Stacey	9/29/2014	Lesson Plans Coach's log	6/1/2015 weekly
G1.B3.S1.A3	Provide additional planning time to allow teachers to design tasks aligned to standard (I.e., end writing tasks, tasks during instruction, appropriate scaffolding tasks.		2/17/2015	Lesson plans showing task/activities are aligned to standard: Classroom walkthroughs.	3/20/2015 one-time
G1.B3.S1.A4	Define leadership expectations for gradual-release model, during instruction. a) SBLT visits classroom to observe GR model. b) determine expectations during debrief., c) share expectations w/staff/model expectations for grade levels, d) nd round of observations & feedback on lessons and instruction.	Moeller, Terri	2/17/2015	Develop norms model and provide feedback on lesson plans and instruction.	3/6/2015 one-time

**Brevard - 1071 - Golfview Elementary Magnet Sch - 2014-15 SIP**  
*Golfview Elementary Magnet Sch*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Teachers will be asked to complete a survey on professional development needs relating to rigorous standards-based instruction.	Moeller, Terri	8/11/2014	Teacher Survey Results	6/1/2015 semiannually
G1.MA1	Qualitative data will be collected during walk-throughs and observations to determine if progress is being made on the implementation of rigorous standards-based instruction.	Moeller, Terri	8/18/2014	Observation Data Walk-Through Data PBS (Positive Behavior Support)	6/1/2015 daily
G1.MA3	Data from state and district assessments will be collected and analyzed throughout the year. Information from these assessments will be reviewed during PLC meetings to determine if progress is being. The data collected will also be used to drive further instruction.	Moeller, Terri	8/18/2014	Data found on A3 and Performance Matters including: Math Inventory Math Diagnostic Assessments FLKRS Brevard English/Language Arts Assessment (BELAA) Kindergarten Literacy Survey (KLS) FAIR-FS Science Benchmarks Social Studies Benchmarks Document-Based Questions (DBQ) Success Maker	6/1/2015 monthly
G1.B1.S1.MA1	Lesson plans that include evidence of collaborative planning will be turned in bi-weekly.	Moeller, Terri	9/1/2014	Lesson Plans PLC Agendas PLC Minutes Walk-throughs Observations	6/1/2015 biweekly
G1.B1.S1.MA1	Each PLC grade level meeting will require an agenda that includes dates/times the team met, as well as team members present.	Moeller, Terri	8/18/2014	PLC Grade Level Agenda	6/1/2015 weekly
G1.B2.S1.MA1	The leadership team and HET consultant will use a check-list to monitor HET components. The teachers will complete a self-assessment to gain perspective on their own progress with the implementation of HET.	Pringle, Deborah	8/11/2014	HET Check-list HET Self-Assessment	6/1/2015 monthly
G1.B2.S1.MA1	The HET consultant and leadership team will visit classrooms on a monthly basis to observe HET implementation and will provide feedback to teachers.	Pringle, Deborah	8/11/2014	Walk-Throughs Observations Lesson Plans	6/1/2015 monthly
G1.B3.S1.MA1	Academic progress of students on school, district, and state formative and summative assessments will be monitored through A3 and Performance Matters as evidence of increased rigor and standards-based instruction.	Moeller, Terri	8/18/2014	FAIR-FS District Assessments A3/ Performance Matters FSA Classroom Formative Assessments	6/1/2015 monthly
G1.B3.S1.MA4	Successful implementation will reflect the standards in the lesson plans are being taught across the grade level and assessments include common tasks that are aligned with the standards.	Moeller, Terri	9/29/2014	Lesson Plans Aligned to Standards Formative Assessments FOCUS Calendars	6/1/2015 biweekly
G1.B3.S1.MA1	Rigorous standards-based instruction will be evident in lesson plans that will be turned in bi-weekly as well as during weekly classroom walk-throughs and observations.	Moeller, Terri	9/29/2014	Lesson Plans Walk-Throughs Observations	6/1/2015 weekly
G1.B3.S1.MA3	Instructional coaches will collaborate with teachers by modeling, observing, and providing support and feedback on instructional practices to maximize student achievement.	O'Connor, Stacey	9/29/2014	Coach's Log Exit Slips	6/1/2015 weekly
G1.B1.S2.MA1	Lesson plans and focus calendars will reflect evidence of additional collaborative planning.	Moeller, Terri	9/29/2014	Lesson Plans Focus Calendars	6/1/2015 one-time
G1.B1.S2.MA1	Calendar dates will be selected quarterly and recorded on the master calendar for additional collaborative planning.	Moeller, Terri	9/29/2014	Substitute Records PLC Agendas PLC Minutes Focus Calendars	6/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Teachers will show evidence of AVID components in lesson plans including the use of the Points of Confusion Graphic Organizers as well as the WICOR lessons to help students maximize learning potential.	Pringle, Deborah	9/29/2014	Lesson Plans AVID Binders POC Graphic Organizers	6/1/2015 biweekly
G1.B2.S2.MA1	The AVID Site Team will conduct walk-throughs to ensure implementation of AVID components shared during the monthly staff professional development Student achievement will also be evident with AVID implementation.	Pringle, Deborah	8/4/2014	Data Reflecting Student Achievement on Assessments Point of Confusion Graphic Organizers AVID Binder WICOR Lessons Months-at-a-Glance Calendar with AVID Goals	6/1/2015 monthly
G1.B3.S2.MA1	The Literacy Coach will conduct weekly class walk-throughs to monitor rigorous-based standards instruction and will provide feedback to teachers in order to validate and improve effective instructional practices.	O'Connor, Stacey	9/29/2014	Coach's Log Exit Slips	6/1/2015 weekly
G1.B3.S2.MA1	Whole group professional development opportunities will be scheduled quarterly and small group professional development will take place in PLC grade level meetings on a monthly basis depending on feedback from the literacy coach survey and grade level needs.	O'Connor, Stacey	9/29/2014	Professional Development Presentation Professional Development Hand-Outs Literacy Coach Survey Results PLC Agenda PLC Grade Level Minutes	6/1/2015 monthly
G1.B2.S3.MA1	Qualitative data will be collected during walk-throughs to provide feedback on the implementation of the school-wide procedures and policies. The number of referrals will also provide additional feedback. An increase in the academic achievement of students will also be an indicator.	Ivery, Karen	8/11/2014	Walk-Through Data Positive Behavior Support (PBS)	6/1/2015 biweekly
G1.B2.S3.MA1	The leadership team will conduct weekly walk-throughs to ensure that consistent school-wide routines and procedures for behavior management are being implemented.	Ivery, Karen	8/11/2014	Weekly Walk-Through Logs	6/1/2015 weekly
G1.B3.S3.MA1	The Math Coach will conduct weekly class walk-throughs to monitor rigorous standards based instruction and will provide feedback to teachers in order to validate and improve effective instructional practices.	Mertz, Matt	9/15/2014	Exit Slips Coaches Log	6/1/2015 weekly
G1.B3.S3.MA1	Whole group professional development opportunities will be scheduled quarterly and small group professional development will take place in PLC grade level meetings on a monthly basis based on feedback from the teachers during grade level meetings.	Mertz, Matt	8/11/2014	Professional Development Presentations Professional Development Hand-Outs Literacy Coach Survey Results PLC Agenda PLC Grade Level Minutes Lesson plans	6/1/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

### G1. Increase student understanding/knowledge in the core content with rigorous standards based instruction.

#### G1.B2 Discipline

##### G1.B2.S1 Implement Step 2: Creating Common Ground, of the Highly Effective Teaching Model.

###### PD Opportunity 1

Teachers will be trained for Highly Effective Teaching Step 2

###### Facilitator

Brenda Russell

###### Participants

Golfview Faculty and Staff

###### Schedule

Monthly, from 9/4/2014 to 6/1/2015

##### G1.B2.S2 Implement the Advancement Via Individual Determination (AVID) Program school-wide

###### PD Opportunity 1

The Golfview staff will receive monthly staff Training on components of the AVID Program to maximize student achievement.

###### Facilitator

Debi Pringle

###### Participants

Golfview Faculty

###### Schedule

Monthly, from 8/11/2014 to 6/1/2015



**G1.B2.S3** Use consistent school-wide routines and procedures for behavior management.

**PD Opportunity 1**

Teachers will follow the policies and procedures located in the faculty handbook to maintain consistency in student management.

**Facilitator**

Liz Wallace

**Participants**

Golfview Faculty

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**G1.B3** Understanding Rigorous Instruction

**G1.B3.S1** Provide professional development on rigor and standards-based instruction.

**PD Opportunity 1**

Teachers will define what rigorous instruction looks like in their classroom and will identify all of the verbs and key words in the standards to plan for the end in mind using Backwards Design in their lesson plans.

**Facilitator**

Terri Moeller, Karen Ivery, Debi Pringle, LeeAnn Herold, Liz Wallace, Stacey O'Connor, Matt Mertz

**Participants**

Golfview Faculty

**Schedule**

Daily, from 8/11/2014 to 6/1/2015

**G1.B3.S2** Provide professional development on the Six Instructional Shifts in ELA/Literacy.

**PD Opportunity 1**

Provide professional development on the Instructional Shifts for ELA/Literacy to reflect increased rigor and standards-based instruction in classroom instruction.

**Facilitator**

Stacey O'Connor

**Participants**

Golfview Faculty

**Schedule**

Quarterly, from 9/29/2014 to 6/1/2015

**G1.B3.S3** Math Coach and S.T.E.A.M. Coordinator will provide professional development focusing on the Six Instructional Shifts in Mathematics.

**PD Opportunity 1**

Provide professional development on the Instructional Shifts in mathematics to reflect increased rigor and standards-based instruction in classroom instruction.

**Facilitator**

Matt Mertz

**Participants**

Golfview Faculty

**Schedule**

Quarterly, from 8/11/2014 to 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase student understanding/knowledge in the core content with rigorous standards based instruction.	10,000
<b>Grand Total</b>	<b>10,000</b>

### Goal 1: Increase student understanding/knowledge in the core content with rigorous standards based instruction.

Description	Source	Total
<b>B1.S1.A1</b>		0
<b>B1.S1.A2</b> - Substitutes each quarter for half a day for each teacher.	School Improvement Funds	0
<b>B2.S1.A1</b> - HET Professional Development	Other	10,000
<b>Total Goal 1</b>		<b>10,000</b>