

Brevard Public Schools

Golfview Elementary Magnet School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

Demographics

Principal: Magali Rassel C

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2020-21: (35%) 2018-19: C (50%) 2017-18: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Golfview will work collaboratively with all stakeholders to close achievement gaps and create lifelong learners focused on college and/or career readiness.

Revised in 2021

Provide the school's vision statement.

Golfview Elementary Magnet School will strive to empower students to achieve their full potential by providing rigorous standards-based instruction with measurable outcomes.

Revised in 2021

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Rassel, Magali	Principal	<p>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. Collaborate 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.</p> <p>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.</p>
Coverdale, Jeffrey	Assistant Principal	<p>Identifies and develops school leaders to increase the impact of high quality instructional practices. Provides teachers with current research-based practices that focus on student improvement and achievement. Supports teacher development through observations and provides constructive and reflective feedback using the coaching cycle.</p> <p>Organizes the development of the Multi-Tiered System of Supports (MTSS) process to ensure that all students are provided additional supports to achieve success. Facilitates a culture of collaboration and growth through planning sessions, data meetings, and the MTSS process.</p>
Fernandez, Keltie	Other	<p>Teacher on Assignment</p> <p>Support teachers in all areas of classroom instruction and environment, including instructional strategies, student engagement strategies, classroom management, assessment, and curriculum. Develop, plan, prepare, and facilitate professional development opportunities. Provides support for educators in developing instruction aligned with district and state standards. Participates in learning walks and uses data to give meaningful feedback to teachers to drive instruction. Provides research, tools, and resources to support school MTSS and other student support efforts. Collaborate with teachers, support personnel,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>administrators, and colleagues to enhance instruction and improve student outcomes.</p>
<p>Migliore, Maile</p>	<p>Reading Coach</p>	<p>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, analyze, interpret, and use data to make recommendations for instructional changes and interventions and analyze the effectiveness of curriculum resources and intervention materials. Demonstrate whole group Tier 1 instruction and provide job embedded professional learning through the modeling of lessons and best practices. Provide coaching feedback to teachers to improve their craft. Supports teachers with data collection and analysis as a member of the MTSS/IPST team.</p>
<p>Pringle, Deborah</p>	<p>Teacher, K-12</p>	<p>Magnet Coordinator provides assistance with STEAM Magnet initiatives and growth of program. Assist parents with the recruitment process. Supports AVID implementation grades PreK-6. Assist with the development school based AVID goals and supports teachers with development of and use of AVID based practices. Provides guidance/professional development in AVID for faculty, students and parents. Facilitates AVID School Site Team meetings and development of Site Team Plan. Lead Mentor provides guidance for Mentors/Mentees in the Golfview Induction Program for new teachers.</p>
<p>Spracklin, Linda</p>	<p>Teacher, K-12</p>	<p>Fuse and Aviation Facilitator: Develop a student centered, project-based learning experience around STEAM (science, technology, engineering, art/aviation and mathematics). Facilitate developmentally appropriate STEAM learning activities, experiences and assessments to foster intellectual, physical and social growth. Design curricula that promotes creativity and critical thinking while using 21st century skills and technology. Gifted Student Program: Analyze student data to grow the gifted student program; prepare documentation for screening and testing; develop engaging enrichment activities for the gifted and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>talented population.</p> <p>Reading Interventionist: Support student achievement in ELA by providing small group instruction in Phonemic Awareness, Phonics, Vocabulary and Comprehension; use identified research-based interventions focused specifically on individual student needs; maintain databased documentation of continuous monitoring of student performance and progress; provide diagnostic assessments and support implementation of assessment tools and data management systems.</p>
Wiltz, Rahsheen	Other	<p>ESE Contact</p> <p>As the ESE contact, serve as a representative for parents/guardians who have questions and concerns regarding services for their children with IEPs, maintain positive relationships with parents/guardians, and solve problems to the greatest extent possible at the school level while adhering to state and federal guidelines regarding ESE. Provide services, coaching and technical assistance to regular staff members who work with mainstreamed ESE students. Conduct the staffing process and ensure that required procedures related to evaluation, eligibility, and service delivery for students with disabilities are fulfilled. Participate in ESE student staffings, suspension reviews, and manifestation determinations as needed. Serve as ESE case manager for the school. Serve as liaison between Golfview and the district ESE office. Assist the principal in providing leadership for the implementation of state, district and school achievement standards as they relate to ESE. Communicate effectively, both orally and in writing, with parents, staff, students and the community, including development of assigned publications. Utilize current educational best practices and research in the planning and preparation of the school instructional program. Encourage positive school/community relations and serve as a liaison between the school and community. Address vertical articulation issues by supporting collaboration between grade levels and feeder pattern schools. Utilize data-based problem solving to address systemic school issues related to ESE data, including but not limited to disproportionality, suspension rates, and least restrictive environment.</p>
Smith, LaToya	Teacher, K-12	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
Pittman, Warren	Guidance Counselor	<p>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 decisionmaking based on student progress. Provides small group intervention instruction to students who are struggling academically in English Language Arts. Review, manage, and monitor budgets to keep track of how federal Title I funds are utilized to impact student achievement. Complete and coordinate completion of required Title I forms, reports, and documentation, including school, district, or statewide Title I plans. Conduct, assist with, and facilitate parent involvement activities to enhance student learning at home as well as at school and to build greater collaboration between schools and students' families.</p> <p>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 also acts as a liaison between home and school by communicating with parents as a partner in a child's emotional well-being.</p>

Demographic Information

Principal start date

Monday 7/15/2019, Magali Rassel C

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

436

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	50	70	53	64	44	48	69	0	0	0	0	0	0	398
Attendance below 90 percent	6	14	8	10	5	7	10	0	0	0	0	0	0	60
One or more suspensions	0	4	3	3	4	9	4	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	6	11	19	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	10	16	43	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	7	16	0	0	0	0	0	0	0	0	0	0	23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	2	4	5	6	0	0	0	0	0	0	22

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	10	2	10	0	0	1	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	3	0	0	1	0	0	0	0	0	0	4

Date this data was collected or last updated

Wednesday 9/21/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	58	59	49	49	66	71	0	0	0	0	0	0	412
Attendance below 90 percent	6	17	9	6	10	9	11	0	0	0	0	0	0	68
One or more suspensions	2	2	0	1	4	3	3	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	2	6	0	0	0	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA ELA	0	0	0	2	12	14	23	0	0	0	0	0	0	51
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	19	30	33	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	13	16	23	0	0	0	0	0	0	57

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	9	3	3	2	2	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	58	59	49	49	66	71	0	0	0	0	0	0	412
Attendance below 90 percent	6	17	9	6	10	9	11	0	0	0	0	0	0	68
One or more suspensions	2	2	0	1	4	3	3	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	2	6	0	0	0	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA ELA	0	0	0	2	12	14	23	0	0	0	0	0	0	51
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	19	30	33	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	13	16	23	0	0	0	0	0	0	57

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	9	3	3	2	2	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	61%	56%	36%			44%	62%	57%
ELA Learning Gains	59%	63%	61%	38%			52%	60%	58%
ELA Lowest 25th Percentile	56%	54%	52%	31%			50%	57%	53%
Math Achievement	41%	60%	60%	33%			47%	63%	63%
Math Learning Gains	52%	64%	64%	32%			53%	65%	62%
Math Lowest 25th Percentile	46%	55%	55%	40%			52%	53%	51%
Science Achievement	41%	56%	51%	33%			54%	57%	53%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	52	59	20	46	47	18				
ELL	32	62		27	50		18				
BLK	31	50	55	32	48	35	33				
HSP	39	58	55	33	44		21				
MUL	52	62		50	62						
WHT	64	71		52	61		67				
FRL	39	56	56	39	54	50	47				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	28	31	18	41	50	17				
ELL	25	33		19	28						
BLK	22	26		22	31	36	22				
HSP	36	41		28	26		31				
MUL	38	33		38	27						
WHT	58	51	40	48	40		53				
FRL	32	32	26	29	33	41	29				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	48	48	23	54	65	31				
ELL	48	60		58	59						
BLK	27	37	50	33	50	50	25				
HSP	47	62		54	50		62				
MUL	37	48		37	48						
WHT	61	61	67	59	58	54	68				
FRL	39	53	49	44	51	55	55				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- Trends that emerged across grade levels, subgroups and core content areas were:
- Growth in every subgroup except for SWD and African American
 - there is a gap odifference between all subgroups and White student of an average of 30%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- The greatest continues decline was in 5th grade Math from 26% in 2021 to 20% in 2022. Both 3rd and 4th grade are below 50% proficiency with 3rd grade at 37% and 4th grade at 39%.
- While Science proficiency went from 31% in 2021 to 37% in 2022, it is still well below 50%.
- 3rd Grade ELA proficiency went down from 30% in 2021 to 25% in 2022.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Contributing factors to our needs for improvement were:
- Science standards based instruction done with fidelity
 - Building of academic vocabulary for Science and Math
 - Consistency in reteaching and differentiating skills
 - Implementation of new standards curriculum in ELA
 - Tier 1 instruction across all grade levels was not rigorous enough or taught to the depth of the standard.
 - ELA and math small group instruction including guided reading groups were not taught with fidelity.
 - ELA and math intervention groups were not implemented or progress monitored with fidelity.
 - Phonics and vocabulary instruction were not taught with fidelity.

New actions that need to be taken to address the need for improvement are:

- Continued classroom walkthroughs by Administration and Leadership Team with immediate feedback on instruction.
- Continued support of planning and implementation of Tier 1 standards based instruction.
- Continued grade level planning sessions with Literacy Coach on small group instruction, guided reading groups, and vocabulary/phonics
- Implementation of new standards curriculum in math
- Support from District Math Coach on instruction, math intervention, and implementation of new curriculum with fidelity
- Grade level planning PLCs with Administration and Literacy Coach

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In 2021-22, the biggest areas of improvement were 5th grade ELA proficiency from 28% in 2021 to 56% in 2022 and 6th grade Math proficiency from 38% in 2021 to 53% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The overall growth in these two areas can be attributed to an increase awareness of student data and ownership of data by the students, standards driven instruction and implementation of new ELA curriculum with fidelity. Also a school wide increase in small group intervention and standards aligned resources.

What strategies will need to be implemented in order to accelerate learning?

The professional development opportunities that will be provided at the school to support teachers and leaders are:

- Increase student accountable talk aligned to the standards and cooperative structures
- Introduction and review of school based materials that can be used to provide accelerated learning.
- Scaffolding and differentiated instruction
- Data analysis, student data chats
- Creating equitable classroom experiences for all learners

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- RAISE: The Science of Reading
- Adapt and implement FCRR Walkthrough Tool
- New math curriculum PD
- The Opportunity Myth
- Executive Function skills and Implications for Education- sustain attention, resist distractions, and tolerate frustration

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Bi-weekly grade level meetings to review data, check in, and walkthrough feedback.
Weekly classroom walkthroughs by administration and Leadership Team.
Monthly OPM meetings
Data triangulation meetings
Six school based professional development sessions with an instructional focus

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

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, and increasing student accountable talk and cooperative structures.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

ELA proficiency levels in K-6 will improve to 50% or above.

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 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:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Utilization of collaborative planning with standards aligned curriculum and resources. Golfview's administration and Leadership Team including the Literacy Coach, will facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based and student centered Tier 1 instruction, small group instruction, and utilizing collaborative structures to increase student accountable talk.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skill utilizing adopted curriculum. This strategy when paired with administration walk throughs, coaching, and immediate feedback, can yield great results for learners.

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.

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).

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

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.

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

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, writing, and the use of district approved materials. Teachers will receive at least two walkthroughs a month.

Person Responsible Magali Rassel (rassel.magali@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.

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

Title I will implement and facilitate 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).

Person Responsible LaToya Smith (smith.latoya@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.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

-The greatest continues decline was in 5th grade Math from 26% in 2021 to 20% in 2022. Both 3rd and 4th grade are below 50% proficiency with 3rd grade at 37% and 4th grade at 39%.
 - Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, scholars will be able to master grade level standards. Golfview Elementary' s Math data supports a focus on improving Tier 1 instruction in the Math block, implementing small group instruction to differentiate and scaffold the learning, and increasing student accountable talk aligned to the standards and cooperative structures.

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

2021-22 FSA data shows that 5th grade Math proficiency went down from 26% in 2021 to 20%. While 3rd and 4th grade showed some improvement, the proficiency level was still under 40%

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

- Weekly 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 and District Math Coach
- District progress monitoring assessments
- iReady data
- FAST data
- Intervention data

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Utilization of collaborative planning sessions/professional development using standards aligned quality resources and district approved materials and adopted curriculum.
 Golfview's administration and Leadership Team, will facilitate Math-focused, consistent and sustained professional development with a focus on standards-based and student centered Tier 1 instruction, small group instruction, and utilizing collaborative structures to increase student accountable talk.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skill utilizing adopted curriculum. This strategy when paired with administration walk throughs, coaching, and immediate feedback, can yield great results for learners.

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.

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

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, writing, and the use of district approved materials. Teachers will receive at least two walkthroughs a month.

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

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 LaToya Smith (smith.latoya@brevardschools.org)

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) to provide supplemental assistance in 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)

Extracurricular activity teachers will provide targeted Tier 2 math acceleration instruction 30 min per week. Lessons will focus on geometry, measurement and data, algebraic thinking, and numbers and operations.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: Golfview's historical data reflects that ESSA subgroups are not reaching proficiency in the areas of reading, math, and science as compared to their peers within the school, district, or state. Specifically our Students with Disabilities. In order to increase proficiency levels, students need to be consistently working at rigorous levels to the full intent of the standard. Provide PD on the Opportunity Myth and Executive Function skills.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Students with Disabilities will increase to above 41%
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. ELA proficiency from 18% to 50%
 Math proficiency from 20% to 50%
 Science proficiency from 18% to 50%
 African-American students will increase to above 41% from 41%
 ELA proficiency from 31% to 50%
 Math proficiency from 32% to 50%
 Science proficiency from 33% to 50%

Monitoring: We will monitor for the desired outcome by having:
Describe how this Area of Focus will be monitored for the desired outcome.
 - Data triangulation meetings
 - State and district required assessments
 - Ongoing walkthroughs to monitor Tier 1 instruction
 - Monthly grade level meetings

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

Evidence-based Strategy: We will monitor for the desired outcome by having:
Describe the evidence-based strategy being implemented for this Area of Focus.
 - Data triangulation meetings
 - State and district required assessments
 - Ongoing walkthroughs to monitor Tier 1 instruction
 - Monthly grade level meetings

Rationale for Evidence-based Strategy: Utilize the MTSS process to identify and assist students with learning deficiencies, eliminating the "wait to fail" situation that prevents at-risk students from falling further behind. Once students are identified and interventions are put into place, progress monitoring will occur to ensure student needs are being met and adjust instruction accordingly.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

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

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, writing, and the use of district approved materials. Teachers will receive at least two walkthroughs a month.

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

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)

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)

Extracurricular activity teachers will provide targeted Tier 2 math acceleration instruction 30 min per week. Lessons will focus on geometry, measurement and data, algebraic thinking, and numbers and operations.

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

Partnering with community and parent leaders, we will support our ESSA subgroups with community based mentoring.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional practice has a tremendous impact on student learning. If instruction is rigorous, data driven, standards based and student centered, scholars will be able to master grade level standards. Golfview Elementary' s Science data supports a focus on improving Tier 1 instruction in Science instruction, implementing small group instruction to differentiate and scaffold the learning, and increasing student accountable talk and cooperative structures.

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

Science proficiency will increase to 50% or above from 37%

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 and give feedback to teachers to improve instruction
- Weekly planning meetings with grade level academic advisors to review lesson plans and instructional practices and District Math Coach
- District progress monitoring assessments
- iReady data
- FAST data
- Intervention data

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning with the utilization of the Five E model for hands on science instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing district approved materials. This strategy when paired with administration walkthroughs, immediate feedback, and the Five E model, can yield great results for our learners.

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.

- Teachers will plan collaboratively with grade level team and administration using standards aligned science resources approved by the district. This collaboration will aid in increasing standards-based instruction and a deeper science knowledge for all students.
- Teachers will use the consistent feedback from walkthroughs and observations to improve classroom instruction.
- PENDA will be used for science interactive instruction in grades 3rd-5th.

Person Responsible

Magali Rassel (rassel.magali@brevardschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- D3 i-Ready data from 21-22 shows that 65% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment.

- Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

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

21-22 FSA data shows 75% of 3rd graders and 60% of 4th graders scored below proficient (Levels 1-2).

- Increasing Primary Literacy Achievement so that gaps will not be as prominent in 3-5
- Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources, student tasks, assessments, and the transfer to instruction

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 new 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: Measureable Outcome(s)

- Short Term – From FAST-STAR-PM1 to PM2, literacy achievement will increase by 15%.
- Long Term - By the Spring 2023 FAST, literacy achievement will increase by 25%.

Grades 3-5: Measureable Outcome(s)

- Short Term – From FAST-STAR-PM1 to PM2, literacy achievement will increase by 15%.
- Long Term - By the Spring 2023 FAST, literacy achievement will increase by 25%

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 take place with evaluating impact at the end of the year.

- Weekly walkthroughs with feedback 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
 - PM 1, PM 2, FAST
 - i-Ready D1 and D2
 - Benchmark Advance Assessments
 - Intervention Data
- Intervention instruction to specifically target identified gaps

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rassel, Magali, rassel.magali@brevardschools.org

Evidence-based Practices/Programs:

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. Â§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?

Utilization of collaborative planning with standards aligned curriculum and resources.

Golfview's administration and Leadership Team including the Literacy Coach, will facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based and student centered Tier 1 instruction, small group instruction, and utilizing collaborative structures to increase student accountable talk.

- Explicit instruction
- Systematic instruction
- Scaffolded instruction

- Lexia (Strong level of evidence)

* 95% Group (Strong level of evidence)

- Corrective Feedback

- Collaborative Planning: This approach helps educators accelerate growth and grade-level learning. T

* Implementation of high-quality ELA instructional materials with fidelity will support the explicit instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension

* Focus on tightening up delivery of instruction focusing on the systematic, explicitness of instruction and reinforcing the “why” – with Science of Reading

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skill utilizing adopted curriculum. This strategy when paired with administration walk throughs, coaching, and immediate feedback, can yield great results for learners.

All evidence-based practices/programs listed above address the identified need that is improving primary literacy achievement. The identified practices/programs show proven record of effectiveness for the target population as they are:

* B.E.S.T. Standards Aligned

* Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan

* Meet Florida’s definition of evidence-based

* Systematic and/or Explicit

* Geared towards struggling readers with an emphasis on Foundational Skills such as Phonological Awareness and Phonics

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
<p>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).</p> <ul style="list-style-type: none"> • Professional Learning * Literacy Coach will provide job-embedded PD and side by side coaching -Literacy Coaching: <ul style="list-style-type: none"> * 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 	<p>Migliore, Maile, migliore.maile@brevardschools.org</p>
<p>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.</p> <ul style="list-style-type: none"> - 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). 	<p>Rassel, Magali, rassel.magali@brevardschools.org</p>
<p>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.</p>	<p>Rassel, Magali, rassel.magali@brevardschools.org</p>
<p>Title I will implement and facilitate 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).</p>	<p>Smith, LaToya, smith.latoya@brevardschools.org</p>

Action Step	Person Responsible for Monitoring
<p>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.</p>	<p>Fernandez, Keltie, fernandez.keltie@brevardschools.org</p>

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

Golfview will continue to reach out to families and the community by sponsoring Family Nights for Literacy, Math, Science, SEL's and the Arts. Stakeholders survey results indicated a need for stronger communication. Administration and school based leaders will increase communication by maintaining open lines of communication including newsletters, Facebook, Synervoice, Blackboard Connect and principal messages. All communications will be available in the families native language to ensure all stakeholders are kept informed. Golfview will offer virtual and in person (when allowed) parent training opportunities. These are evenings

where students can bring in their parent to not only showcase the hard work and success of the learner, but involve their family in the process by giving the student a voice to share the educational process, wherein the learner may deepen their knowledge by teaching it to their parent.

- Science Fair Assistance
- Parent/Student Technology
- Reading Night
- Math Night
- Academic Parent Data Chats
- Parent Conferences (student led)
- PTO/SACC Meetings
- Open House

Stakeholder surveys indicated positive relationships between Golfview Staff and students. Students indicated that they felt like teachers respected them and cared about their successes. We will continue to build a positive school culture and environment ensuring all stakeholders are involved by fostering a positive relationships with students and families.

Student will participate in school-wide social emotion learning provided on a weekly bases through guidance counselor lessons. Additionally, students will receive school-wide safety lessons through the Monique Burr curriculum through guidance counselor lessons on a weekly basis.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parents
Leadership Team
SAC/PTO
Teachers
Staff
Administration
Faith Based Community