

Brevard Public Schools

Golfview Elementary Magnet School



2021-22 Schoolwide Improvement Plan

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Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

Demographics

Principal: Magali Rassel C

Start Date for this Principal: 7/10/2021

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-6 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | <i>[Data Not Available]</i> |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | <p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p> |
| School Grades History | <p>2018-19: C (50%)</p> <p>2017-18: D (39%)</p> <p>2016-17: D (39%)</p> <p>2015-16: C (43%)</p> |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Dustin Sims |
| Turnaround Option/Cycle | N/A |
| Year | N/A |
| Support Tier | N/A |
| ESSA Status | [not available] |

* 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 Elementary partners with parents and community to help students G.E.A.R up for success.

Provide the school's vision statement.

Golfview Elementary will create a nurturing and supportive environment that creates a culture of career and college readiness through STEAM.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| 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 | Dean | <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. Design and provide support for educators in developing instruction aligned with district and state standards. Collect data from learning walks and uses data to give meaningful feedback to teachers to drive instruction. Provide research, tools, and resources to support school MTSS and other student support efforts. Models effective instructional practices and supports teacher growth through observation and feedback through coaching cycles. Collaborate with teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes.</p> |
| Pringle, Deborah | Magnet Coordinator | <p>Magnet Coordinator provides assistance with STEAM Magnet initiatives and growth of program. Assist parents with the recruitment process.</p> <p>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.</p> <p>Lead Mentor provides guidance for Mentors/Mentees in the Golfview Induction Program for new teachers.</p> |

| Name | 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. Monitors 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.</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> |
| 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 specific student needs. Maintains data-based documentation of continuous monitoring of student performance and progress. Provides data to school MTSS and IPST teams and participates in decision-making based on student progress. Provides small group intervention instruction to students who are struggling academically in English Language Arts. 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> |
| Migliore, Maile | Reading Coach | <p>The instructional coach facilitates professional learning to assist teachers with effective instructional practices based on student data. Support successful implementation of Benchmark Advance and Florida B.E.S.T Standards. Sets out to be a superior team member for teachers in assisting with instructional planning. Facilitates weekly common planning sessions with grade level teams. Helps teachers understand the district related curriculum and materials that enable them to teach students to the full rigor of the standards. Demonstrates whole group Tier 1 instruction, assists in gathering and analyzing student</p> |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------|--|
| | | <p>data to support successful intervention practices. Guidance is provided for teachers in the selection and use of instructional materials and practices for initial instruction, both whole group and small group instruction, and interventions. Reviews current data points and make recommendations for instructional changes and analyze the effectiveness of curriculum resources. Supports teachers with data collection and analysis as a member of the MTSS team. Provides job embedded professional learning through the modeling of lessons and best practices and providing coaching feedback to teachers to improve their craft.</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> |
| Spracklin, Linda | Teacher, K-12 | <p>Fuse and Aviation Facilitator: Develop a student-centered, project-based learning experience around STEAM (science, technology, engineering, art/aviation</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>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.</p> <p>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 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 data-based documentation of continuous monitoring of student performance and progress; provide diagnostic assessments and support implementation of assessment tools and data management systems.</p> |

Demographic Information

Principal start date

Saturday 7/10/2021, Magali Rassel C

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

0

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

9

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

451

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

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

7

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 60 | 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 |

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 52 | 62 | 51 | 46 | 64 | 63 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 394 |
| Attendance below 90 percent | 5 | 4 | 3 | 6 | 2 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| One or more suspensions | 0 | 3 | 1 | 3 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 14 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 1 | 4 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

The number of students identified as retainees:

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

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 52 | 62 | 51 | 46 | 64 | 63 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 394 |
| Attendance below 90 percent | 5 | 4 | 3 | 6 | 2 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| One or more suspensions | 0 | 3 | 1 | 3 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 14 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 1 | 4 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

The number of students identified as retainees:

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

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 36% | | | 44% | 62% | 57% | 44% | 60% | 56% |
| ELA Learning Gains | 38% | | | 52% | 60% | 58% | 45% | 54% | 55% |
| ELA Lowest 25th Percentile | 31% | | | 50% | 57% | 53% | 31% | 46% | 48% |
| Math Achievement | 33% | | | 47% | 63% | 63% | 38% | 62% | 62% |
| Math Learning Gains | 32% | | | 53% | 65% | 62% | 44% | 59% | 59% |
| Math Lowest 25th Percentile | 40% | | | 52% | 53% | 51% | 42% | 49% | 47% |
| Science Achievement | 33% | | | 54% | 57% | 53% | 29% | 57% | 55% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 39% | 64% | -25% | 58% | -19% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 43% | 61% | -18% | 58% | -15% |
| Cohort Comparison | | -39% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 48% | 60% | -12% | 56% | -8% |
| Cohort Comparison | | -43% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 43% | 60% | -17% | 54% | -11% |
| Cohort Comparison | | -48% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 54% | 61% | -7% | 62% | -8% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 48% | 64% | -16% | 64% | -16% |
| Cohort Comparison | | -54% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 60% | -19% | 60% | -19% |
| Cohort Comparison | | -48% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 38% | 67% | -29% | 55% | -17% |
| Cohort Comparison | | -41% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 51% | 56% | -5% | 53% | -2% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was compiled using the iReady Diagnostic Reports for the Fall, Winter, and Spring.

| Grade 1 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 44/29% | 45/44% | 50/62% |
| | Economically Disadvantaged | 40/27% | 41/41% | 46/58% |
| | Students With Disabilities | 4/25% | 6/33% | 8/37% |
| | English Language Learners | 2/100% | 2/50% | 2/50% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 41/26% | 48/31% | 50/62% |
| | Economically Disadvantaged | 37/24% | 44/27% | 46/58% |
| | Students With Disabilities | 4/50% | 7/14% | 7/28% |
| | English Language Learners | 2/50% | 2/50% | 2/50% |

| Grade 2 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 52/23% | 53/30% | 53/45% |
| | Economically Disadvantaged | 43/23% | 44/27% | 44/40% |
| | Students With Disabilities | 15/13% | 15/33% | 15/33% |
| | English Language Learners | 8/12% | 8/37% | 8/12% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 52/13% | 53/13% | 53/43% |
| | Economically Disadvantaged | 43/13% | 44/34% | 44/40% |
| | Students With Disabilities | 15/13% | 15/26% | 15/40% |
| | English Language Learners | 8/25% | 8/12% | 8/25% |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 41/36% | 43/32% | 46/30% |
| | Economically Disadvantaged | 34/35% | 36/27% | 39/25% |
| | Students With Disabilities | 6/16% | 6/16% | 7/14% |
| | English Language Learners | 2/50% | 2/50% | 2/50% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 41/46% | 41/14% | 45/28% |
| | Economically Disadvantaged | 34/17% | 34/14% | 38/26% |
| | Students With Disabilities | 6/16% | 5/0% | 6/16% |
| | English Language Learners | 2/50% | 2/100% | 2/50% |

| Grade 4 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 42/38% | 41/46% | 41/60% |
| | Economically Disadvantaged | 34/35% | 33/42% | 33/54% |
| | Students With Disabilities | 8/12% | 8/25% | 8/25% |
| | English Language Learners | 5/0% | 5/0% | 4/0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 42/19% | 42/21% | 40/37% |
| | Economically Disadvantaged | 34/17% | 34/17% | 32/28% |
| | Students With Disabilities | 8/12% | 8/25% | 7/14% |
| | English Language Learners | 5/20% | 5/20% | 4/25% |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 56/30% | 57/29% | 61/40% |
| | Economically Disadvantaged | 40/30% | 41/34% | 44/43% |
| | Students With Disabilities | 9/11% | 9/11% | 10/10% |
| | English Language Learners | 8/0% | 7/0% | 8/0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 55/10% | 56/19% | 60/31% |
| | Economically Disadvantaged | 39/15% | 40/22% | 43/37% |
| | Students With Disabilities | 8/0% | 9/0% | 10/0% |
| | English Language Learners | 8/0% | 7/0% | 9/0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | n/a | n/a | n/a |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 6 | | | | | |
|-----------------------|----------------------------|----------------------|----------------------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 59/28% | 61/32% | 63/34% |
| | Economically Disadvantaged | | 45/20% | 47/27% | 49/28% |
| | Students With Disabilities | | 10/20% | 12/16% | 13/30% |
| | English Language Learners | | 5/0% | 5/0% | 5/0% |
| | | | Number/% Proficiency | Fall | Winter |
| Mathematics | All Students | | 59/13% | 62/22% | 63/34% |
| | Economically Disadvantaged | | 45/8% | 47/14% | 49/28% |
| | Students With Disabilities | | 10/10% | 11/18% | 13/30% |
| | English Language Learners | | 5/0% | 5/0% | 5/0% |

Subgroup Data Review

| 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 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 11 | 32 | 30 | 13 | 32 | 35 | 14 | | | | |
| ELL | 59 | 55 | | 61 | 50 | | | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| BLK | 25 | 38 | 28 | 20 | 35 | 42 | 11 | | | | |
| HSP | 42 | 44 | | 48 | 46 | | 21 | | | | |
| MUL | 57 | 50 | | 48 | 52 | | | | | | |
| WHT | 63 | 53 | 27 | 48 | 52 | 30 | 48 | | | | |
| FRL | 41 | 43 | 34 | 34 | 44 | 43 | 25 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----------------|
| ESSA Category (TS&I or CS&I) | [not available] |
| OVERALL Federal Index – All Students | 37 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 298 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |
| 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 | 32 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 27 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 36 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 34 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 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 | 48 |
| 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 | 35 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

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?

Our current SIP will be based on iReady (End of the Year View) and FSA data from the 2020 - 2021 school year.

Contributing factors to these losses were:

- Tier 1 instruction in ELA and math was not rigorous enough nor taught to the depth of the standards. Testing taking strategies and testing stamina needs to be taught.
- Teachers were not using district approved materials and grade level text
- Instructional tasks were not aligned to the standards
- Students did not engage in productive struggle
- Small group instruction was not taught with fidelity

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

FSA 2020 - 2021 school-wide data shows ELA proficiency at 37% which is a decrease of 7% from the 2019 school year. Overall, fifth grade showed the greatest need for improvement in ELA with 28% proficiency which is a 20% decrease from the 2019 school year. Our ESSA subgroups of students with disabilities scored at 11% proficiency and our African Americans scored at 24% proficiency. School-wide iReady 2020-2021 ELA data (End of Year View) shows that our greatest needs for improvement are vocabulary at 23% proficiency, comprehension of informational text at 29% proficiency, and literature at 30% proficiency.

FSA 2020 - 2021 school-wide data shows math proficiency at 33% which is a decrease of 14% from the 2019 school year. Overall, fifth grade showed the greatest need for improvement in math with 26% proficiency which is a 15% decrease from the 2019 school year. Our ESSA subgroups of students with disabilities scored at 15% proficiency and our African Americans scored at 22% proficiency. School-wide iReady 2020-2021 Math data (End of Year View) shows that our greatest needs for improvement are numbers and operations at 24% proficiency, algebraic thinking at 26% proficiency, measurement and data at 33% proficiency, and geometry at 28% proficiency.

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:

- Tier 1 instruction across all grade levels was not rigorous enough or taught to the depth of the standard.
- Due to COVID, we had a high teacher turnover rate and absences including school closures and classroom closures.
- 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.

- Support from math contact on instruction and math intervention.
- Student acceleration.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2018 - 2019, the biggest area for achievement was in the area of science. Fifth grade science scores improved from 29% proficiency to 54% proficiency.

iReady data school-wide comparisons for 2019 - 2020 and 2020 - 2021 school year showed:

- ELA showed improvement from 19% to 23% overall proficiency (End of Year View)
- Math showed improvement from 13% to 22% overall proficiency (End of Year View)

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

The following actions were taken to improve science proficiency:

- Ensuring that 3rd and 4th grade classes focused on standards-based science lessons.
- Additional resources and assistance from the district science resource teacher.
- Departmentalization in 4th - 6th grade to ensure that teachers were matched with their specializations.

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

The Leadership Team will collaborate with grade level teams to ensure that every student has opportunities to do grade-level work that will prepare them to meet their goals after high school. In order to accelerate learning, we will determine the critical skills and concepts that students are missing and provide scaffolds that will bridge gaps while teaching the missing skills with precision and efficiency. All students will benefit from accelerated learning with appropriate scaffolding and support. Commitment #1: Every student should have access to grade-appropriate assignments, strong instruction, deep engagement and a sense of belonging, and teachers with high expectations for their success, every day, in every class – regardless of their race, ethnicity, or any other part of their identity.

Commitment #2: Every student and caregiver is an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about students' progress, and have a legitimate role in decision-making.

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.

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

- 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

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.

Bi-weekly classroom walkthroughs by administration and Leadership Team.

Monthly OPM meetings

Data triangulation meetings

Six school based professional development sessions with an instructional focus

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

ELA data supports a focus on improving Tier 1 instruction in the ELA block.

Area of Focus Description and Rationale:

2020 FSA ELA proficiency (3+) data:
 -3rd Grade: 30% as compared to the district average of 60% and the state average of 54%
 -4th Grade: 41% as compared to the district average of 58% and the state average of 52%
 -5th Grade: 28% as compared to the district average of 59% and the state average of 54%
 -6th Grade: 47% as compared to the district average of 62% and the state average of 52%
 - Overall Proficiency: 37%

Measureable Outcome:

With a heightened emphasis on Tier 1 classroom instruction, our goal is to increase proficiency in the areas of FSA ELA Assessments from 37% to 50% for a minimum increase of 13%.

Monitoring:

We will monitor for the desired outcome by having:
 - Data triangulation meetings/MTSS Meetings
 - iReady Diagnostic Data in Reading (3x per year)
 - iReady Standards Mastery Assessments in Reading for 2nd to 6th Grade
 - Ongoing walkthroughs to monitor Tier 1 instruction

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:

Tier 1 (Core) Curriculum:
 -Benchmark Advance and Savvas are on the 2021 approved Florida Instructional Materials Adoption List.
 Tier 2:
 - iReady - The use of iReady helps educators accelerate growth and grade-level learning. These tools provide rigorous and motivating reading and math instruction that personalize pathways to growth with precise instruction that is guided by iReady Assessment data.
 Tier 3:
 -Lexia® Core5® Reading (Core5) is a blended learning program that aims to accelerate the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. Embedded assessment provides ongoing, actionable data to help teachers prioritize and plan offline instruction.

Rationale for Evidence-based Strategy:

Tier 1 - Overall ELA proficiency of students at Golfview is 37% based on the 21 FSA achievement data. Implementation of high high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. High-quality reading instruction requires that teachers understand more than simply what to teach. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs.
 Tier 2 - Driven by the i-Ready Diagnostic, lessons in Reading and Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills.
 Tier 3- Lexia aims to build foundational reading skills for students through personalized learning. Focusing on phonics, fluency, vocabulary, comprehension, and structural

analysis.

Action Steps to Implement

Literacy Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support reading. Literacy Coach will model lessons, coteach, and provide feedback in order to enhance Tier 1 instructional practices.

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

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans. Using a school wide data system for tracking students progress (data triangulation sheets), we will identify and track students who are in need of interventions or other forms of support.

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

Conduct learning walks with administration, instructional coaches, and instructional staff to gather insight on the implementation of evidence-based practices for delivering standards aligned instruction. The frequency of Instructional monitoring, teacher feedback and coaching will occur based on student data trends and teacher observational data. The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. The teachers will be provided with actionable feedback from the classroom walkthroughs that focus on the implementation of B.E.S.T standards aligned instruction, writing, the use of district approved materials and acceleration strategies. Year 1 teachers will receive weekly learning walks. Year 2-3 teachers and teachers new to Golfview will receive at least two learning walks a month. All other classroom teachers will receive at least one learning walk a month.

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

Provide teachers with half-day purposeful common planning sessions (one per semester) time facilitated by instructional coaches to build B.E.S.T. standards based ELA lessons.

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

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) and School Age Child Care (SACC) to provide supplemental assistance in ELA. The leadership team and the classroom teachers will collaboratively identify students who would benefit from these extended learning opportunities. The leadership team will order materials, hire teachers and train staff in the use of the materials and the instructional frameworks. The leadership team will monitor the fidelity of implementation and the student progress in order to determine the return on investment.

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

Title I will facilitate Tier II reading interventions four days a week. Literacy Coach will facilitate Tier III reading interventions five days a week.

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

Provide weekly intentional B.E.S.T. standards-aligned instructional planning sessions with grade-level teams to develop knowledge of evidenced-based backward planning strategies using district approved curriculum and materials with instructional coaches. During this time, lesson plan development will be monitored to ensure standards-based instruction is being appropriately planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

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

Provide weekly Social Emotional Learning and safety lessons to all students. These lesson will teach students positive ways to express themselves and manage their feelings appropriately. By providing these lessons, we will ensure that student behaviors do not provide an escape from difficult work and teach replacement behaviors for acquiring assistance when needed.

Person Responsible Warren Pittman (pittman.warren@brevardschools.org)

Benchmark Advance and Savvas is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback.

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

Explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

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

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

Area of Focus Description and Rationale: Golfview's 2019 & 2020 FSA data reflects that the ESSA subgroups of African American students and Students With Disabilities (SWD) are not reaching proficiency in the areas of reading, math, and science as compared to their peers within the school, district, or state. Low performance may include a lack of instructional alignment to the grade level expectations. In order to increase proficiency levels, all students need to be consistently working at rigorous levels to the full intent of the standard.

Measureable Outcome: At least 55% of our ELA subgroups of African American students and our students with disabilities will show the equivalent of one years growth based on the ELA, Mathematics, and Science learning gains on the 2021 Spring FSA.

Monitoring: We will monitor for the desired outcome by having:
 - Data triangulation meetings
 - iReady Diagnostic Data
 - Ongoing walkthroughs to monitor Tier 1 instruction
 - FSA Data

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

Evidence-based Strategy: Golfview Elementary will implement the MTSS process with fidelity to ensure that the needs of all students are being monitored closely and that adjustments to their educational plans are addressed as needed.

Rationale for Evidence-based Strategy: The MTSS process is an effective system to identify and assist students with learning deficiencies. Implemented correctly, this system eliminates 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 on a weekly basis that will allow us to ensure student needs are being met and adjust instruction accordingly.

Action Steps to Implement

Literacy Coach and classroom teachers will monitor identified students who are performing below proficiency and provide additional resources to support reading. Literacy Coach will model lessons, coteach, and provide feedback in order to enhance Tier 1 instructional practices.

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

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans. Using a school wide data system for tracking students progress (data triangulation sheets), we will identify and track students who are in need of interventions or other forms of support. Subgroup data will be analyzed to identify areas of success and challenges. Working with the ESE and MTSS team, we will determine next steps for our subgroups.

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

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) and School Age Child Care (SACC) to provide supplemental assistance in ELA. The leadership team and the classroom teachers will collaboratively identify students who would benefit from these extended learning opportunities. The leadership team will order materials, hire teachers and train staff in the use of the materials and the instructional frameworks. The leadership team will monitor the fidelity of implementation and the student progress in order to determine the return on investment.

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

Title I will facilitate Tier II reading interventions four days a week. Literacy Coach will facilitate Tier III reading interventions five days a week.

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

Grade levels will collaboratively plan with ESE resource staff to ensure that all instructions, tasks and assessments are aligned to the full intent of the standard while meeting IEP goals and modifications.

Person Responsible Rahsheen Wiltz (wiltz.rahsheen@brevardschools.org)

Provide weekly intentional B.E.S.T. standards-aligned instructional planning sessions with grade-level teams to develop knowledge of evidenced-based backward planning strategies using district approved curriculum and materials with instructional coaches. During this time, lesson plan development will be monitored to ensure standards-based instruction is being appropriately planned. Feedback will be provided to teachers in the moment as lessons are being planned and when final drafts are posted.

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

Provide weekly Social Emotional Learning and safety lessons to all students. These lesson will teach students positive ways to express themselves and manage their feelings appropriately. By providing these lessons, we will ensure that student behaviors do not provide an escape from difficult work and teach replacement behaviors for acquiring assistance when needed.

Person Responsible Warren Pittman (pittman.warren@brevardschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Math data supports a focus on improving tiered instruction.
 2028 2019 FSA math proficiency (3+) data:
 - 3rd Grade: 54%
 - 4th Grade: 43%
 - 5th Grade: 48%
 - 6th Grade: 38%
 2020 FSA Math proficiency (3+) data:
 -3rd Grade: 27% as compared to the district average of 54% and the state average of 51%
 -4th Grade: 38%% as compared to the district average of 58% and the state average of 53%
 -5th Grade: 26%% as compared to the district average of 54% and the state average of 51%
 -6th Grade: 38% as compared to the district average of 63% and the state average of 45%
 - Overall Proficiency: 33%

Measureable Outcome:

With a heightened emphasis on Tier 1 classroom instruction, our goal is to increase proficiency in the areas of FSA Math Assessments from 33% to 50% for a minimum increase of 17%.

Monitoring:

We will monitor for the desired outcome by having:
 - Data triangulation meetings
 - iReady Diagnostic Data in Math (3x per year)
 - Eureka Module Assessments
 - Ongoing walkthroughs to monitor Tier 1 instruction

Person responsible for monitoring outcome:

Magali Rassel (rassel.magali@brevardschools.org)

Evidence-based Strategy:

Utilization of collaborative planning sessions using standards aligned quality resources and district approved materials and curriculum.

Rationale for Evidence-based Strategy:

Evidence supports that teaching strategies increase when teachers are given time to collaborate with peers and build their skills utilizing quality materials. The strategy when paired with learning walks, immediate actionable feedback, and common assessments can yield great results for all learners. These sessions will include grade level teachers, instructional coaches, administration, and ESE teachers.

Action Steps to Implement

Leadership Team will facilitate MTSS and data triangulation meetings to review data and make changes to instructional plans. Using a school wide data system for tracking students progress (data triangulation sheets), we will identify and track students who are in need of interventions or other forms of support.

Person Responsible

Jeffrey Coverdale (coverdale.jeffrey@brevardschools.org)

Conduct learning walks with administration, instructional coaches, and instructional staff to gather insight on the implementation of evidence-based practices for delivering standards aligned instruction. The frequency of Instructional monitoring, teacher feedback and coaching will occur based on student data trends and teacher observational data. The leadership team will monitor the implementation of the lessons in the classroom by using a common walkthrough tool. The leadership team will calibrate scoring to ensure consistent high-expectations. The teachers will be provided with actionable feedback from the classroom walkthroughs

that focus on the implementation of standards aligned instruction, math intervention, the use of district approved materials and acceleration strategies. Year 1 teachers will receive weekly learning walks. Year 2-3 teachers and teachers new to Golfview will receive at least two learning walks a month. All other classroom teachers will receive at least one learning walk a month.

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

Provide teachers with half-day purposeful common planning sessions (one per semester) time facilitated by instructional coaches to build standards based math lessons.

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

Extended learning opportunities will be offered through the after school Academic Support Program (ASP) and School Age Child Care (SACC) to provide supplemental assistance in Math. The leadership team and the classroom teachers will collaboratively identify students who would benefit from these extended learning opportunities. The leadership team will order materials, hire teachers and train staff in the use of the materials and the instructional frameworks. The leadership team will monitor the fidelity of implementation and the student progress in order to determine the return on investment.

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

Provide weekly Social Emotional Learning and safety lessons to all students. These lesson will teach students positive ways to express themselves and manage their feelings appropriately. By providing these lessons, we will ensure that student behaviors do not provide an escape from difficult work and teach replacement behaviors for acquiring assistance when needed.

Person Responsible Warren Pittman (pittman.warren@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Golfview Elementary ranked #318/1,395 elementary schools in the state in term of school incidents. We reported 0.2 incidents per 100 students which falls into the low category when compared to other elementary schools. We had a total of 43 suspensions for the 2019-2020 school placing us 36th out of 126 schools in Brevard County.

For the 2021-2022 school year, we will continue using our Positive Behavior Intervention System and school wide discipline process focusing on minimizing discipline issues in the classroom and maximizing time on task. Our goal is to decrease the number of discipline incidents and suspensions school-wide.

Part IV: Positive Culture & Environment

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

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

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

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
- 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 culture and environment at the school.

Parents
 Leadership Team
 SAC/PTO
 Teachers

Staff
Administration