

Brevard Public Schools

# Golfview Elementary Magnet School



2016-17 School Improvement Plan

## Golfview Elementary Magnet School

1530 S FISKE BLVD, Rockledge, FL 32955

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Golfview Elementary Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - None

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

##### b. 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.

#### 2. School Environment

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

Golfview Elementary is in its second year of Positive Behavior Interventions and Support (PBIS) implementation. According to Florida's Positive Behavior Support Project, "PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures." At Golfview our school wide expectations consist of the acronym G.E.A.R. Give our best, Everyone is safe, Act responsibly, and Respect for all. With support from the PBIS Team Golfview will continue to implement a variety of strategies and activities to teach and give the opportunity to practice the expectations. Furthermore, the school will partner with parents to build a culture of collaboration between the school and home. Families will be able to stay informed and involved through school newsletters and parent nights. To build positive relationships between teachers and students, teachers and administrators will make ongoing positive phone calls home.

Golfview is a third year AVID school as a part of our STEAM magnet program. AVID's mission and vision is to provide a comprehensive model of success for all students. The AVID program provides an intensive support with tutorials and strong student/teacher relationships. It creates a positive peer group for students, developing a sense of hope for personal achievement gained through hard work and determination. Golfview uses AVID with students in grades three through six as part of STEAM to create an atmosphere of college and career readiness.

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

A common language has been formed and explained so that all faculty, staff, students, and parents are taught Golfview's school wide rules and expectations. Procedures are in place to ensure students feel safe and the learning environment is not disturbed. Students, faculty, and staff are recognized for promoting positive behaviors and procedures. Strategies are in place to reteach expectations not fulfilled as a school or on an individual basis. One of the Florida Positive Behavior Support Project's focus includes a multi-tiered systems of support. A Tier I approach addresses school wide processes and procedures intended for all students and staff, in all settings across campus. This is intended to impact approximately 80% of students and staff. If Tier I implementations are not effective for students, the PBIS team will take a closer look at the data to implement Tier II interventions for the student(s). As an AVID school, strategies are in place in the classroom to create a safe and positive community that promotes learning.

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

PBIS is in full implementation. Rules and expectations are in place and posted throughout the school (Give your best, Everyone is safe, Act responsibly, Respect for all). At the beginning of the school year, the PBIS team will host a school pep rally to reintroduce the expectations to all the students. PowerPoints and posters will be shared with all students to show what the expectations look like and sound like. During preplanning, the PBIS team will share lesson plans on for the expectations along with all the new initiatives for PBIS during the 2016-17 schools year. Monthly PBIS teams will be held to track student data with the RtIB database. Using reports from the data base along with the team's scores on the Benchmarks of Qualities surveys will help drive the meetings and initiatives implemented in the school.

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

Positive Behavior Interventions of Support (PBIS) focuses on the use of effective instructional strategies to teach and reward students for engaging in our behavioral expectations, as well as consistent procedures and logical consequences to address inappropriate behavior on campus. Our goal is to help our students engage in appropriate behaviors that will help them increase learning time in the classroom.

Our behavioral expectations align with our theme: G.E.A.R. Up for Success. We are very excited to partner with our extended school families to teach and model how Golfview Bobcats can Give their best in an environment where Everyone is safe, Acts responsibility and shows Respect for all!

Golfview will implement a student mentoring program that aligns with our AVID program. Students from two neighboring middles schools that are feeder schools for our sixth graders will be partnering with us to implement the AVID tutorology concept. The Air Force Technical Application Center (AFTAC) will also provide mentoring for students.

A partnership with the Kiwanis Club of Rockledge has been established. Through this partnership students will have access to resources that support our under-resourced learners.

### **3. Early Warning Systems**

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

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

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

Behavior: Student/Parent/Administrative conferences are scheduled for all students receiving an In or Out-of-school Suspension upon the end of suspension. If the behavior or incidences continue a KId-

Talk/IPST meeting is scheduled, to review the data gathered on the current behavior plan.

Academic Progress: Course failure and Level 1 ELA/Math i.e. (Tier II and Tier III students not making progress): Teachers must bring student academic and behavioral data to Multi-Tiered Support Systems (MTSS) meetings to determine what interventions are needed, which may include the After School Support (ASP) program, Leveled Literacy Intervention or another specific intervention service.

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

**1. 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
Attendance below 90 percent	44	37	27	33	39	31	25	0	0	0	0	0	0	236
One or more suspensions	4	3	4	3	14	12	12	0	0	0	0	0	0	52
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	37	46	33	20	0	0	0	0	0	0	136

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	3	2	11	20	17	18	0	0	0	0	0	0	74

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

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

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

Students in need of behavior interventions beyond Tier I are supported are given additional support. Tier II behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff will continue to keep data at this stage.

The school-based MTSS Leadership Team members are: Lucius Chambers (Principal), Dr. Monica Weber(Assistant Principal), Tysha Pittman (Guidance Counselor/MTSS Site Facilitator), Heather Allen (Literacy Coach), Sharon Daniels (Math/Science Coach), Title I Team. The Principal and the



Assistant Principal will be active participants in all MTSS Leadership Meetings and activities. The role of the coaches are to support teachers in using data to guide Tier I instruction, including intervention and acceleration efforts. The Guidance Counselor will perform classroom observations on students of concern, assist with monitoring that interventions are being implemented with fidelity, guide teachers through the MTSS paperwork process, and serve as coordinator of monthly grade level meetings. The role of the Title I team is to ensure that interventions and data collection being done by the team are done with fidelity and that the data is frequently reported to the teachers and at the monthly grade level meetings. The MTSS Site Facilitator will attend the eight MTSS Facilitator Meetings and share the information with pertinent staff at the school, as well as attend the monthly grade level meetings. As a collaborative MTSS team, data will be monitored and analyzed frequently, along with ensuring that interventions are implemented with fidelity by conducting walk-throughs.

## B. Family and Community Engagement

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

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

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

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

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

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

To secure and utilize resources to support the school and student achievement, Golfview will continue to strengthen its relationships with local businesses as well as create new ones. Goals are first identified, and matched to secure and utilize resources to support initiatives. Golfview uses all resources including staff, feeder chains, community groups, district contacts, parents and extended family to sustain school programs. Golfview's Partnering for Education contact will attend monthly business partner district meetings in order to promote Golfview initiatives. The coordinator will create a brochure which includes a wish list to share with local businesses informing them of all the ways they can be involved with the school as well as coordinate efforts to promote their offerings. Our coordinator, principal and assistant principal will work to schedule events and activities involving our partners for education throughout the calendar year. Keeping our partners updated will be a top priority of our coordinator through emails and newsletters.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Chambers, Lucius	Principal
Weber, Monica	Assistant Principal
Allen, Heather	Instructional Coach
Coverdale, Jeffery	Dean
Daniels, Sharon	Instructional Coach
Pringle, Deborah	Instructional Coach
Cisko, Lisa	Teacher, K-12
Pittman, Tysha	Guidance Counselor
Spracklin, Linda	Instructional Coach

## b. Duties

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

The principal serves as the school's primary instructional leader.

Specific improvement goals are determined by using the 8 step problem solving model.

The guidance counselor leads and monitors the MTSS processes.

The teacher on assignment will monitor attendance and discipline.

The Magnet/AVID coordinator will conduct walk-throughs, coordinate AVID site team meetings, spear head magnet initiatives and attend magnet/AVID coordinator district meetings.

The principal and assistant principal conduct classroom walk-throughs, formal/informal observations and facilitate data chats to guide teachers in understanding the rigor of the standards.

The instructional coaches analyze data, model lessons, co-teach, provide informal observations/ feedback, facilitate professional development, plan and collaborate on effective instructional strategies and suggest additional resources for teachers.

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

Grade level teachers, administrators, and instructional coaches participate in grade level meetings respectively to reflect on student progress from formative assessments that target specific standards. During grade level meetings student data is analyzed to identify strengths and areas of improvement. Effective strategies, resources, and instructional practices relating to the standards are shared. Strategies to address student needs for differentiation and enrichment are also addressed.

The school leadership team meets on a weekly basis to review data, monitor student progress, discuss information shared in the grade level meetings, reflect on walk-throughs and observations conducted throughout the school. The purpose of the school leadership team is to monitor the overall progress that teachers and students are making towards the SIP goal. Members of the school

leadership team will assist teachers by facilitating discussions to develop a better understanding on how to utilize student data as it relates to the standards-based instruction and effective instructional practices. The leadership team meeting will identify specific professional development needs. The assistant principal will schedule professional development opportunities addressing these specific needs.

A Title I Framework is completed to designated allocated resources in areas of need such as intervention programs, personnel, and technology. Additionally, an AVID site plan was created to monitor instructional strategies and resources in the classrooms.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lucius Chambers	Principal
Karen Proctor	Education Support Employee
Mary Kienzle	Teacher
Rolande Thomas	Parent
Kimberly Middleton	Parent
Nicole Hughes	Teacher
Rhonda Ripperger	Teacher
Lisa Cisko	Teacher
Christine Ayers	Parent
Tanya Berard	Parent
Kenya Odom	Parent
Casey Susgon	Parent
Sharon Autry	Parent
Sharon Daniels	Teacher

### b. Duties

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

**a. Evaluation of last year's school improvement plan**

The SAC members were informed about the school's SIP goals they asked questions and gave input. The SAC members approved the drafted changes to the 2015-2016 SIP plan on September 14, 2015. SAC members will discuss and evaluate the outcome

**b. Development of this school improvement plan**

Working copies of the SIP were distributed to the SAC members. All members were were asked to give input on or before September 22, 2016. Strategic goals will be implemented according to the timeline in the SIP. Areas that we will be concentrating on will be in Math, Science and ELA.

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

Our beginning balance or the 2016-2017 school year is \$3,594.98. In the past monies from SAC were used to purchase walkie-talkies for teachers, and a golf cart. Both of these items were considered as needed due to the safety of our students.

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

Ms. Kienzle will be meeting with district leaders at an upcoming SAC in-service to ask about what specifically SAC can use their funds for.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chambers, Lucius	Principal
Allen, Heather	Instructional Coach
Cisko, Lisa	Teacher, K-12
Weber, Monica	Assistant Principal
Spracklin, Linda	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

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

The LLT will meet on a monthly basis to oversee implementation of the reading objectives and literacy goals as indicated in the School Improvement Plan. The administration and literacy coach will facilitate the LLT meetings and will notify participants of the meetings, provide an agenda, document the minutes, and will disseminate information discussed by the LLT with the school staff. A goal for the LLT will be to promote a collaborative culture through shared decision-making, trust, and reflective feedback. The LLT will collaborate on strategies to support the school-wide literacy initiatives on identified areas of need and will share these strategies with the school staff through professional development and grade level meetings. The LLT members will support effective strategies by observing, modeling, and supporting classroom teachers on a consistent basis. They will

also provide professional development focusing on standards-based instruction and the Six Instructional Shifts in ELA/Literacy with an emphasis on content area literacy, writing across the curriculum, text-based answers, and writing from sources.

## D. Public and Collaborative Teaching

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

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

To encourage positive working relationships teachers will be allotted more time to collaborate by:

\*Having faculty meetings once a month and then in lieu of faculty meetings the rest of the month teachers will have that time to meet with their grade level teams to plan.

\*Once per quarter teachers will be provided with substitutes for a three hour block in order to meet with instructional coaches to plan for the upcoming nine weeks.

\*Allowing the selected location of team meetings to be left up to teachers: whatever location meets the needs of the desired/required resources.

\*Having the Leadership Team support grade level team-selected additional days of planning by: attending upon request, assisting with curriculum, and providing additional resource needs.

\*Grade level chairs will be assigned to help facilitate common planning meetings as well as mainstream line of communication with teachers and administration.

\*A calendar has been set with weekly grade level teams. Each week will have a focus of either ELA, Math, AVID, or MTSS. Meetings will be run by instructional coaches/AVID Coordinator or MTSS Coordinator that will assist teachers in looking at student data to drive instruction in the classroom.

\*In accordance with the Positive Behavior Interventions and Support (PBIS) program, there will be a compliment board for teachers to acknowledge one another in achievements or to show gratitude for assistance.

By providing these opportunities, colleagues will share idea and successes, step in to help solve challenging problems, and foster conditions for successful teaching.

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

Advertisements for available positions are posted by the school secretary on the district website. The administration reviews the applicants' qualifications and experience. A team of administrators and teachers interview qualified applicants. Teachers who are hired that are new to Brevard County Public Schools must complete the Brevard County Beginning Teacher Induction Program. All new teachers to Brevard are assigned a CET trained mentor. Mentors support beginning teachers through observations and reflective feedback. In addition, one lead teacher will be designated to attend Peer Mentoring Council meetings at the district and then organize monthly mentoring meetings for the new teachers and their mentors to make sure that the new teachers are provided with all the support needed to be successful. Further, administrators will focus on attaining a highly effective score in the ILPAS Domain 2 Element 4.2: Recruitment and Retention: The leader employs a faculty with proficiency and cultural understandings needed for the school population served.

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

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

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

When available pairings are decided based on same grade level or primary/intermediate grade level. Mentoring activities consist of district and school-wide trainings: Classroom management, Ruby Payne, Love and Logic, Cooperative Learning, Introduction to Brevard County Culture through New-Teacher Academy, PBIS, AVID, BEST and monthly peer mentoring meetings.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

#### b. Instructional Strategies

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

Identifying students in need of additional academic support is determined by analyzing the results of state, district and classroom formative assessments. For example, FAIR-FS data will be analyzed to determine the need for additional intervention as stated on the district decision trees. All students in grades kindergarten, one and two will be screened for the Phonological Awareness Screener for Intervention(PASI) or the Phonics Screener for Intervention(PSI). Walk-to-intervention groups will be formulated based on the results of the PASI/PSI screeners. The academic interventions are provided by highly qualified teachers in a small group setting using research based intervention program from 95% Group that are monitored to document student progress. Title I and classroom teachers will provide Tier II and Tier III interventions utilizing the Leveled Literacy Intervention (LLI) program. Tier II

interventions are 20-30 minutes in length, at least three times per week beyond the 90 minute reading block and progress monitored every two weeks. Any student who continues to show learning difficulties by not responding to the intervention after 3-4 weeks receives Tier III interventions.

Behavior interventions include developing a classroom behavior plan and keeping the necessary data. Tier III interventions are an additional 30 minutes of daily instruction, taught by a highly qualified teacher in a very small group of no more than three students. These groups are progress monitored on a weekly basis for at least three weeks, and the data is brought to the Individual Problem Solving Team (IPST) team for review to consider the possibility of additional services from the ESE specialists. Tier III behavior interventions includes a functional behavior plan with support from the school's MTSS Leadership Team and when necessary the school's behavior analyst. Staff continue to keep data at this stage.

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

**Strategy:** After School Program

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Weber, Monica, weber.monica@brevardschools.org

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

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

FAIR-FS grades 3-6  
District Assessments in Reading, Math, and Science  
FSA Assessment Data

**Strategy:** Before School Program

**Minutes added to school year:** 450

I Ready to support reading/math.

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Weber, Monica, weber.monica@brevardschools.org

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

I Ready Reports will be used to analyze individual student growth. Conferences will be held with students to discuss progress.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

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

\*PBIS Pep Rallies to familiarize students to the school wide expectations.

\*AVID Organizational Techniques which include; Study Skills and Note-taking Skills including instruction using Two-Column, Three-Column and Cornell Notes.

\*Middle School Presentations on-campus (These strategies help to empower 6th grade students to help them make a successful transition to middle school).

\*Kindergarten orientation is conducted at the end of the year for pre-K families to help students be successful on their first day of Kindergarten.

\*At the beginning of the year a BooHoo Breakfast is held for parents of Kindergarten students after dropping off students to give them more information on what to expect in the upcoming year.

### **b. College and Career Readiness**

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

N/A

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



N/A

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

N/A

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

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G076622

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	52.0

**Targeted Barriers to Achieving the Goal** 3

- Time to Plan
- Understanding Rigorous Instruction
- Discipline

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

Student data will be analyzed monthly through grade level meetings targeting the areas of ELA., Math, AVID, and MTSS. Information from these assessments will be reviewed during the grade level meetings to determine if progress is being made. The data collected will also be used to drive further instruction.

**Person Responsible**

Lucius Chambers

**Schedule**

Monthly, from 9/19/2016 to 5/24/2017

**Evidence of Completion**

Student Data

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

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

**Person Responsible**

Lucius Chambers

**Schedule**

Monthly, from 9/19/2016 to 5/24/2017

**Evidence of Completion**

Classroom Observations, Classroom Walk-through Logs, PBS (Positive Behavior Supports) Data

## Action Plan for Improvement

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

### Problem Solving Key

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

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

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

1

G076622

**G1.B1 Time to Plan** 2

B200606

**G1.B1.S1** Teachers will communicate effectively and plan collaboratively on a consistent basis with appropriate resources provided by the school and district. 4

S212342

### **Strategy Rationale**

Teachers need collaborative planning time such as weekly grade level meetings to focus on Standards-based instruction, data-driven instruction, and differentiated instruction.

### **Action Step 1** 5

Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will have time to collaborate during weekly GLM meetings that are content specific in the areas of ELA, Math, AVID and MTSS.

#### **Person Responsible**

Lucius Chambers

#### **Schedule**

Weekly, from 9/8/2016 to 5/11/2017

#### **Evidence of Completion**

GLM Agendas, GLM Minutes, Weekly Classroom Walk-through Logs, Classroom Observations

**Action Step 2** 5

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

**Person Responsible**

Lucius Chambers

**Schedule**

Weekly, from 9/8/2016 to 5/11/2017

**Evidence of Completion**

School Calendar, Focus Calendars, Substitute Records, Agendas for Grade-level Meetings, Minutes from Grade-level Meetings, Lesson Plans, Weekly Classroom Walk-through Logs, Classroom Observations

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

Each grade-level meeting will require an agenda that includes attendance, the dates/times the team met, and an outline for the meeting.

**Person Responsible**

Lucius Chambers

**Schedule**

Weekly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Grade-level Agendas, Grade-level Minutes

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

Observed instruction

**Person Responsible**

Lucius Chambers

**Schedule**


Weekly, from 8/10/2016 to 5/24/2017

***Evidence of Completion***


Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Classroom Observations



**G1.B2 Understanding Rigorous Instruction** 2

 B200607

**G1.B2.S1 Teachers will prioritize ELA standards.** 4

 S212344

**Strategy Rationale**

In order for teachers to implement rigorous Standards-based instruction, professional development will be needed to define priority standards.

**Action Step 1** 5

Teachers will be trained on prioritizing ELA standards.

**Person Responsible**

Monica Weber

**Schedule**

On 9/19/2016

**Evidence of Completion**

Professional Development Hand-outs, Professional Development Sign-in Sheets, Grade-level Agendas, Grade-level Minutes, Lesson Plans.

**Action Step 2** 5

Instructional coaches will support classroom teachers during common planning with prioritizing ELA standards.

**Person Responsible**

Heather Allen

**Schedule**

Weekly, from 9/19/2016 to 5/24/2017

**Evidence of Completion**

Lesson Plans, Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Reflection and Feedback Forms

**Action Step 3** 5

Teachers will attend a follow up professional development session targeting implementation of prioritizing standards and learning scales.

**Person Responsible**

Monica Weber

**Schedule**

Weekly, from 2/20/2017 to 5/24/2017

**Evidence of Completion**

Classroom Observations, Classroom Walk-through Logs, Lesson Plans, Feedback on lesson plans and instruction

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

Rigorous Standards-based instruction will be evident in weekly observations through classroom walk-throughs.

**Person Responsible**

Lucius Chambers

**Schedule**

Weekly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Configuration boards, Classroom Walk-through Logs, Classroom Observations

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

Instructional coaches will collaborate and support teachers with an ongoing focus on prioritizing standards.

**Person Responsible**

Heather Allen

**Schedule**

Weekly, from 9/19/2016 to 5/24/2017

**Evidence of Completion**

PLC Grade-level Agendas, PLC Grade-level Minutes, Classroom Walk-through Logs  
Classroom Observations, Feedback Forms, Reflection Logs

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

A teacher feedback survey will be given in November and then again in April to monitor the effectiveness of the professional development and coaching support on prioritizing standards.

**Person Responsible**

Monica Weber

**Schedule**

Monthly, from 11/18/2016 to 4/7/2017

***Evidence of Completion***

Monthly Data Meetings Minutes, Monthly MTSS Meetings Minutes, Teacher Feedback from survey.

**G1.B2.S2** Feedback on differentiated support to teachers through the Coaching Cycle. 4

S212347

### Strategy Rationale

Instructional coaches will provide differentiated support to teachers through the Coaching Cycle: planning Standards-based lessons, modeling Standards-based lessons, side-by-side-teaching, observing, and reflecting.

### Action Step 1 5

Identify teachers who need differentiated support through observations and teacher request.

#### Person Responsible

Heather Allen

#### Schedule

Weekly, from 9/19/2016 to 5/24/2017

#### Evidence of Completion

Coaching Logs, Reflection Forms, Classroom Observations, Classroom Walk-through Data, Student Assessment Data

### Action Step 2 5

Implement schedule to begin the coaching cycle with identified teachers.

#### Person Responsible

Heather Allen

#### Schedule

Monthly, from 9/19/2016 to 5/24/2017

#### Evidence of Completion

Coaching Logs, Reflection Forms, Classroom Observations, Classroom Walk-through Data, Student Assessment Data

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

Standards-based instruction strategies that were targeted within the coaching cycle will evident during instruction.

**Person Responsible**

Heather Allen

**Schedule**

Monthly, from 9/19/2016 to 5/24/2017

***Evidence of Completion***

Classroom Walk-through Data, Classroom Observations, Coaching Logs

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

Feedback from teachers to coaches on the effectiveness of the coaching cycle and ongoing implementation.

**Person Responsible**

Heather Allen

**Schedule**

Monthly, from 10/19/2016 to 5/24/2017

***Evidence of Completion***

Students Assessments, Reflection Logs, Classroom Observations

**G1.B2.S3** Teachers will observe peers teaching Standards-based lessons through instructional rounds, videos, co-teaching, etc. 4

S212348

### Strategy Rationale

Administrators and instructional coaches will provide learning opportunities for identified teachers to observe the instructional planning process and teaching Standards-based lessons.

### Action Step 1 5

Identify teachers and strategically pair them with other teachers who are effectively engaging students in standards based instruction.

#### Person Responsible

Deborah Pringle

#### Schedule

Monthly, from 9/20/2016 to 5/24/2017

#### Evidence of Completion

Walk-through data, Reflection forms

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

Instructional coaches will assist with VORPing opportunities within the school.

#### Person Responsible

Deborah Pringle

#### Schedule

Monthly, from 10/19/2016 to 5/24/2017

#### Evidence of Completion

Reflection Forms, Lesson Plans, Classroom Observations

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

Teachers will transfer strategies to implement standards-based instruction within their own classroom and reflect on practices as well as providing coaches with feedback on their VORPing experience.

### **Person Responsible**

Deborah Pringle


### **Schedule**

Monthly, from 10/19/2016 to 5/24/2017

### **Evidence of Completion**

Classroom Observations, Classroom Walk-through Data, Reflection Forms

**G1.B2.S4** Teachers will plan Standards-based lessons that include deliberate checks for understanding and higher-order questions. 4

 S212351

### **Strategy Rationale**

Instructional coaches will provide learning opportunities to teachers in planning Standards-based lessons that include deliberate checks for understanding and higher-order questioning using a variety of resources: grade-level test item specifications, CPALMS, the Florida Standards and other approved resources.

## Action Step 1 5

With support from Instructional Coaches, the teachers will plan Standards-based lessons using the grade-level item specifications, prioritized standards, CPALMS, and other resources to plan deliberate checks for understanding (formative assessment) and higher order questions throughout the lessons.

### **Person Responsible**

Monica Weber

### **Schedule**

Quarterly, from 10/19/2016 to 5/16/2017

### **Evidence of Completion**

PD Sign-in Sheets, Agendas and Minutes, Lesson Plans, Classroom Assessments, Classroom Observations, Classroom Walk-through Data, Coaching Logs, Reflection Forms

**Plan to Monitor Fidelity of Implementation of G1.B2.S4** 6

Administrators and Instructional Coaches will see evidence of deliberate checks for understanding and higher-order questioning throughout Standards-based lessons.

**Person Responsible**

Monica Weber

**Schedule**

Biweekly, from 10/19/2016 to 5/24/2017

***Evidence of Completion***

Classroom Observations, Classroom Walk-through Data, Classroom Assessment Data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4** 7

Administrators and Instructional Coaches will see evidence of deliberate checks for understanding and higher-order questioning throughout Standards-based lessons. Ongoing support will be provided to identified teachers.

**Person Responsible**

Monica Weber

**Schedule**

Biweekly, from 10/19/2016 to 5/24/2017

***Evidence of Completion***

Classroom Observations, Classroom Walk-through Data, Lesson Plans, Classroom Assessment Data



**G1.B3 Discipline** 2

B200608

**G1.B3.S1** Teach consistent school wide routines and procedures for behavior management. 4

S212352

**Strategy Rationale**

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

**Action Step 1** 5

Teachers will teach and model expectations and procedures in the classroom and school-wide to maintain consistency in student management.

**Person Responsible**

Lucius Chambers

**Schedule**

Daily, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Policies and Procedures Handbook, Discipline Policy, Lunch Procedures, Classroom Walk-through Logs, Classroom Observations

**Action Step 2** 5

Students and teachers participate in quarterly PBIS assemblies.

**Person Responsible**

Monica Weber

**Schedule**

Quarterly, from 8/12/2016 to 4/21/2017

**Evidence of Completion**

RTIB data, student participation in incentives

**Action Step 3** 5

Develop PBIS brochure and inform parents about PBIS initiatives.

**Person Responsible**

Monica Weber

**Schedule**

Weekly, from 8/12/2016 to 5/24/2017

**Evidence of Completion**

RTIB data, student participation in incentives

**Action Step 4** 5

Provide professional development on PBIS strategies to ensure all teachers are utilizing the same discipline procedures, consequences, and rewards.

**Person Responsible**

Jeffery Coverdale

**Schedule**

Quarterly, from 8/19/2016 to 5/24/2017

**Evidence of Completion**

RTIB data, agenda

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

The school's PBIS team will meet monthly to ensure consistent school wide routines and procedures for behavior management are being implemented.

**Person Responsible**

Jeffery Coverdale

**Schedule**

Monthly, from 8/10/2016 to 5/24/2017

**Evidence of Completion**

Classroom Walk-through Logs, Classroom Observations, Discipline Data

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

Qualitative data will be collected through teacher and student surveys for feedback on the implementation of school wide expectations and procedures.

**Person Responsible**

Jeffery Coverdale

**Schedule**

Semiannually, from 8/10/2016 to 5/24/2017

***Evidence of Completion***

Results of student and teacher surveys.

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

Conduct monthly PBIS team meetings to review discipline data and problem solve/brain storm new initiatives. The number of referrals will provide additional information. An increase in the academic achievement of students will also be an indicator of effectiveness.

**Person Responsible**

Monica Weber

**Schedule**

Monthly, from 8/10/2016 to 5/24/2017

***Evidence of Completion***

RTIB data, Meeting notes, meeting agendas

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2016</b>					
G1.B3.S1.MA1  M257321	The school's PBIS team will meet monthly to ensure consistent school wide routines and procedures...	Coverdale, Jeffery	8/10/2016	Classroom Walk-through Logs, Classroom Observations, Discipline Data	5/24/2017 monthly
G1.B3.S1.MA3  M273135	Conduct monthly PBIS team meetings to review discipline data and problem solve/brain storm new...	Weber, Monica	8/10/2016	RTIB data, Meeting notes, meeting agendas	5/24/2017 monthly
G1.B1.S1.MA1  M257298	Observed instruction	Chambers, Lucius	8/10/2016	Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Classroom Observations	5/24/2017 weekly
G1.B1.S1.MA1  M257299	Each grade-level meeting will require an agenda that includes attendance, the dates/times the team...	Chambers, Lucius	8/10/2016	Grade-level Agendas, Grade-level Minutes	5/24/2017 weekly
G1.B3.S1.A1  A265018	Teachers will teach and model expectations and procedures in the classroom and school-wide to...	Chambers, Lucius	8/10/2016	Policies and Procedures Handbook, Discipline Policy, Lunch Procedures, Classroom Walk-through Logs, Classroom Observations	5/24/2017 daily
G1.B2.S1.MA1  M257304	Rigorous Standards-based instruction will be evident in weekly observations through classroom...	Chambers, Lucius	8/10/2016	Configuration boards, Classroom Walk-through Logs, Classroom Observations	5/24/2017 weekly
G1.B3.S1.MA1  M257320	Qualitative data will be collected through teacher and student surveys for feedback on the...	Coverdale, Jeffery	8/10/2016	Results of student and teacher surveys.	5/24/2017 semiannually
G1.B3.S1.A2  A276847	Students and teachers participate in quarterly PBIS assemblies.	Weber, Monica	8/12/2016	RTIB data, student participation in incentives	4/21/2017 quarterly
G1.B3.S1.A3  A276848	Develop PBIS brochure and inform parents about PBIS initiatives.	Weber, Monica	8/12/2016	RTIB data, student participation in incentives	5/24/2017 weekly
G1.B3.S1.A4  A276857	Provide professional development on PBIS strategies to ensure all teachers are utilizing the same...	Coverdale, Jeffery	8/19/2016	RTIB data, agenda	5/24/2017 quarterly
G1.B1.S1.A1  A265004	Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will...	Chambers, Lucius	9/8/2016	GLM Agendas, GLM Minutes, Weekly Classroom Walk-through Logs, Classroom Observations	5/11/2017 weekly
G1.B1.S1.A2  A265005	Each quarter teachers will be given a half day extra planning to collaborate on focus calendars,...	Chambers, Lucius	9/8/2016	School Calendar, Focus Calendars, Substitute Records, Agendas for Grade-level Meetings, Minutes from Grade-level Meetings, Lesson Plans, Weekly Classroom Walk-through Logs, Classroom Observations	5/11/2017 weekly
G1.B2.S1.A1  A265007	Teachers will be trained on prioritizing ELA standards.	Weber, Monica	9/19/2016	Professional Development Hand-outs, Professional Development Sign-in Sheets, Grade-level Agendas, Grade-level Minutes, Lesson Plans.	9/19/2016 one-time
G1.MA1  M257324	Student data will be analyzed monthly through grade level meetings targeting the areas of ELA,...	Chambers, Lucius	9/19/2016	Student Data	5/24/2017 monthly
G1.B2.S2.A1  A265013	Identify teachers who need differentiated support through observations and teacher request.	Allen, Heather	9/19/2016	Coaching Logs, Reflection Forms, Classroom Observations, Classroom Walk-through Data, Student Assessment Data	5/24/2017 weekly
G1.B2.S1.A2  A265008	Instructional coaches will support classroom teachers during common planning with prioritizing ELA...	Allen, Heather	9/19/2016	Lesson Plans, Grade-level Agendas, Grade-level Minutes, Classroom Walk-through Logs, Reflection and Feedback Forms	5/24/2017 weekly

**Brevard - 1071 - Golfview Elementary Magnet School - 2016-17 SIP**  
*Golfview Elementary Magnet School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA3 M257305	Instructional coaches will collaborate and support teachers with an ongoing focus on prioritizing...	Allen, Heather	9/19/2016	PLC Grade-level Agendas, PLC Grade-level Minutes, Classroom Walk-through Logs Classroom Observations, Feedback Forms, Reflection Logs	5/24/2017 weekly
G1.B2.S2.A2 A276787	Implement schedule to begin the coaching cycle with identified teachers.	Allen, Heather	9/19/2016	Coaching Logs, Reflection Forms, Classroom Observations, Classroom Walk-through Data, Student Assessment Data	5/24/2017 monthly
G1.MA2 M257325	Qualitative data will be collected during classroom walk-throughs and observations to determine if...	Chambers, Lucius	9/19/2016	Classroom Observations, Classroom Walk-through Logs, PBS (Positive Behavior Supports) Data	5/24/2017 monthly
G1.B2.S2.MA1 M257311	Standards-based instruction strategies that were targeted within the coaching cycle will evident...	Allen, Heather	9/19/2016	Classroom Walk-through Data, Classroom Observations, Coaching Logs	5/24/2017 monthly
G1.B2.S3.A1 A274136	Identify teachers and strategically pair them with other teachers who are effectively engaging...	Pringle, Deborah	9/20/2016	Walk-through data, Reflection forms	5/24/2017 monthly
G1.B2.S4.A1 A265017	With support from Instructional Coaches, the teachers will plan Standards-based lessons using the...	Weber, Monica	10/19/2016	PD Sign-in Sheets, Agendas and Minutes, Lesson Plans, Classroom Assessments, Classroom Observations, Classroom Walk-through Data, Coaching Logs, Reflection Forms	5/16/2017 quarterly
G1.B2.S2.MA1 M257310	Feedback from teachers to coaches on the effectiveness of the coaching cycle and ongoing...	Allen, Heather	10/19/2016	Students Assessments, Reflection Logs, Classroom Observations	5/24/2017 monthly
G1.B2.S3.MA1 M257312	Teachers will transfer strategies to implement standards-based instruction within their own...	Pringle, Deborah	10/19/2016	Classroom Observations, Classroom Walk-through Data, Reflection Forms	5/24/2017 monthly
G1.B2.S3.MA1 M257313	Instructional coaches will assist with VORPing opportunities within the school.	Pringle, Deborah	10/19/2016	Reflection Forms, Lesson Plans, Classroom Observations	5/24/2017 monthly
G1.B2.S4.MA1 M257319	Administrators and Instructional Coaches will see evidence of deliberate checks for understanding...	Weber, Monica	10/19/2016	Classroom Observations, Classroom Walk-through Data, Classroom Assessment Data	5/24/2017 biweekly
G1.B2.S4.MA1 M257318	Administrators and Instructional Coaches will see evidence of deliberate checks for understanding...	Weber, Monica	10/19/2016	Classroom Observations, Classroom Walk-through Data, Lesson Plans, Classroom Assessment Data	5/24/2017 biweekly
G1.B2.S1.MA1 M257302	A teacher feedback survey will be given in November and then again in April to monitor the...	Weber, Monica	11/18/2016	Monthly Data Meetings Minutes, Monthly MTSS Meetings Minutes, Teacher Feedback from survey.	4/7/2017 monthly
<b>2017</b>					
G1.B2.S1.A3 A265010	Teachers will attend a follow up professional development session targeting implementation of...	Weber, Monica	2/20/2017	Classroom Observations, Classroom Walk-through Logs, Lesson Plans, Feedback on lesson plans and instruction	5/24/2017 weekly

## V. Professional Development Opportunities

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

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

**G1.B2** Understanding Rigorous Instruction

**G1.B2.S1** Teachers will prioritize ELA standards.

### PD Opportunity 1

Teachers will be trained on prioritizing ELA standards.

#### Facilitator

Tara Taylor

#### Participants

Golfview Faculty

#### Schedule

On 9/19/2016

**G1.B2.S4** Teachers will plan Standards-based lessons that include deliberate checks for understanding and higher-order questions.

### PD Opportunity 1

With support from Instructional Coaches, the teachers will plan Standards-based lessons using the grade-level item specifications, prioritized standards, CPALMS, and other resources to plan deliberate checks for understanding (formative assessment) and higher order questions throughout the lessons.

#### Facilitator

Dr. Monica Weber

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 10/19/2016 to 5/16/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers on all grade levels will be provided common planning times on a daily basis. Teachers will have time to collaborate during weekly GLM meetings that are content specific in the areas of ELA, Math, AVID and MTSS.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
2	G1.B1.S1.A2	Each quarter teachers will be given a half day extra planning to collaborate on focus calendars, instructional strategies, common assessments, and other lesson-planning components. Administration and instructional coaches will provide support and resources during collaborative planning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$0.00
<i>Notes: Substitutes each quarter for half a day for each teacher.</i>						
3	G1.B2.S1.A1	Teachers will be trained on prioritizing ELA standards.				\$0.00
4	G1.B2.S1.A2	Instructional coaches will support classroom teachers during common planning with prioritizing ELA standards.				\$0.00
5	G1.B2.S1.A3	Teachers will attend a follow up professional development session targeting implementation of prioritizing standards and learning scales.				\$0.00
6	G1.B2.S2.A1	Identify teachers who need differentiated support through observations and teacher request.				\$0.00
7	G1.B2.S2.A2	Implement schedule to begin the coaching cycle with identified teachers.				\$0.00
8	G1.B2.S3.A1	Identify teachers and strategically pair them with other teachers who are effectively engaging students in standards based instruction.				\$0.00
9	G1.B2.S4.A1	With support from Instructional Coaches, the teachers will plan Standards-based lessons using the grade-level item specifications, prioritized standards, CPALMS, and other resources to plan deliberate checks for understanding (formative assessment) and higher order questions throughout the lessons.				\$0.00
10	G1.B3.S1.A1	Teachers will teach and model expectations and procedures in the classroom and school-wide to maintain consistency in student management.				\$0.00
11	G1.B3.S1.A2	Students and teachers participate in quarterly PBIS assemblies.				\$0.00
12	G1.B3.S1.A3	Develop PBIS brochure and inform parents about PBIS initiatives.				\$0.00
13	G1.B3.S1.A4	Provide professional development on PBIS strategies to ensure all teachers are utilizing the same discipline procedures, consequences, and rewards.				\$0.00
					<b>Total:</b>	<b>\$0.00</b>