

Brevard Public Schools

# Golfview Elementary Magnet School



2020-21 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

### Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1071	Golfview Elementary Magnet School			Y	\$237,860.00	

## Plan Assurances

### Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

### Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

### Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

### Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

### **Professional Development**

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

### **Focused Instruction**

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

## **Plan Items**

### **Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

#### Academic Parent-Teacher Teams (APTT)

This program will also be held at Golfview Elementary funded through a grant from the Carnegie Foundation to meet the needs of the Golfview community. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. In the APTT model, teachers facilitate three, 75-minute team meetings with the families of all the teachers' students. In a collaborative environment, families receive student and grade-level information and home practices. Once per year, the teacher holds a 30-minute individual session with the student and the student's family to provide individualized, personal support.

(TO BE PAID BY THE CARNEGIE FOUNDATION GRANT)  
\$12,000 for materials for the 2020-2021 school year.

#### Clothing Bank

Golfview Elementary would like to assist families in need by providing basic clothing items needed for school. Lack of adequate clothing can lead to children skipping school, behavioral and academic problems. By providing our students with appropriate clothing for school we foster a sense of self-esteem and wellness. Golfview will work collaboratively with the families and the community to start and maintain a clothing bank. PTO and the school's social worker will maintain the bank's inventory. To jump start the bank, we will need to provide the following:

Toddler & Youth T-Shirts: \$8.00

Youth Shirts: \$11.00

Adult Shirts: \$12.00

Shorts: \$12.00

Pants: \$15.00

Skirts: \$12.00

Undergarments: \$20.00 for 10/pk

Socks: \$13.00 pack

Shoes: \$15.00

Total to be paid by TSSSA: (30 sets = \$3500)

### Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

\$96,767.00

● 3 Instructional Assistants (averaging \$32,255.00 each) maintained due to expiration of School of Hope funding. . These positions support ELA and math interventions group instruction. Instructional impact will be monitored through the use of DAZE for comprehension for grades 3rd-6th. For grades K-2, the LLI reading record will monitor impact on student learning.

● Tentative Schedule for IA-1

- 8:00-8:30 Reading Intervention with LLI Materials in 2nd grade
- 8:30-9:50 Push In Instructional Support in 2nd grade (ELA)
- 9:50-10:20 Reading Intervention with LLI Materials in 1st grade
- 10:20-10:30 Contractual Break
- 10:30-11:00 Push In to iREADY lab for student support
- 11:00-11:30 Lunch
- 11:30-12:30 Push In Instructional Support in 1st Grade (Math Intervention)
- 12:30-1:00 Reading Intervention in Kindergarten
- 1:00-1:10 Contractual Break
- 1:10-2:30 Push In Instructional Support in Kindergarten (Math Intervention)
- 2:30-3:00 After school collaborative Planning with Title I teacher

● Tentative Schedule for IA-2

- 8:00-8:40 Reading Intervention 3rd Grade
- 8:40-9:40 Push In Instructional Support in 6th grade (ELA)
- 9:40-10:10 Reading Intervention 6th Grade
- 10:10-10:20 Contractual Break
- 10:20-10:30 Push In Instructional Support 6th Grade (ELA)
- 10:30-11:00 Reading Intervention 5th Grade
- 11:00-11:30 Push In Instructional Support (Math)
- 11:30-12:00 iREADY Lab Support
- 12:00-12:30 Lunch
- 12:30-1:50 Push In Instructional Support in 6th Grade (Math)
- 1:50-2:00 Contractual Break
- 2:00-2:30 Push In Instructional Support in Kindergarten (Math)
- 2:30-3:00 After school collaborative planning with Title I teacher

● Tentative Schedule for IA-3

- 8:00-8:40 Reading Intervention 5th Grade
- 8:30-9:30 Push In Instructional Support in 5th Grade (ELA)
- 9:30-9:50 Push In Instructional Support in 3rd Grade (ELA)
- 9:50-10:20 Reading Intervention 1st Grade
- 10:20-10:30 Contractual Break
- 10:30-11:30 Push In Instructional Support in 5th Grade (Math)
- 11:30-12:00 Lunch
- 12:00-12:30 iREADY Lab Support
- 12:30-1:00 Reading Intervention in Kindergarten
- 1:00-2:00 Push In Instructional Support in 5th Grade (ELA)

- 2:00-2:10 Contractual Break
- 2:10-2:30 Push In Instructional Support in 5th Grade (Math)
- 2:30-3:00 After School collaborative planning with Title I teacher

### **Parental Involvement**

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Through district funding, Golfview has created a family engagement team led by a Magnet School coordinator. This coordinator works directly with school families to support wrap around services to increase parental involvement through school volunteerism and academic goal setting. The coordinator serves as a liaison between the family and the school to support the school/home connection. Families engage in learning sessions held in the evening to support instructional goals while learning about standards aligned instruction.

Through Carnegie Foundation funding, Golfview was selected to participate in launching Academic Parent Teacher Teams. In this model, Golfview will plan, develop, and implement an evidence-based system of family engagement that strategically and intentionally connects families and schools to advance student learning and achievement.

Golfview will receive training, coaching, and technical assistance from WestEd during the 2020-2022 school years. WestEd will work collaboratively with school district leaders to ensure staff feel prepared and supported to do this exciting and rewarding work. In year one of implementation, schools will implement the initiative in PreK-3 classrooms with a focus on English Language Arts and Mathematics.

The Academic Parent-Teacher Teams (APTT) model replaces traditional parent-teacher conferences, allowing teachers time to plan, prepare, and facilitate APTT meetings. Classroom teachers invite families to participate in three 75-minute group meetings and one 30-minute individual, parent-child session annually. During APTT meetings, teachers share actionable data, review grade-level skills, and demonstrate concrete activities and strategies families can do at home to help students master skills. Families practice the learning activities and review their student's individual progress data to set academic goals for their child. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and school improvement.

(FUNDS PAID THROUGH THE CARNEGIE FOUNDATION)  
\$12,000 for materials for the 2020-2021 school year.

### **Incentives for Instructional Personnel**

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

\$1,000 retention bonus for up to 35 teachers

In order to qualify for the retention bonus, teachers will need to demonstrate that at least 70% of their students demonstrated annual growth comparing iReady Diagnostic data from December 2019 to December 2020 in Reading and/or Math. Teachers assigned to direct student instruction will be eligible for the reward for student growth.

\$1000 x 35 teachers = \$35,000  
Fringe for bonus \$5,250.00

### **Professional Development**

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

ECTAC Exceeding Expectations Conference in Orlando - October 22-23, 2020 Golfview will bring a team of 5 and stay 2 nights with two people sharing a room. Teachers will be identified based on instructional effectiveness and their instructional impact on their peers. Registration to the conference will be \$330 per person (\$1650 total). Two nights at the hotel (double occupancy) is \$162 per night for two nights is \$324 (\$972 total). The team will return to the school to share strategies learned and new practices with their school staffs. Mileage and food reimbursements average \$150 each (\$750 total). Total request for TSSSA funds are \$3,372.

Science Coach funding request of TSSSA funds for the salary of \$51,416 and \$16,775 fringe total request is \$68,191. This position will support science instruction in 3rd through 5th grades. The coach/teacher will plan hands on lesson with teachers using the 5E model of inquiry based learning. This position is critical to continue to increase proficiency in science based on the quantity of 5th grade tested standards addressed in third and fourth grade classrooms. This position will co-teach and model instruction for teachers to support best practices. The coach will work directly with the district science content specialist to provide resources aligned to standards and professional development based on teacher need. (including fringe-\$68,191)

Additionally, K-6 classroom teachers will receive half-day planning and PD for ELA and Math instruction every 9-weeks with the ELA and Math instructional coaches. Teachers will plan for the following quarter and disaggregate student data. Each planning day will be 4 hours each for each teacher. The tentative schedule is:

Week of August 3 (No subs needed)

Week of October 12 (35 teachers x \$105 = \$3675)

Week of January 18 (35 teachers x \$105 = \$3675)

Week of March 8 (35 teachers x \$105 = \$3675)

Total: \$11,025

### **Focused Instruction**

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Lexia is requested to support students working more than a year below grade level to support students identified as substantially deficient. This resource will be used during the school day and in the after school support program.

Write Score is requested to support ELA writing instruction through instructional resources and progress monitoring three times during the school year. Based on the data from the initial assessment, writing instruction will be aligned to provide strategic instruction. Students in 2nd through 6th grade will utilize this resource.

- Lexia \$9,900
- Write Score \$4,855

### **Part V: Budget**

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.