



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Frank M. Golson Elementary School

4258 2ND AVE

Marianna, FL 32446

850-482-9607

<http://golson.jcsb.org>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> <i>[Data Not Available]</i>

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## School Grades History

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Frank M. Golson Elem. School

##### Principal

Dr. Jennifer Hawthorne

##### School Advisory Council chair

Catherine B. Connor

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Jennifer Hawthorne	Principal
Amy Allen	Assistant Principal
Erin French	Guidance Counselor
Kala Dean	Guidance Counselor
Catherine Connor	Library/Media Specialist
Pam Hardy	Remediation Teacher
Heather Baxter	Speech-Language Pathologist
Elisabeth Flowers	Speech-Language Pathologist

#### District-Level Information

##### District

Jackson

##### Superintendent

Mr. Steve R Benton, Sr.

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Catherine Connor-School Advisory Council Chairman, Dr. Jennifer Hawthorne-Principal, Kim Pender-2nd grade teacher, Tressa Martinez-2nd grade teacher, Beth Reiff-1st grade teacher, Erin Bruner-Guidance counselor, Michelle Williams-Kindergarten teacher, Harriet Davis-ESE teacher, Vickie Everett-1st grade teacher, Natasha Braddy-Parent, Athena Glisson-Parent, Wayne Tanner-Parent, Maria Christine Smith-Parent, Monica Hogons-White-Parent, Latoya Smith-Parent, Dr. Anthony Speights-Community Person, Donna Doelman-Community Person, Angelo Myers-Parent, Mercedes Young-Parent, Tiffany Brown-Parent, FerRhonda Garvin-Parent, Janice Tanner-Support Person.

#### Involvement of the SAC in the development of the SIP

The SAC will work closely with the Principal to discuss and support the School Improvement Plan on an ongoing basis throughout the year. They will serve as liaisons for the community and give input. The SAC will work closely with the Principal to determine the direction of the SIP.

**Activities of the SAC for the upcoming school year**

The SAC will meet quarterly to discuss the progress of the plan for this year. We will discuss facets of the plan and the concerns of our learning community. The SAC will actively lead in facilitating making our school one that directly addresses the goals of our students, faculty, parents/guardians & staff. We will promote success for every learner.

**Projected use of school improvement funds, including the amount allocated to each project**

Parent Take Home folders \$1,360.00

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Dr. Jennifer Hawthorne**

Principal

Years as Administrator: 3

Years at Current School: 0

**Credentials**

B.S. Elementary Education, Masters of Science Educational Leadership, Doctorate of Philosophy Elementary Education

**Performance Record**

Assistant Principal at Sneads Elementary for 3 years, during which it remained an "A" school. In 2012-2013, which was Dr. Hawthorne's last year as an administrator there, Sneads Elementary scored the highest points in its history. Dr. Hawthorne has received 100% Effective evaluations.

**Mrs. Amy Allen**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

B.S. in Elementary Education, Masters of Science in Special Education, Education Specialist in Educational Leadership.

**Performance Record**

Mrs. Allen was a paraprofessional for 1 semester and then taught for 6 years at Golson Elementary. While at Golson, Mrs. Allen taught ESE and 2nd grade. Mrs. Allen later served as Director of Bands at Marianna Middle School for 13 years. Approximately 300 students participated in the band every year and they performed for many community and school events. During her time as Director, Mrs. Allen served as District 2 Honor Band Chairman for 13 years and as District 2 Secretary for 3 1/2 years. Her band received Superior ratings at the Florida Bandmaster's Association District 2 Music Performance Assessment for 11 straight years which earned Mrs. Allen two consecutive Five Year Superior Awards from the State Florida Bandmaster's Association. Mrs. Allen completed the Jackson County Aspiring Leaders Program and has participated in many professional development courses over the years.

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

57

**# receiving effective rating or higher**

50, 88%

**# Highly Qualified Teachers**

100%

**# certified in-field**

57, 100%



**# ESOL endorsed**

21, 37%

**# reading endorsed**

9, 16%

**# with advanced degrees**

17, 30%

**# National Board Certified**

0, 0%

**# first-year teachers**

5, 9%

**# with 1-5 years of experience**

7, 12%

**# with 6-14 years of experience**

19, 33%

**# with 15 or more years of experience**

26, 46%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

15

**# receiving effective rating or higher**

14, 93%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

F.M. Golson will work closely with the Jackson County School Board to recruit and retain highly qualified teachers. The district receives resumes from [edrecruit@fldoe.org](mailto:edrecruit@fldoe.org) and also posts employment opportunities on the JCSB website as they become available. Prospective employees can fill out an application on the website and it is retained for consideration.

The JCSB encourages & provides assistance for employees to become Highly Qualified & also for the Outstanding Teacher designation. Teachers receive 4 paid professional development days for training.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

John Ellerbee, the Director of Elementary & Early Childhood supervises the Jackson County School Beginning Teacher Program works with Dr. Jennifer Hawthorne, our Principal, The Principal has ensured that each new teacher is paired with a more experienced, positive teacher in their grade group and that the mentor/mentee are situated near each other in the building.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered.
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings.
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data.
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives.
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed.
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed.
- Teacher – of the student whose needs are being addressed.
- Parent/Guardian – of the student whose needs are being addressed.
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

McGraw-Hill diagnostic assessments will be administered to all K-2 students.

Core (T1 monitored 3x yr) Data Sources: ThinkLink (reading, math, science) Stanford 10 (reading, math, science), Jackson County Writes, Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading), i-ready Math (K-2), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program**Minutes added to school year:** 220,000

Qualifying students will participate in a K-2 "Summer Reading Camp" which provides them with additional instruction on reading and vocabulary skills.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The students are evaluated prior to beginning the program and upon exiting the program. Their scores are then correlated to areas of growth and those where more improvement is needed. These students may then be placed in remediation classes during the following school year, with exit strategies in place when achieving learning goals.

**Who is responsible for monitoring implementation of this strategy?**

Principal, Assistant Principal, remediation teacher, teachers hired for the summer program.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Dr. Jennifer Hawthorne	Principal
Catherine Connor	Library/Media Specialist
Pam Hardy	Remediation Teacher
Kendall Braxton	Kindergarten Teacher
Alana Green	Kindergarten Teacher
Kim Williams	Kindergarten Teacher
Sussie Durham	First grade Teacher
Vickie Everett	First grade Teacher
Alanna Russ	Second grade Teacher
Anne Mathis	Second grade Teacher

**How the school-based LLT functions**

The LLT will meet frequently to review the latest school data & make recommendations for improvement in reading instruction. They will engage in dialogue concerning the implementation of Common Core Standards in each grade, differentiated instruction, writing & working in small groups. Dr. Kathy Oropollo will facilitate greater knowledge and practice in the area of Reading and CCSS. Linda Walker will continue focusing in the area of Math and CCSS.

**Major initiatives of the LLT**

Building student vocabulary through research-based book study, implementation of the new reading program McGraw-Hill Wonders, implementing ELA Common Core Standards.

### Every Teacher Contributes to Reading Instruction

#### How the school ensures every teacher contributes to the reading improvement of every student

Each teacher will deliver small & large group instruction in reading to their students. Additionally, teachers will use differentiated instruction to meet individual student needs. Teachers will be provided with training on Reading Core Curriculum Standards. They will participate in a book study on research-based vocabulary strategies. Teachers will receive ongoing training and staff development on the McGraw-Hill core reading program, as well as training from the District Elementary Reading Specialist. The Rtl T3 students will participate in remediation activities with Pam Hardy, remediation teacher & content specialist. The Media Specialist will collaborate with teachers to plan, coordinate, and implement units of study which support and foster reading. Additionally, special area teachers will assist second grade teachers with reading instruction, whether working with individual students or groups.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Jackson County Early Education Center Pre-K staff will plan with parents & Kindergarten teachers for end of the year transition activities. May of 2014 is set as the date the Pre-K students will visit Kindergarten classes. The date of the Parent Transition Meeting is scheduled for late May, 2014. Each Kindergarten teacher will take 1/3 of the children from the early childhood programs at this meeting. The Kindergarten teacher will plan activities in music, reading, & literacy. The children will rotate from 1 class to another for 1 hour. The Kindergarten teachers will also meet with the students parents during the Transition Meeting & discuss materials, curriculum, attendance, & provide them with insights to prepare them for Kindergarten. Pre-K and Kindergarten teachers will also discuss school readiness documentation. The Pre-K teachers will provide each family with Summer Transition activities at the Comprehensive Family Conference. The Pre-K students were screened at the beginning of the current school year, & ongoing assessment was continued throughout the year using the Galileo Assessments.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

n/a

#### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

n/a

#### Strategies for improving student readiness for the public postsecondary level

n/a

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

#### **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

#### **Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### **Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	72	10%	5%
Students who are not proficient in reading by third grade	72	10%	5%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	3%	2%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

F.M. Golson Elementary school will continue to involve their students parents at every step of their education. Parents will participate in staffings, Rti meetings, parent/teacher conferences, newsletters, school website(s), fundraisers, PTO meetings, School Advisory Council meetings, Book Fair, Family Reading Night, Parent Nights and other programs.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will be provided with opportunities for involvement in the child's education	12	36%	45%



## Goals Summary

- G1.** Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.
- G2.** Student discipline referrals on campus at Golson Elementary will be reduced by 20 percent or higher for all Kindergarten, First & Second grade students thereby preventing loss of instructional time & promoting increased student performance.
- G3.** Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

## Goals Detail

**G1.** Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

### Targets Supported

- Reading (FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Vocabulary cards which are used daily at school and at home to supplement the core reading program.
- Reading response journals used daily for all K-2 students.
- Book study for teachers on research-based vocabulary strategies.
- Reading remediation classes for qualifying K-2 students.
- Summer reading camp for qualifying K-2 students.

### Targeted Barriers to Achieving the Goal

- Students do not have an appropriate vocabulary for Kindergarten entry.

### Plan to Monitor Progress Toward the Goal

Progress monitoring, classroom walk throughs and observations, monitoring of lesson plans & student reading response journals, Stanford 10 test.

### Person or Persons Responsible

Principal, Assistant Principal.

### Target Dates or Schedule:

Throughout 2013-2014 school year.

### Evidence of Completion:

Average reading scores for Kindergarten on the Stanford 10 test will be at 50th percentile or higher, 55th percentile or higher for First & Second grade students.

**G2.** Student discipline referrals on campus at Golson Elementary will be reduced by 20 percent or higher for all Kindergarten, First & Second grade students thereby preventing loss of instructional time & promoting increased student performance.

**Targets Supported**

- EWS - Elementary School
- Additional Targets

**Resources Available to Support the Goal**

- Clear, concise school purpose statement "F.M. Golson: Building Foundations for Academic Success," clear, concise school-wide discipline plan, positive behavior support, "Caught Being Good" forms, weekly "Caught Being Good" students featured on school website and bulletin board in main hall, celebrations of student success.

**Targeted Barriers to Achieving the Goal**

- Students may not understand the school purpose statement or school-wide discipline plan.

**Plan to Monitor Progress Toward the Goal**

Examination of student discipline/referral forms, campus walk-throughs by Principal and Assistant Principal, examination of student "Caught Being Good" forms.

**Person or Persons Responsible**

Principal, Assistant Principal, all members of learning community-faculty and staff.

**Target Dates or Schedule:**

School year 2013-2014.

**Evidence of Completion:**

By the end of 2013-2014 school year, student discipline referrals at Golson will be reduced by 20 percent or higher for all K-2 students.

**G3.** Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**Targets Supported**

**Resources Available to Support the Goal**

- Math curriculum, staff development opportunities with math consultant Linda Walker.

**Targeted Barriers to Achieving the Goal**

- Students do not have adequate concrete knowledge of basic math facts.

## Plan to Monitor Progress Toward the Goal

Classroom walk-throughs and teacher observations, monitoring of computer activities.

**Person or Persons Responsible**

Principal, Assistant Principal.

**Target Dates or Schedule:**

School year 2013-2014.

**Evidence of Completion:**

Mastery of math facts as demonstrated on a fluency math grade.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G1.B1** Students do not have an appropriate vocabulary for Kindergarten entry.

**G1.B1.S1** Students will be provided with vocabulary cards which supplement McGraw-Hill reading curriculum.

#### **Action Step 1**

Vocabulary cards used daily at school and at home supplement the McGraw-Hill reading curriculum.

#### **Person or Persons Responsible**

All classroom teachers, remediation teacher.

#### **Target Dates or Schedule**

School year 2013-2014.

#### **Evidence of Completion**

Students will have expanded reading vocabulary at end of 2014 school year.

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

Reading progress monitoring, classroom walk-throughs and observations, monitoring of lesson plans, monitoring of student reading response journals.

#### **Person or Persons Responsible**

Principal, Assistant Principal.

#### **Target Dates or Schedule**

School year 2013-2014.

#### **Evidence of Completion**

End of year documentation of student reading response journals, teacher observation final instrument.

### Plan to Monitor Effectiveness of G1.B1.S1

Reading progress monitoring, classroom walk-throughs, teacher observation, monitoring of lesson plans, monitoring of student reading response journals, ThinkLink Assessment given 3 times/year, Benchmark assessments, McGraw-Hill Diagnostic assessments/tools, FAIR assessments, Stanford 10 testing.

#### Person or Persons Responsible

Principal, Assistant Principal.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

End of year student performance on assessments, final teacher performance assessment, Stanford 10 test scores.

**G1.B1.S2** Students will be provided with reading response journals which will facilitate reading, vocabulary, and writing.

#### Action Step 1

Reading response journals used daily by all K-2 students.

#### Person or Persons Responsible

Principal, Assistant Principal, Classroom teachers, remediation teacher.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

By the end of school year 2013-2014, students will have expanded reading vocabulary, as evidenced by their performance on the Stanford 10 test.

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

Monitoring of student daily response journals, student progress monitoring, student samples and portfolios (when applicable), classroom walk-throughs and teacher observations.

#### Person or Persons Responsible

Principal, Assistant Principal.

#### Target Dates or Schedule

2013-2014 school year.

#### Evidence of Completion

Increased performance on student daily reading response journal entries.

## Plan to Monitor Effectiveness of G1.B1.S2

Examination of student reading response journals, monitoring of student performance, classroom walk-throughs and teacher observations.

### Person or Persons Responsible

Principal, Assistant Principal, remediation teacher, classroom teachers.

### Target Dates or Schedule

2013-2014 school year.

### Evidence of Completion

Completed reading response journals, higher reading, vocabulary and writing performance on Stanford 10 at the end of school year.

## G1.B1.S3 Teachers will participate in a book study on research-based vocabulary strategies.

### Action Step 1

Book study on research-based vocabulary strategies.

### Person or Persons Responsible

Principal, Assistant Principal.

### Target Dates or Schedule

2013-2014 school year.

### Evidence of Completion

Increased teacher understanding of research-based vocabulary strategies.

### Facilitator:

Dr. Jennifer Hawthorne

### Participants:

All instructional personnel

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Book study work product.

#### Person or Persons Responsible

Principal, Assistant Principal.

#### Target Dates or Schedule

2013-2014 school year.

#### Evidence of Completion

Increased teacher understanding of research-based vocabulary strategies.

### Plan to Monitor Effectiveness of G1.B1.S3

Work product from book study, lesson plans inclusive of research-based vocabulary strategies, classroom walk-throughs, teacher observations.

#### Person or Persons Responsible

Principal, Assistant Principal.

#### Target Dates or Schedule

2013-2014 school year.

#### Evidence of Completion

Increased teacher knowledge and usage of research-based vocabulary strategies in the classroom.

**G1.B1.S4** Qualifying students will participate in reading remediation opportunities throughout the school year.

#### Action Step 1

Education City computer program, ThinkLink computer program, Lexia computer program.

#### Person or Persons Responsible

Computer lab teacher, remediation teacher.

#### Target Dates or Schedule

2013-2014 school year.

#### Evidence of Completion

End of year documentation/scores of student assessments, Stanford 10 test results.

## Action Step 2

Remediation lessons.

### Person or Persons Responsible

Classroom teachers, Pam Hardy, remediation teacher.

### Target Dates or Schedule

Throughout school year 2013-2014, both in remediation classes and in the classroom.

### Evidence of Completion

End of year documentation/scores of student assessments, Stanford 10 test results.

## Plan to Monitor Fidelity of Implementation of G1.B1.S4

Reading progress monitoring, teacher observation and classroom walk-throughs, monitoring of lesson plans and student work, conferences with remediation teacher, conferences with computer lab teacher.

### Person or Persons Responsible

Principal, Assistant Principal.

### Target Dates or Schedule

School year 2013-2014.

### Evidence of Completion

ThinkLink progress monitoring 3 times a year, monitoring of LEXIA, monitoring of Education City, monitoring of Benchmarks.

## Plan to Monitor Effectiveness of G1.B1.S4

McGraw-Hill diagnostic tests, FAIR, Lexia, Stanford 10 test, progress monitoring, teacher made tests, teacher observations.

### Person or Persons Responsible

Principal, Assistant Principal, Kathy Oropollo, remediation teacher (Pam Hardy).

### Target Dates or Schedule

2013-2014 school year.

### Evidence of Completion

Increased student performance on Stanford 10 test at end of school year. Student growth demonstrated on McGraw-Hill diagnostic tests, FAIR tests and Lexia.



**G1.B1.S5** Teachers will receive training on research-based reading instruction and strategies.

**Action Step 1**

Training on researched-based reading instruction and strategies.

**Person or Persons Responsible**

Principal, Assistant Principal, Dr. Kathy Oropallo

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Lesson plans documenting implementation of Dr. Oropallo's reading instruction and strategies.

**Facilitator:**

Dr. Kathy Oropallo

**Participants:**

K-2 Classroom teachers, remediation teacher.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5**

Training documentation and participation, monitoring of lesson plans, classroom walk-throughs, teacher observations.

**Person or Persons Responsible**

Principal, Assistant Principal, Dr. Kathy Oropallo

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Implementation of Dr. Oropallo's reading instruction and strategies.

## Plan to Monitor Effectiveness of G1.B1.S5

Reading progress monitoring, classroom walk-throughs, teacher observations, monitoring of lesson plans.

### Person or Persons Responsible

Principal, Assistant Principal, Dr. Oropallo

### Target Dates or Schedule

2013-2014 school year

### Evidence of Completion

Increased student reading scores on Stanford 10 test.

**G2.** Student discipline referrals on campus at Golson Elementary will be reduced by 20 percent or higher for all Kindergarten, First & Second grade students thereby preventing loss of instructional time & promoting increased student performance.

**G2.B1** Students may not understand the school purpose statement or school-wide discipline plan.

**G2.B1.S1** Students will be provided with constant exposure to the school purpose statement.

### Action Step 1

Purpose statement consistently restated through use in all classrooms and school areas, purpose statement posted in all areas/facilities of the school, daily stating of purpose statement by 2nd grade students on the WGES Morning Show.

### Person or Persons Responsible

Principal, Assistant Principal, Library/Media Specialist, Second grade Teachers, Second grade students, all learning community members-school faculty and staff.

### Target Dates or Schedule

School year 2013-2014.

### Evidence of Completion

All students will know the school's purpose statement and be able to articulate it when asked.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

School-wide discipline plan.

#### Person or Persons Responsible

Principal, Assistant Principal, all members of learning community-faculty and staff.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

All K-2 student referrals will be reduced by at least 45 percent at the end of the 2013-2014 school year. All K-2 students will understand and be able to articulate the school-wide discipline plan.

### Plan to Monitor Effectiveness of G2.B1.S1

School purpose statement, school-wide discipline plan.

#### Person or Persons Responsible

Principal, Assistant Principal, all members of learning community-faculty and staff.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

Student discipline/referral forms, student "Caught Being Good" forms.

**G2.B1.S2** Students will be provided with consistent explanation and enforcement of the school-wide discipline plan.

#### Action Step 1

Clear, concise school purpose statement "F.M. Golson: Building Foundations for Academic Success," clear concise school-wide discipline plan, positive behavior support, "Caught Being Good" forms, students featured on school website and bulletin board in main hall, celebrations of student success.

#### Person or Persons Responsible

Principal, Assistant Principal, all members of learning community.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

By the end of school year 2013-2014, student discipline referrals at Golson will be reduced by 20 percent or higher for all K-2 students.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Examination of student discipline/referral forms, campus walk-throughs by Principal and Assistant Principal, examination of student "Caught Being Good" forms.

#### **Person or Persons Responsible**

Principal, Assistant Principal, all members of learning community-faculty and staff.

#### **Target Dates or Schedule**

School year 2013-2014.

#### **Evidence of Completion**

By the end of 2013-2014 school year, student discipline referrals on campus at Golson will be reduced by 20 percent or higher for all K-2 students.

### **Plan to Monitor Effectiveness of G2.B1.S2**

Classroom and campus walk-throughs, teacher observation and evaluation, student observation, review of discipline/referral forms, examination of "Caught Being Good" forms.

#### **Person or Persons Responsible**

Principal, Assistant Principal.

#### **Target Dates or Schedule**

School year 2013-2014.

#### **Evidence of Completion**

By the end of 2013-2014 discipline referrals on campus at Golson will be reduced by 20 percent or higher for all K-2 students.

**G3.** Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G3.B1** Students do not have adequate concrete knowledge of basic math facts.

**G3.B1.S1** Teachers will be provided with training from math consultant Linda Walker, which will enable them to better facilitate math instruction for all students.

**Action Step 1**

Training on math instruction and strategies.

**Person or Persons Responsible**

Principal, Assistant Principal, Linda Walker.

**Target Dates or Schedule**

School year 2013-2014.

**Evidence of Completion**

Teachers will be more adept at math instruction for students as demonstrated by passing a math fact fluency test. Students will demonstrate increased student performance on Stanford 10 test.

**Facilitator:**

Linda Walker, math consultant

**Participants:**

All K-2 teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Classroom walk-throughs and observations, monitoring lesson plans, site visits by Linda Walker.

**Person or Persons Responsible**

Principal, Assistant Principal, math consultant Linda Walker.

**Target Dates or Schedule**

School year 2013-2014.

**Evidence of Completion**

Progress monitoring in math fact activities.

### Plan to Monitor Effectiveness of G3.B1.S1

Classroom walk-throughs and observations, progress monitoring on computer activities.

#### Person or Persons Responsible

Principal, Assistant Principal, math consultant Linda Walker.

#### Target Dates or Schedule

School year 2013-2014.

#### Evidence of Completion

Mastery of math facts as demonstrated as receiving a passing fact fluency grade. Increased student performance on Math area of Stanford 10 test.

### G3.B1.S2 Students will complete computerized math programs.

#### Action Step 1

Education City, ThinkLink, iReady Math computer programs.

#### Person or Persons Responsible

Principal, Assistant Principal, Computer Lab teacher, classroom teachers

#### Target Dates or Schedule

School year 2013-2014

#### Evidence of Completion

Completion of Education City, ThinkLink & iReady Math programs showing appropriate growth.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Progress monitoring of programs, classroom walk-throughs, monitoring of lesson plans.

#### Person or Persons Responsible

Principal, Assistant Principal, computer lab teacher, classroom teachers

#### Target Dates or Schedule

School year 2013-2014

#### Evidence of Completion

Students will complete appropriate levels of mastery of Education City, ThinkLink and iMath computer programs.

## Plan to Monitor Effectiveness of G3.B1.S2

Progress monitoring of computer programs, classroom walk-throughs

### **Person or Persons Responsible**

Principal, Assistant Principal, computer lab teacher, classroom teachers

### **Target Dates or Schedule**

School year 2013-2014

### **Evidence of Completion**

Students will complete levels of Education City, ThinkLink & iMath demonstrating appropriate academic growth.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A:

F.M. Golson Elementary implements a schoolwide program through the use of Title I, which coordinates with every service provided by state & local funds to improve the instructional program of the school. Professional development activities are provided for all school leadership & instructional personnel to provide effective & meaningful instruction. The activities Title I provides are supplementary & function to improve the overall school program to promote every child's mastery of the CCSS.

#### Title I, Part C Migrant:

The Migrant Liaison provides services & support to both students & parents of our learning community. Maria Pouncey is the Migrant Program Coordinator.

Some areas of established collaboration include:

- serving as interpreter for migrant students' parents at meetings, including IEP, parent meetings, teacher conferences & other meetings as needed.
- providing summer school or tutoring in the home for migrant students.
- supplementary educational materials for teaches of migrant students.

The staff of migrant students will monitor grades & attendance, as well as conference with teachers & parents regarding the students academic progress. Additionally, supplementary tutorials are offered to Priority for Services students on a regular basis during the school year. All other migrant students will receive tutorial services on an as needed basis. Home visits are conducted throughout the year to discuss grades & attendance & offer health education & assistance which enable the parents to meet social service needs.

The summer in-home tutorials are conducted by highly qualified personnel for eligible migrant students. This curriculum is designed to facilitate student improvement in reading comprehension, language expression, & writing.

#### Title I, Part D:

We provide supplemental support for the Teen Parenting Program with a computer lab & a paraprofessional. Level I & Level II middle/high school students have access to the ThinkLink program. F.M. Golson serves students in K-2, however, Title I, Part D primarily assists secondary students.

#### Title II:

Funding from Title II is used to improve & increase teacher knowledge of academic subjects & enable them to become highly qualified, as well as give teachers & principals the knowledge & skills to help students meet CCSS & state academic standards. Funds were also used to improve teacher classroom management skills and sustained intensive classroom-focused programs. Other uses of the funds include advancing teacher knowledge of effective scientifically research-based instruction strategies, reduce the student-teacher ratio, provide teacher incentives for becoming certified in reading endorsement & supplemental summer professional development technology skills activities.

Title III-not awarded to Jackson County School District

#### Title X Homeless:

The district Homeless Liaison provides schools with resources for students who identify as homeless under the McKinney-Vento Act. This eliminates barriers for an appropriate, free education. Guidance Counselors annually review the reporting requirement to ensure homeless students are provided with services.

Activities based on individual student needs are provided, with priority given to identify students when supplemental activities under Title I, Part A are provided.

#### Supplemental Academic Instruction (SAI)

Funding is provided to enrich the remediation/intervention opportunities for students in conjunction with Title I, Part A. These activities are not duplicated & services are provided as needed. SAI funds are also used for activities to meet the goals of the School Improvement Grant.



#### Violence Prevention Programs

F.M. Golson & our school district promote a Safe, Drug Free Environment. Middle & upper level students who participate in extracurricular activities are randomly drug tested. The district receives funds for Character Education & other programs that promote a safe, drug & bully free learning environment.

#### Nutrition Programs

F.M. Golson & our district support the Jackson County Wellness Policy.

#### Housing Programs-n/a

#### Head Start

The Jackson County School District provides several early childhood programs including Early Head Start, Head Start, Voluntary PreK & Exceptional Student Education to serve children from birth to age 5.

The Early Head Start program serves federally mandated eligible students from birth to 3 years of age. It grants priority to children of mothers who are in the Teenage Parenting Program & provides services for them.

The PreK program serves students who meet the eligibility requirements for Head Start, Voluntary PreK & Exceptional Student Education programs at 6 different sites in the district. All preschool programs, which are funded separately, complement each other and are integrated to provide the most developmentally appropriate environment for 3 & 4 year old children. The programs share staff, implement a common curriculum & follow the same daily schedule of indoor & outdoor activities in their individual school sites. Although only Head Start requires comprehensive health & family services, they are provided for all participating families. There are many inclusion opportunities for children with disabilities who meet the Head Start federal regulations for enrollment activities.

#### Adult Education

Adult Basic Education, High School Credit Completion & General Educational Development Study (GED) are offered in the Adult Education program.

#### Career & Technical Education

These programs integrate essential skills in an applied setting. They strengthen & support a rigorous & relevant curriculum. The Jackson County School District utilizes form JC-346 (Vocational Component of an ESE students IEP) to coordinate teaching methods between the individual schools ESE department & the Career & Technical departments.

#### Job Training

The district partners with the city of Marianna to provide students with a job skills program. This program gives students the opportunity to learn how to create a resume, dress for success & perform well on a job interview.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G1.B1** Students do not have an appropriate vocabulary for Kindergarten entry.

**G1.B1.S3** Teachers will participate in a book study on research-based vocabulary strategies.

### **PD Opportunity 1**

Book study on research-based vocabulary strategies.

#### **Facilitator**

Dr. Jennifer Hawthorne

#### **Participants**

All instructional personnel

#### **Target Dates or Schedule**

2013-2014 school year.

#### **Evidence of Completion**

Increased teacher understanding of research-based vocabulary strategies.

**G1.B1.S5** Teachers will receive training on research-based reading instruction and strategies.

**PD Opportunity 1**

Training on researched-based reading instruction and strategies.

**Facilitator**

Dr. Kathy Oropallo

**Participants**

K-2 Classroom teachers, remediation teacher.

**Target Dates or Schedule**

2013-2014 school year

**Evidence of Completion**

Lesson plans documenting implementation of Dr. Oropallo's reading instruction and strategies.

**G3.** Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G3.B1** Students do not have adequate concrete knowledge of basic math facts.

**G3.B1.S1** Teachers will be provided with training from math consultant Linda Walker, which will enable them to better facilitate math instruction for all students.

**PD Opportunity 1**

Training on math instruction and strategies.

**Facilitator**

Linda Walker, math consultant

**Participants**

All K-2 teachers

**Target Dates or Schedule**

School year 2013-2014.

**Evidence of Completion**

Teachers will be more adept at math instruction for students as demonstrated by passing a math fact fluency test. Students will demonstrate increased student performance on Stanford 10 test.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.	\$10,618
G3.	Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.	\$8,200
Total		\$18,818

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$18,818
Total		\$18,818

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Average reading scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G1.B1** Students do not have an appropriate vocabulary for Kindergarten entry.

**G1.B1.S1** Students will be provided with vocabulary cards which supplement McGraw-Hill reading curriculum.

#### Action Step 1

Vocabulary cards used daily at school and at home supplement the McGraw-Hill reading curriculum.

#### Resource Type

Evidence-Based Program

#### Resource

"Wonders" vocabulary cards

#### Funding Source

Title I

#### Amount Needed

\$1,813

**G1.B1.S2** Students will be provided with reading response journals which will facilitate reading, vocabulary, and writing.

**Action Step 1**

Reading response journals used daily by all K-2 students.

**Resource Type**

Evidence-Based Program

**Resource**

Reading response journals for all K-2 students

**Funding Source**

Title I

**Amount Needed**

\$412

**G1.B1.S3** Teachers will participate in a book study on research-based vocabulary strategies.

**Action Step 1**

Book study on research-based vocabulary strategies.

**Resource Type**

Evidence-Based Program

**Resource**

Staff development/training, books,paper, video camera

**Funding Source**

Title I

**Amount Needed**

\$1,993

**G1.B1.S4** Qualifying students will participate in reading remediation opportunities throughout the school year.

**Action Step 1**

Education City computer program, ThinkLink computer program, Lexia computer program.

**Resource Type**

Evidence-Based Program

**Resource**

Computer-based reading monitoring & instruction

**Funding Source**

Title I

**Amount Needed**

\$4,000

**G1.B1.S5** Teachers will receive training on research-based reading instruction and strategies.

**Action Step 1**

Training on researched-based reading instruction and strategies.

**Resource Type**

Evidence-Based Program

**Resource**

Research-based training on reading instruction and strategies

**Funding Source**

Title I

**Amount Needed**

\$2,400

**G3.** Average math scores at Golson Elementary as measured by the Stanford 10 test will be at the 50th percentile or higher for Kindergarten students, 55th percentile or higher for First & Second grade students.

**G3.B1** Students do not have adequate concrete knowledge of basic math facts.

**G3.B1.S1** Teachers will be provided with training from math consultant Linda Walker, which will enable them to better facilitate math instruction for all students.

**Action Step 1**

Training on math instruction and strategies.

**Resource Type**

Evidence-Based Program

**Resource**

Training on math instruction and strategies

**Funding Source**

Title I

**Amount Needed**

\$2,200

**G3.B1.S2** Students will complete computerized math programs.

**Action Step 1**

Education City, ThinkLink, iReady Math computer programs.

**Resource Type**

Evidence-Based Program

**Resource**

Computer-based math monitoring & instruction

**Funding Source**

Title I

**Amount Needed**

\$6,000