

Jackson County School Board

Frank M. Golson Elementary School



2015-16 School Improvement Plan

Frank M. Golson Elementary School

4258 2ND AVE, Marianna, FL 32446

<http://golson.jcsb.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Jackson County School Board on 10/20/2015.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Golson's Mission Statement:
BUILDING FOUNDATIONS
FOR ACADEMIC SUCCESS

Provide the school's vision statement

IF Golson Elementary develops a culture of collaborative learning based on specific strategies, THEN our students will develop proficiency, reading/math gains, and our below 25% scores will increase.

We would like to accomplish reading and math gains with 2015-2016 Stanford scores increasing from 2014-2015 test scores.

School Environment

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

The school gives each student a packet at the beginning of the year. Each family fills out the paperwork regarding each child and their culture. The parent informs the school of their primary language spoken at home, if they need assistance with our district's weekend backpack program, ect. The child's cultural differences are respected. Each teacher is ESOL certified and will meet the needs of the child who does not speak English as their primary language. The child will build a relationship with the teacher and the peers will assist the child each day.

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

Golson Elementary is an environment where we are Building Foundations for Academic Success. The child arrives at Golson Elementary each morning warmly greeted either with the car door opened, bus door opened, or a fist bump at the front of the school. The child moves to the cafeteria for a warm breakfast and then to their holding area. At the holding area, the child reads, works with a partner with flash cards, or works on their computer devices. When the class is picked up, the teacher greets each child. Upon entering the classroom, each child has their own set of responsibilities that they must accomplish to start the day. Homework, snack, folder, AR book, etc. The child must follow the set of KNOW rules all day to make it a productive day. During school, the children are "Caught Being Good" and are given a form that they take to the principal. The principal pulls the "Caught Being Good" forms out of the basket (per grade level) and announces their name and why they were caught being good. Their picture is taken and a bag of goodies are given. Their picture is placed on the website as well as a bulletin board. The relationships between the teachers and the students are ongoing. Each day the child interacts with the teacher and other teachers. The child learns the KNOW rules which is school wide. K=Keep your hands and feet and other objects to yourself. N=Nice language only. O=On walkways and in hallways, walk. W=When directions are given, follow them. The child and teacher communicate positively with one another. The teacher praises the child and reinforces positive behavior. The teacher communicates with the child as well as the family daily about the child's day. Consequences are given when the behavior is negative. The school builds relationships with parents through parent conferences, PTO, 4 parents meetings per year, and school events. Each visitor upon arriving on campus MUST go to the front office and obtain a sticker. Anyone not

seen with a sticker is asked to go to the front office. All volunteers must register with the school board and get fingerprinted. Children also practice fire, tornado, and lock down drills often. We have evacuation routes that everyone is aware of. The administration is monitoring the security cameras at all times.

Special area teachers greet each child with respect and with pride. They are treated with special attention and have fun at what they are learning. Each child loves to go to wheel classes! The child is dropped off and transported to the next class. The child's teacher picks them up or the child is walked back to class.

At times of negativity or when consequences are given: the child never is abused, threatened, or scared. The child understands why they are being punished, what the consequences are, and how they will be implemented. The child's parents are informed.

The Special Area teachers offer a mentoring program. The teachers go into the child's classes each day to encourage those who are having difficulties. They become a friend to them and show them love. They set up a star chart or a positive tracking system to show progress. They sit with them, do their work with them, encourage them, praise them, take them out to take a walk if they need a change of scenery, set up dates to do something special, reward them or what ever it takes for progress to be made.

After school, the child is dismissed accordingly at the four dismissal times. A teacher or teachers are assigned to the dismissal area whether it is car rider, bus duty, or back walkers. Each area is covered with many staff members and everyone is dismissed. IF a child remains, they are taken to the window office where the child's parent is called for pick up. We also have 3:30 pick up for those who do not want to wait in the car rider line and want to come after 3:30 p.m. Extended Day Care is provided until 5:00 p.m. for those who do not have a guardian available. Homework is done and a snack given.

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

The schoolwide behavioral system is the KNOW rules. K=Keep hands and feet and other objects to yourself. N=Nice language only. O=On walkways and hallways, walk. W=When directions are given, follow them. Each staff member enforces these rules. Each teacher has their own set of classroom procedures that are implemented to decrease distractions and keep students engaged. Routines are established and expectations are reinforced. Responsibilities are placed on the students and reinforced by the staff as well as parents.

Each teacher has their own daily behavior form. The teacher marks the color according to the type of day the child has...Green=good Yellow=Warning and what happened Red= Bad Day and what happened. Some teachers incorporate a blue or orange color day which means they went above and beyond the call of duty.

Minor infraction forms are written upon the first infraction. The form is discussed with the child after a warning is given. It is sent home and signed by the child's parent. Preferably the father of the home. IF it is severe behavior, a Jackson County form is written up and submitted to the administration. These forms are kept in the child's folders. This form can be for disturbance in class or on the bus. The administration discusses the behavior with the child and the parents are informed.

"Caught Being Good" forms are used to promote positive behavior. Golson Elementary wants to catch each child going above and beyond the call of duty. When a child is behaving positively, the staff member writes their information on the form and the form is place in the principal's office. The forms are pulled on Fridays and their names are announced. The child's picture is taken and placed on a bulliten board and on the website. The children are given a goody bag.

The teachers also implement a positive learning environment. Each teacher looks for positive behavior and will issue brownie points, compliment points, bonus points and the children will earn a treat on Friday or a Fun Friday activity.

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

Golson Elementary strives to be aware of each child's needs. IF a staff member feels at any time a child has ANY need, it is shared with the guidance staff. The guidance staff has numerous services for each child. If a child does not have food at home or is not being fed properly, the child has free breakfast and may have free or reduced lunch. The child is also fed during the summer months. Backpacks are sent home weekly to provide food for the weekend. IF the child does not have school supplies, coats, shoes, or daily needs...the guidance office provides the child with anything the child needs. IF the child is abused or bruised in any way, the hotline is called immediately and a report filed. IF the teachers sees the child is behind in reading and/or math, the child is placed in a child study team. The teacher meets with the parents twice and then they are placed in an RTI program. The teacher, parents, and RTI team meet to write up a response to intervention plan for each child's need. Remediation tutoring is given, counseling services are offered, and testing is also an option. IF the child needs ESE services, an IEP is implemented...Individual Educational Plan.

Golson also provides a mentoring program. The special area teachers go into the classrooms everyday to meet with the children that need extra attention. If a child has numerous write up forms or is needing attention, the special area teachers go in daily to give them that attention. The special area teacher sits down with the child, works along side the child, praises the child, takes them for a walk if they need a change of environment, implements positive behavior charts, rewards good behavior or just is their friend.

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).

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

Golson Elementary tracks each child's learning each day from the first day of school. Each teacher keeps a Data Notebook on every child. If a child has excessive absences or tardies, any behavior needs, suspensions in school or off the bus, course failure in ELA or math, assessments in class, computer lab, and standardized assessments in ELA or math... If a child falls below expected grade level or class average (C), then the child's teacher:

- has a parent conference or phone conference
- meets with the parent/guardian twice
- daily communication with the parent using the take home folder
- meets with the mentor
- meets with the Assistant Principal or Principal
- recommends a child study team meeting

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

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	0	0	112	0	0	0	0	0	0	0	0	0	0	112
One or more suspensions	0	0	49	0	0	0	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	100	0	0	0	0	0	0	0	0	0	0	100
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
# with 2 or more referrals	0	0	145	0	0	0	0	0	0	0	0	0	0	145
***These numbers are K- 2nd grade students totaled	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	44	32	43	0	0	0	0	0	0	0	0	0	0	119

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

IF a child has is recommended to the child study team or RTI committee:

-the team goes over the interventions, communication with the parent, grades, test scores and comes up with a placement for the child. If Tier 2 is agreed upon with the parent and RTI committee, then placement is made and interventions start immediately. The teacher keeps track of the time given, the program used, and the intervention.

When a child is placed in Tier 3, a plan is drawn up to include goals that the child will be able to reach within 6 weeks. The teacher and remediation teacher documents all interventions given, the program used and the time each day when the child is seen. The teacher and remediation teacher tracks the progress. A meeting is called to see if the child can return to Tier 2 or continue with Tier 3 services.

The child is offered a mentor if it is a behavior plan and counseling if needed. Surveys are given to the teacher, doctor, and others to make sure each area is addressed and met.

Services or interventions such as mentoring, tutoring, remediation lab 5 days a week, Lexia (phonics instruction on the computer with a tutor from the remediation lab), I Ready Math (computer program), Learning A-Z program, RAZ kids (at home reading instruction on the computer), counseling services, interventions or small group instruction with the teacher and the remediation teachers...etc.

AIP's are written only when the child meets the requirements of ESE. Golson has depleted their interventions in and out of the classroom including remediation, mentoring and psychological testing. The child will then be referred to the ESE department for placement.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/290181>.

Description

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

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

Golson Elementary is building and sustaining partnerships with many local community businesses. The churches in the area donate school supplies, back packs, coats, hats, clothes and food for the children. The local Cadence bank is coming to the school to start a financial literacy program. Each child will be able to bring in their money to deposit, be taught how and receive a prize to motivate and encourage financial education. Other businesses donate money, playground equipment, supplies, and food for the staff as well as the students.

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).

School Leadership Team

Membership:

Name	Title
Pilcher, Carolyn	Administrative Support

Duties

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

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.

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

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.

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 student's 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Pamela Hardy	Teacher
Dr. Jennifer Hawthorne	Principal
Harriet Davis	Teacher
Patrick Jones	Teacher
Michelle Williams	Teacher
Jessica Bollinger	Teacher
Ashley Stewart	Education Support Employee
Dominique Johnson	Education Support Employee
Carolyn Brooks	Parent
Erin French	Parent
Melanie Sellers	Parent
Amy Allen	Education Support Employee
Kala Dean	Teacher
Catherine Connor	Teacher
Vicki Everett	Teacher
Martha Paramore	Parent
Amber Barnes	Parent
Cynthia Jackson	Education Support Employee
Randy Smith	Business/Community
Amanda Clark-Hussey	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Completed

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

Completed

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

Parent Take Home folders \$1,360.00

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

Yes

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

Completed

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hardy, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet frequently to review the latest school data and make recommendations for improvement in reading instruction. They will engage in dialogue concerning the implementation of Florida Standards in each grade, differentiated instruction, writing and working in small groups, phonics instruction with Open Court., Lexia Core 5 phonics computer program, Learning A-Z instruction and tutoring, Raz Kids in the computer lab. Tablet devices will be implemented in the school year with the latest technology and computer programs for progress in all ELA and Math areas as well as Science and Social Studies. The Major initiatives of the LLT is Building student vocabulary through research-based book study, implementation of the new reading program McGraw-Hill Wonders, implementing ELA Florida Standards.

Digital Jackson and digital resources will support literacy instruction. The teacher will implement the digital devices in their classroom. Each child will be able to be instructed in literacy with Wonders, Learning A-Z, Lexia Core 5, I-Ready Math, and many other digital programs that will be implemented in the upcoming months. The students will have the devices in the morning before school starts to read, use RAZ kids, and other apps.

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).

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

Golson Elementary encourages a positive working relationship. Each week the grade group meets with the principal to discuss and plan for the next week. The team shares plans for the reading lessons as well as the math lessons. Items are purchased by the principal to be used for the science experiments or the math/reading lessons. Marzano is the book study discussed at each grade group. The grade group reads a chapter each week and brainstorms ways to implement them daily on chart paper. They are also incorporated in our monthly walk throughs and observations.

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

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 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 four paid professional development days for training.

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

Carolyn Pilcher, the Director of Elementary & Early Childhood supervises the Jackson County School Beginning Teacher Program works with Dr. Jennifer Hawthorne, our Principal. Carolyn Pilcher has monthly meetings with the mentor and the beginning teachers. She has implemented a notebook and monthly goals that the beginning teacher must complete. The mentor must observe the beginning teacher and follow protocol. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Golson Elementary ensures its core instructional programs and materials are aligned to the Florida Standards accessible to highly-qualified teachers. This past summer, teachers created a curriculum map for both reading and math based on standards. The map was matched up with a list of resources including textbooks, internet resources, hands-on learning, etc. The teacher includes the standard with each lesson taught.

Instructional Strategies

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

Golson Elementary is data driven. The principal is data driven. The RTI committee bases its goals and decisions on the data from the students at Golson. The goals and interventions are written based on the STAR, Think Link, Stanford 10, weekly assessments, cold reads, spelling, alphabet and sound recognition, etc. The interventions are implemented and differentiated instruction is in place in each classroom.

A team of leaders meet to provide interventions for each child. The tutor will either meet one on one with the child outside of the classroom setting or the child will attend a daily remediation small group within the class or at the remediation lab. The interventions include phonics or skill instruction, Lexia Core 5 computer program, vocabulary, comprehension and sight work instruction. We also have Raz Kids which is a computer based program where the child has the book on their level read to them, the child reads the book and then takes a test on the book. The child is awarded points and builds a robot and space station.

Each teacher will deliver small and 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 Florida Standards. They will participate in book studies on Marzano methods of teaching. 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 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 teachers with reading instruction, whether working with individual students or groups.

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: Summer Program

Minutes added to school year: 4,500

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

Strategy Rationale

The Summer Reading Camp was a HUGE success. The teachers were chosen from all over the county. They implemented the Learning A-Z Summer program. The students rotated from class to class in 30 minute sessions of Phonics instruction, High Frequency word or sight word instruction, Vocabulary instruction, Comprehension (reading books on their level), and computer program ...RAZ kids where the child has a book read to them, they read the book into the computer, and then they take a test. THE CHILDRENS FLUENCY RATES INCREASE, THEIR READING LEVEL, BUT MOST OF ALL THEIR CONFIDENCE.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hardy, Pamela, pamelahardy@jcsb.org

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

Student Transition and Readiness

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).

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

The Jackson County Early Education Center Pre-K staff will plan with parents & Kindergarten teachers for end of the year transition activities. May of each year 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 2015. 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.

The students at Golson are able to transition easily to Riverside. Riverside teachers are brought over continually during the year to assist 2nd grade teachers. The students are able to get to know them. They are familiar faces and feel comfortable with them. The second graders go on a field trip to Riverside where they see the setting, the school, the students, the teacher, and the 3-5 environment.

College and Career Readiness

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

Golson Elementary has career days where different businesses from the community come into the school and discuss different job positions. It makes the children aware of the different careers and helps them to choose what they want to be when they grow up. Chipola students come into the classrooms to volunteer and discuss college choices as well.

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

n/a

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

.

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.

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.

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 Engagement
- 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.** Increase Parental Involvement

Strategic Goals Detail

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

G1. Increase Student Engagement 1a

G075167

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Kagan Training for all Instructional Teachers. Kagan Balanced Literacy Curriculum and Kagan resources.
- Phonics Training from PAEC with Open Court resources.
- Book study for teachers on research-based Reading and Marzano strategies.
- Reading remediation classes for qualifying K-2 students.
- Summer reading camp for qualifying K-2 students.
- Learning A-Z, RAZ kids, and Vocabulary A-Z computer programs. Training has been given to all instructional teachers.
- Accelerated Reading.
- Digital Devices.

Targeted Barriers to Achieving the Goal 3

- Teachers are not all trained in Kagan. How to obtain funding so that 100% of teachers can be trained?
- Teacher anxiety with new digital devices.
- Helping teachers understand new programs such as Open Court and Learning A-Z without overload.

Plan to Monitor Progress Toward G1. 8

Monitoring of lesson plans and instruction to see if Kagan strategies, individualized tracking of learning goals, collaborative learning, use of digital devices, and other engagement strategies are being used in the classroom. and throughout the school.

Person Responsible

Pamela Hardy

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data entered in iobserve, increase in standardized test scores, Think Link, progress monitoring, and Stanford 10.

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. 1a

G075168

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- 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.
- Mentoring Program - Special Area teachers redirect behavior, counsel, observe, give strategies, be-friend child to decrease outbreaks and referrals.
- District Discipline Coordinator observes and implements a course of action.
- Recess time has been added after lunch time for outlets.
- Kagan strategies are implemented. Movement and centers. Engagement decreases boredom.
- Win Win Discipline training.
- Special Area teachers are on hand when buses arrive to encourage and decrease referrals on the bus.
- Mentor training for all mentors.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Examination of student discipline/referral forms.

Person Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student discipline referrals at Golson will be reduced by 20 percent or higher for all K-2 students by the use of positive reinforcement, Caught Being Good forms more widely used, and positive observations in and out of the classroom.

Plan to Monitor Progress Toward G2. 8

District Discipline Coordinator, Mrs. Beach observes that the discipline is positive and referrals are decreasing on campus. Observes individual students needing help with behavior.

Person Responsible

Pamela Hardy

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student discipline referrals will decrease and the district will observe positive activities at Golson.

G3. Increase Parental Involvement 1a

 G075169

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Parent nights four times a year.
- PTO involvement and meetings.
- School Advisory Council
- Parent Conferences
- Digital devices and parent training.
- Volunteering. A wipe on/wipe off board is placed in the window office to inform parents of the needs. The parent choses which need they want to meet and take it home to cut or work on.
- Reading programs for use at home...RAZ kids, Lexia Core 5, AR, Book IT.
- Website.
- Newsletter

Targeted Barriers to Achieving the Goal 3

- Getting volunteers.
- Getting parents to school meetings and activities.

Plan to Monitor Progress Toward G3. 8

Data from sign in sheets...numbers of parental involvement will increase.

Person Responsible

Pamela Hardy

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign in sheets

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 Engagement **1**

 G075167

G1.B1 Teachers are not all trained in Kagan. How to obtain funding so that 100% of teachers can be trained? **2**

 B196251

G1.B1.S1 Approach PTO to provide funding for training for 100% of staff on Kagan. **4**

 S207974

Strategy Rationale

With all teachers properly trained in Kagan, the students at Golson will be also trained in Kagan. The students will be engaged and the teachers will show what Kagan strategies were used.

Action Step 1 **5**

Attend PTO meeting and ask for funding.

Person Responsible

Pamela Hardy

Schedule

On 9/23/2014

Evidence of Completion

PTO minutes from meeting

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Walk throughs and observations

Person Responsible

Pamela Hardy

Schedule

On 5/29/2015

Evidence of Completion

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

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

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 Responsible

Schedule

On 5/29/2015

Evidence of Completion

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

G1.B1.S2 Engaged learning 4

S207975

Strategy Rationale

PTO supported training for all teachers.

Action Step 1 5

Approach PTO to fund Kagan Training for 100% of teachers.

Person Responsible

Pamela Hardy

Schedule

On 9/23/2014

Evidence of Completion

PTO Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Pamela Hardy

Schedule

On 6/2/2015

Evidence of Completion

Increased performance on student daily reading response journal entries.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Pamela Hardy

Schedule

On 6/2/2015

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 Increase teacher knowledge on evaluation requirements for understanding of monitoring implementation and strategies for student achievement. 4

 S207976

Strategy Rationale

Evidence of completion would be that the student's grades increase and student's results on progress monitoring increase.

Action Step 1 5

Book study on research-based Marzano strategies.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

Increased teacher understanding of research-based Marzano strategies.

Action Step 2 5

Grades increase due to student engagement.

Person Responsible

Schedule

Evidence of Completion

Data provided will show an increase in overall averages each semester.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Book study work product.

Person Responsible

Schedule

Evidence of Completion

Increased teacher understanding of research-based vocabulary strategies.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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

Person Responsible

Schedule

Evidence of Completion

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

G1.B1.S4 Teachers will receive training on research-based reading instruction and strategies. 4

S207977

Strategy Rationale

Action Step 1 5

Training on researched-based reading instruction and strategies.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

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

Person Responsible

Carolyn Pilcher

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

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

Person Responsible

Vicki Taylor

Schedule

Evidence of Completion

Increased student reading scores on Stanford 10 test.

G1.B1.S5 Test Scores increase. 4

 S207978

Strategy Rationale

Action Step 1 5

Increase teacher knowledge on evaluation requirements

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S7 Reading proficiency. 4

 S207980

Strategy Rationale

Action Step 1 5

The students will become more fluent in reading proficiency.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S8 Kagan strategies are used. 4

 S207981

Strategy Rationale

100% of the teachers will be Kagan trained. PTO approved \$3000 for training.

Action Step 1 5

Observation of Kagan strategies being used throughout the school including Win Win Discipline.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S9 Phonics training...Open Court. 4

 S207982

Strategy Rationale

Open Court phonics resources have been purchased.

Action Step 1 5

Observation of Open Court Phonics being used in the classroom and monitoring phonics progress.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S10 Learning A-Z, Raz Kids, and Vocabulary A-Z. 4

 S207983

Strategy Rationale

Action Step 1 5

Learning A-Z and RAZ kids will be implemented in the computer lab, at home, and in the classroom using the digital devices.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S11 Accelerated Reading done daily. 4

 S207984

Strategy Rationale

Action Step 1 5

Accelerated Reading will be done daily in the classroom and Catherine Connor will assist in the management.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

G1.B1.S12 Digital Devices. 4

 S207985

Strategy Rationale

Action Step 1 5

Digital devices will be used in the classroom before and during school to increase reading/math proficiency.

Person Responsible

Pamela Hardy

Schedule

Evidence of Completion

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. 1

G075168

G2.B1 Students may not understand the school purpose statement or school-wide discipline plan. 2

B196254

G2.B1.S1 Students will be provided with constant exposure to the school purpose statement. 4

S207988

Strategy Rationale

Students need to understand the goals they are trying to achieve.

Action Step 1 5

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 Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

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 6

School-wide discipline plan.

Person Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

All K-2 student referrals will be reduced by at least 45 percent at the end of the 2014-2015 school year. All K-2 students will understand and be able to articulate the school-wide discipline plan.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School purpose statement, school-wide discipline plan.

Person Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

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. 4

 S207989

Strategy Rationale

Clear expectations and consistent enforcement will reduce discipline referrals.

Action Step 1 5

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 Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

By the end of school year 2014-2015, 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 6

Examination of student discipline/referral forms.

Person Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

By the end of 2014-2015 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 Implementation of G2.B1.S2 7

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

Person Responsible

Pamela Hardy

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

By the end of 2014-2015 discipline referrals on campus at Golson will be reduced by 20 percent or higher for all K-2 students.

G3. Increase Parental Involvement 1

G075169

G3.B1 Getting volunteers. 2

B196255

G3.B1.S1 Setting up a volunteer board set up in window office. 4

S207990

Strategy Rationale

Parents will know more about the activities they can volunteer for each week.

Action Step 1 5

Hang board in window office and train office worker in volunteer rules and procedures.

Person Responsible

Pamela Hardy

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Volunteers will sign up for jobs on the volunteer board.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Cephus Granberry will provide a volunteer training for all volunteers and assist the office worker if needed.

Person Responsible

Pamela Hardy

Schedule

On 11/18/2014

Evidence of Completion

Smooth implementation of volunteer program.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Parent involvement will increase through the volunteer program.

Person Responsible

Pamela Hardy

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parent sign in sheets will provide evidence of increased parental involvement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Attend PTO meeting and ask for funding.	Hardy, Pamela	9/23/2014	PTO minutes from meeting	9/23/2014 one-time
G1.B1.S2.A1	Approach PTO to fund Kagan Training for 100% of teachers.	Hardy, Pamela	9/23/2014	PTO Minutes	9/23/2014 one-time
G1.B1.S3.A1	Book study on research-based Marzano strategies.	Hardy, Pamela	Increased teacher understanding of research-based Marzano strategies.	one-time	
G1.B1.S4.A1	Training on researched-based reading instruction and strategies.	Hardy, Pamela	.	one-time	
G1.B1.S5.A1	Increase teacher knowledge on evaluation requirements	Hardy, Pamela		one-time	
G1.B1.S7.A1	The students will become more fluent in reading proficiency.	Hardy, Pamela		one-time	
G1.B1.S8.A1	Observation of Kagan strategies being used throughout the school including Win Win Discipline.	Hardy, Pamela		one-time	
G1.B1.S9.A1	Observation of Open Court Phonics being used in the classroom and monitoring phonics progress.	Hardy, Pamela		one-time	
G1.B1.S10.A1	Learning A-Z and RAZ kids will be implemented in the computer lab, at home, and in the classroom using the digital devices.	Hardy, Pamela		one-time	
G1.B1.S11.A1	Accelerated Reading will be done daily in the classroom and Catherine Connor will assist in the management.	Hardy, Pamela		one-time	
G1.B1.S12.A1	Digital devices will be used in the classroom before and during school to increase reading/math proficiency.	Hardy, Pamela		one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	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.	Hardy, Pamela	8/18/2014	All students will know the school's purpose statement and be able to articulate it when asked.	5/29/2015 daily
G2.B1.S2.A1	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.	Hardy, Pamela	8/18/2014	By the end of school year 2014-2015, student discipline referrals at Golson will be reduced by 20 percent or higher for all K-2 students.	5/29/2015 daily
G3.B1.S1.A1	Hang board in window office and train office worker in volunteer rules and procedures.	Hardy, Pamela	8/18/2014	Volunteers will sign up for jobs on the volunteer board.	5/29/2015 weekly
G1.B1.S1.A2	[no content entered]			once	
G1.B1.S3.A2	Grades increase due to student engagement.		Data provided will show an increase in overall averages each semester.	one-time	
G1.MA1	Monitoring of lesson plans and instruction to see if Kagan strategies, individualized tracking of learning goals, collaborative learning, use of digital devices, and other engagement strategies are being used in the classroom. and throughout the school.	Hardy, Pamela	8/18/2014	Data entered in iobserve, increase in standardized test scores, Think Link, progress monitoring, and Stanford 10.	5/29/2015 monthly
G1.B1.S1.MA1	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.		8/18/2014	End of year student performance on assessments, final teacher performance assessment, Stanford 10 test scores.	5/29/2015 one-time
G1.B1.S1.MA1	Walk throughs and observations	Hardy, Pamela	8/18/2014	End of year documentation of student reading response journals, teacher observation final instrument.	5/29/2015 one-time
G1.B1.S2.MA1	Examination of student reading response journals, monitoring of student performance, classroom walk-throughs and teacher observations.	Hardy, Pamela	8/18/2014	Completed reading response journals, higher reading, vocabulary and writing performance on Stanford 10 at the end of school year.	6/2/2015 one-time
G1.B1.S2.MA1	Monitoring of student daily response journals, student progress monitoring, student samples and portfolios (when applicable), classroom walk-throughs and teacher observations.	Hardy, Pamela	8/18/2014	Increased performance on student daily reading response journal entries.	6/2/2015 one-time
G1.B1.S3.MA1	Work product from book study, lesson plans inclusive of research-based vocabulary strategies, classroom walk-throughs, teacher observations.		Increased teacher knowledge and usage of research-based vocabulary strategies in	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			the classroom.		
G1.B1.S3.MA1	Book study work product.		Increased teacher understanding of research-based vocabulary strategies.	once	
G1.B1.S4.MA1	Reading progress monitoring, classroom walk-throughs, teacher observations, monitoring of lesson plans.	Taylor, Vicki	Increased student reading scores on Stanford 10 test.	one-time	
G1.B1.S4.MA1	Training documentation and participation, monitoring of lesson plans, classroom walk-throughs, teacher observations.	Pilcher, Carolyn		one-time	
G2.MA1	Examination of student discipline/referral forms.	Hardy, Pamela	8/18/2014	Student discipline referrals at Golson will be reduced by 20 percent or higher for all K-2 students by the use of positive reinforcement, Caught Being Good forms more widely used, and positive observations in and out of the classroom.	5/29/2015 daily
G2.MA2	District Discipline Coordinator, Mrs. Beach observes that the discipline is positive and referrals are decreasing on campus. Observes individual students needing help with behavior.	Hardy, Pamela	8/18/2014	Student discipline referrals will decrease and the district will observe positive activities at Golson.	5/29/2015 weekly
G2.B1.S1.MA1	School purpose statement, school-wide discipline plan.	Hardy, Pamela	8/18/2014	Student discipline/referral forms, student "Caught Being Good" forms.	5/29/2015 daily
G2.B1.S1.MA1	School-wide discipline plan.	Hardy, Pamela	8/18/2014	All K-2 student referrals will be reduced by at least 45 percent at the end of the 2014-2015 school year. All K-2 students will understand and be able to articulate the school-wide discipline plan.	5/29/2015 daily
G2.B1.S2.MA1	Classroom and campus walk-throughs, teacher observation and evaluation, student observation, review of discipline/referral forms, examination of "Caught Being Good" forms.	Hardy, Pamela	8/18/2014	By the end of 2014-2015 discipline referrals on campus at Golson will be reduced by 20 percent or higher for all K-2 students.	5/29/2015 daily
G2.B1.S2.MA1	Examination of student discipline/referral forms.	Hardy, Pamela	8/18/2014	By the end of 2014-2015 school year, student discipline referrals on campus at Golson will be reduced by 20 percent or higher for all K-2 students.	5/29/2015 daily
G3.MA1	Data from sign in sheets...numbers of parental involvement will increase.	Hardy, Pamela	8/18/2014	Sign in sheets	5/29/2015 weekly
G3.B1.S1.MA1	Parent involvement will increase through the volunteer program.	Hardy, Pamela	8/18/2014	Parent sign in sheets will provide evidence of increased parental involvement.	5/29/2015 weekly
G3.B1.S1.MA1	Cephus Granberry will provide a volunteer training for all volunteers and assist the office worker if needed.	Hardy, Pamela	11/18/2014	Smooth implementation of volunteer program.	11/18/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase Student Engagement

G1.B1 Teachers are not all trained in Kagan. How to obtain funding so that 100% of teachers can be trained?

G1.B1.S1 Approach PTO to provide funding for training for 100% of staff on Kagan.

PD Opportunity 1

Attend PTO meeting and ask for funding.

Facilitator

Dr. Jennifer Hawthorne, remediation teacher, Vicki Taylor-District Reading Coach

Participants

All classroom teachers, remediation teacher

Schedule

On 9/23/2014

G1.B1.S3 Increase teacher knowledge on evaluation requirements for understanding of monitoring implementation and strategies for student achievement.

PD Opportunity 1

Book study on research-based Marzano strategies.

Facilitator

Dr. Jennifer Hawthorne

Participants

All instructional personnel

Schedule

G1.B1.S4 Teachers will receive training on research-based reading instruction and strategies.

PD Opportunity 1

Training on researched-based reading instruction and strategies.

Facilitator

Participants

K-2 Classroom teachers, remediation teacher.

Schedule

G3. Increase Parental Involvement

G3.B1 Getting volunteers.

G3.B1.S1 Setting up a volunteer board set up in window office.

PD Opportunity 1

Hang board in window office and train office worker in volunteer rules and procedures.

Facilitator

Cephus Granberry

Participants

Parents - Volunteer Training

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Budget

Budget Data

Budget Data						
1	G1.B1.S1.A1	Attend PTO meeting and ask for funding.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$3,000.00
			<i>Notes: Golson PTO</i>			
2	G1.B1.S1.A2					\$0.00

Budget Data

3	G1.B1.S10.A1	Learning A-Z and RAZ kids will be implemented in the computer lab, at home, and in the classroom using the digital devices.				\$0.00
4	G1.B1.S11.A1	Accelerated Reading will be done daily in the classroom and Catherine Connor will assist in the management.				\$0.00
5	G1.B1.S12.A1	Digital devices will be used in the classroom before and during school to increase reading/math proficiency.				\$0.00
6	G1.B1.S2.A1	Approach PTO to fund Kagan Training for 100% of teachers.				\$0.00
7	G1.B1.S3.A1	Book study on research-based Marzano strategies.				\$0.00
8	G1.B1.S3.A2	Grades increase due to student engagement.				\$0.00
9	G1.B1.S4.A1	Training on researched-based reading instruction and strategies.				\$0.00
10	G1.B1.S5.A1	Increase teacher knowledge on evaluation requirements				\$0.00
11	G1.B1.S7.A1	The students will become more fluent in reading proficiency.				\$0.00
12	G1.B1.S8.A1	Observation of Kagan strategies being used throughout the school including Win Win Discipline.				\$0.00
13	G1.B1.S9.A1	Observation of Open Court Phonics being used in the classroom and monitoring phonics progress.				\$0.00
14	G2.B1.S1.A1	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.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$3,000.00
			<i>Notes: ESE - Win Win Discipline Training</i>			
15	G2.B1.S2.A1	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.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,000.00
			<i>Notes: Positive Behavior Support Incentives and Awards</i>			
16	G3.B1.S1.A1	Hang board in window office and train office worker in volunteer rules and procedures.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	School Improvement Funds		\$1,500.00
			<i>Notes: Nikki Folders for parent communication</i>			
Total:						\$8,500.00