

Jackson County School Board

# Frank M. Golson Elementary School



2016-17 School Improvement Plan

## Frank M. Golson Elementary School

4258 2ND AVE, Marianna, FL 32446

<http://golson.jcsb.org>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-2	Yes	77%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Jackson County School Board on 11/22/2016.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Frank M. Golson Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Building Foundations for Academic Success for All

##### b. Provide the school's vision statement

Golson's vision is to be a professional learning community that fosters an environment of innovation, collaboration, and commitment all for the purpose of creating competent and productive citizens for our future.

We teach the Florida Standards through research based curriculum and a variety of differentiated resources to ensure all students can read, write, and perform mathematics on grade level and beyond. Students are self-directed and encouraged to achieve grade level as well as personal learning goals. This is in core subject areas, as well as sciences, technology, physical education, and the arts.

Small group and individualized instruction, driven by formative, summative, and diagnostic data, is necessary for each student to reach his/her potential. Golson monitors student progress and has a multi-tiered system approach to pinpoint areas of growth for continuous improvement.

Golson believes in school wide positive behavior supports. Positive behavior and social skills are promoted consistently in every classroom on a daily basis. Positive behavior is recognized and rewarded, and negative behavior is a teachable moment. Every student knows they are responsible for his/her actions.

In addition to students, Golson's faculty and staff are committed to being life long learners that know their craft. Through collegiality and innovation, staff are open to new ideas and seek out the latest research, teaching strategies, and technology in order to have high expectations and engaging instruction for all students. Staff are also empowered to create their own professional learning communities to guide development and individualized professional growth to maximize their potential.

#### 2. School Environment

##### a. 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.

##### b. 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 for all. 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. 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 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.

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.

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

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. 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 placed 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 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.

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

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.

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

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

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

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 Assistant Principal or Principal
- recommends a child study team meeting

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



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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	53	43	43	0	0	0	0	0	0	0	0	0	0	139
One or more suspensions	33	23	24	0	0	0	0	0	0	0	0	0	0	80
Course failure in ELA or Math	0	29	38	0	0	0	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
***These numbers are K- 2nd grade students totaled	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

IF a child is recommended to the SST 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 the interventions start immediately. The teacher keeps track of the time, 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.

When Golson has exhausted 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.

**B. Family and Community Engagement**

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

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

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

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

Yes

**1. PIP Link**

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

**2. Description**

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.

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

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. Jackson Hospital sponsors our end of the year Accelerated Reader incentive party. Area business support our annual 5K Gopher Run.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Hawthorne, Jennifer	Principal
Baxter, Heather	Other

**b. Duties**

**1. 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.

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

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 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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Heather Baxter	Teacher
Dr. Jennifer Hawthorne	Principal
Ashley Uchebo	Teacher
Carolyn Brooks	Parent
Erin French	Parent
Catherine Connor	Teacher
Vicki Everett	Teacher
Elisabeth Flowers	Parent
Nicole Bowles	Parent
Michelle Williams	Teacher
Jessica Bollinger	Teacher
Amy Anderson	Business/Community

### b. Duties

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

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

Completed

*b. 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.

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

Completed

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

Student Incentives- \$2463.16

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

Yes

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

Completed

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

**a. Membership**

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

Name	Title
Baxter, Heather	Other

**b. Duties**

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

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 reading program McGraw-Hill Wonders, Open Court and 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.

**D. Public and Collaborative Teaching**

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

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

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. Overcoming Dyslexia is the book study discussed at each grade group. The grade group reads a chapter each week and brainstorms ways to implement strategies in the classroom.

**2. 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.

**3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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.

#### b. Instructional Strategies

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

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, iReady, Wonder's diagnostic, 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 on dyslexia and learn to identify warning signs and implement 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 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.

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

**Strategy:** 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 children's 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**

Baxter, Heather, heather.baxter@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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

The 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.

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

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

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.

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

n/a

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

n/a

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

n/a

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

**C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** On average, all students will make one year's growth in reading and math as shown from test 1 to test 3 on iReady.
- G2.** Student discipline referrals on campus at Golson Elementary will be reduced by 10 percent.
- G3.** Increase Parental Involvement

## Strategic Goals Detail

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

**G1.** On average, all students will make one year's growth in reading and math as shown from test 1 to test 3 on iReady. 1a

G086664

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	

**Targeted Barriers to Achieving the Goal** 3

- Teacher anxiety with new digital devices.
- Helping teachers understand new programs such as Open Court, iReady and Learning A-Z without overload.

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

- 
- Phonics Training from PAEC with Open Court resources.
- Book study for teachers on research-based Reading, Marzano strategies and overcoming dyslexia
- 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.

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

Growth in Reading and Math

**Person Responsible**

Heather Baxter

**Schedule**

On 5/26/2017

**Evidence of Completion**

Scale Scores from diagnostic I and diagnostic III from iReady in both reading and math for all students

**G2. Student discipline referrals on campus at Golson Elementary will be reduced by 10 percent.** 1a

G086665

**Targets Supported** 1b

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

AMO Reading - All Students

**Targeted Barriers to Achieving the Goal** 3

- Students may not understand the school-wide discipline plan.

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

- Clear, concise purpose statement "F.M. Golson: Building Foundations for Academic Success for All,"
- Recess time has been added after lunch time for outlets.
- Kagan strategies are implemented. Movement and centers. Engagement decreases boredom.
- Special Area teachers are on hand when buses arrive to encourage and decrease referrals on the bus.
- Weekly "Caught Being Good" notifications
- School rules- KNOW- displayed and reviewed in classroom

**Plan to Monitor Progress Toward G2.** 8

Examination of student discipline/referral forms.

**Person Responsible**

Heather Baxter

**Schedule**

Every 6 Weeks, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

Student discipline referrals at Golson will be reduced by 10 percent

**Plan to Monitor Progress Toward G2.** 8

Office referrals will be tracked to determine that the discipline is positive and referrals are decreasing on campus. Administration and SST will identify students with need for behavior interventions and proceed with referral process.

**Person Responsible**

Heather Baxter

**Schedule**

Every 6 Weeks, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

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

**G3. Increase Parental Involvement** 1a

G086666

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

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

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

- Parent nights four times a year.
- PTO involvement and meetings.
- School Advisory Council
- Parent Conferences
- Digital devices
- Volunteering. A wipe on/wipe off board is placed in the window office to inform parents of the needs.
- Reading programs for use at home...RAZ kids, AR, Book IT.
- Website.
- Newsletter

**Plan to Monitor Progress Toward G3.** 8

Number of parents or guardians who attend parent night

**Person Responsible**

Heather Baxter

**Schedule**

On 5/26/2017

**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.** On average, all students will make one year's growth in reading and math as shown from test 1 to test 3 on iReady. **1**

 G086664

**G1.B1** Teacher anxiety with new digital devices. **2**

 B230367

**G1.B1.S1** Teachers will have inservice to train them in using the devices. **4**

 S243031

### Strategy Rationale

The students will progress in reading and math proficiency due to the devices.

### Action Step 1 **5**

Teachers will attend a training on iReady and Open Court

#### Person Responsible

Heather Baxter

#### Schedule

On 5/26/2017

#### Evidence of Completion

Increase in student achievement in reading and math.

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

Inservice on new programs including iReady, Learning A-Z and Open Court

**Person Responsible**

Heather Baxter

**Schedule**

On 5/26/2017

***Evidence of Completion***

Attendance sheets from training

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

Trainings for iReady, Open Court and A-Z

**Person Responsible**

Heather Baxter

**Schedule**

On 5/26/2017

***Evidence of Completion***

Increased performance on these programs



**G1.B2** Helping teachers understand new programs such as Open Court, iReady and Learning A-Z without overload. **2**

 B230368

**G1.B2.S1** Teachers will be trained and use Learning A-Z, iReady and Open Court without feeling overloaded. **4**

 S243032

### **Strategy Rationale**

The teachers and students will feel confident in their ability to utilize programs and use them on the digital devices.

### **Action Step 1** **5**

In-service or trainings on iReady, Learning A-Z and Open Court

#### **Person Responsible**

Heather Baxter

#### **Schedule**

On 5/26/2017

#### ***Evidence of Completion***

Attendance at training evidenced by a sign in sheet and increased usage and confidence in programs for digital devices

**G2.** Student discipline referrals on campus at Golson Elementary will be reduced by 10 percent. 1

G086665

**G2.B1** Students may not understand the school-wide discipline plan. 2

B230369

**G2.B1.S1** Students will be provided with constant exposure to the school purpose statement and school "KNOW" rules 4

S243033

**Strategy Rationale**

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

**Action Step 1** 5

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

**Person Responsible**

Heather Baxter

**Schedule**

Daily, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

School-wide discipline plan.

**Person Responsible**

Heather Baxter

**Schedule**

Daily, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

Reduction in office referrals.

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

School purpose statement, school-wide discipline plan.

**Person Responsible**

Heather Baxter


**Schedule**

Daily, from 8/11/2016 to 5/26/2017

**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

 S243034

**Strategy Rationale**

Clear expectations and consistent enforcement will reduce discipline referrals.

**Action Step 1** 5

Utilization of Caught Being Good Forms and KNOW school rules posted

**Person Responsible**

Heather Baxter

**Schedule**

Every 6 Weeks, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

By the end of school year 2016-17, student discipline referrals at Golson will be reduced by 10 percent

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Examination of student discipline/referral forms.

**Person Responsible**

Heather Baxter

**Schedule**

Every 6 Weeks, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

By the end of 2016-2017 school year, student discipline referrals on campus at Golson will be reduced by 10 percent

**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**

Heather Baxter

**Schedule**

Monthly, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

Discipline referrals will be reduced by 10%

### G3. Increase Parental Involvement 1

G086666

#### G3.B1 Getting volunteers. 2

B230370

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

S243035

#### 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

Heather Baxter

#### Schedule

Weekly, from 8/11/2016 to 5/26/2017

#### Evidence of Completion

Volunteers will sign up for jobs on the volunteer board.

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

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

#### Person Responsible

Heather Baxter

#### Schedule

On 5/26/2017

#### 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**

Heather Baxter

**Schedule**

Quarterly, from 8/11/2016 to 5/26/2017

**Evidence of Completion**

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

**G3.B2 Getting parents to school meetings and activities.** 2

 B230371

**G3.B2.S1 The parents will attend parent nights and meetings.** 4

 S243036

**Strategy Rationale**

The more the parents are involved, the more the students will progress.

**Action Step 1** 5

Parent nights will be scheduled four times a year

**Person Responsible**

Heather Baxter

**Schedule**

On 5/26/2017

**Evidence of Completion**

An increase in attendance of parents or guardians at parent night.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.MA1 M325354	Growth in Reading and Math	Baxter, Heather	8/11/2016	Scale Scores from diagnostic I and diagnostic III from iReady in both reading and math for all students	5/26/2017 one-time
G2.MA1 M325359	Examination of student discipline/referral forms.	Baxter, Heather	8/11/2016	Student discipline referrals at Golson will be reduced by 10 percent	5/26/2017 every-6-weeks
G2.MA2 M325360	Office referrals will be tracked to determine that the discipline is positive and referrals are...	Baxter, Heather	8/11/2016	Student discipline referrals will decrease and the district will observe positive activities at Golson.	5/26/2017 every-6-weeks
G3.MA1 M325363	Number of parents or guardians who attend parent night	Baxter, Heather	8/11/2016	Sign in sheets	5/26/2017 one-time
G1.B1.S1.MA1 M325352	Trainings for iReady, Open Court and A-Z	Baxter, Heather	8/11/2016	Increased performance on these programs	5/26/2017 one-time
G1.B1.S1.MA1 M325353	Inservice on new programs including iReady, Learning A-Z and Open Court	Baxter, Heather	8/11/2016	Attendance sheets from training	5/26/2017 one-time
G1.B1.S1.A1 A314460	Teachers will attend a training on iReady and Open Court	Baxter, Heather	8/11/2016	Increase in student achievement in reading and math.	5/26/2017 one-time
G1.B2.S1.A1 A314461	In-service or trainings on iReady, Learning A-Z and Open Court	Baxter, Heather	8/11/2016	Attendance at training evidenced by a sign in sheet and increased usage and confidence in programs for digital devices	5/26/2017 one-time
G2.B1.S1.MA1 M325355	School purpose statement, school-wide discipline plan.	Baxter, Heather	8/11/2016	Student discipline/referral forms, student "Caught Being Good" forms.	5/26/2017 daily
G2.B1.S1.MA1 M325356	School-wide discipline plan.	Baxter, Heather	8/11/2016	Reduction in office referrals.	5/26/2017 daily
G2.B1.S1.A1 A314462	Purpose statement and KNOW rules consistently restated through use in all classrooms and school...	Baxter, Heather	8/11/2016	All students will know the school's purpose statement and KNOW rules and be able to articulate them when asked.	5/26/2017 daily
G3.B1.S1.MA1 M325361	Parent involvement will increase through the volunteer program.	Baxter, Heather	8/11/2016	Parent sign in sheets will provide evidence of increased parental involvement.	5/26/2017 quarterly
G3.B1.S1.MA1 M325362	Chephus Granberry will provide a volunteer training for all volunteers and assist the office worker...	Baxter, Heather	8/11/2016	Smooth implementation of volunteer program.	5/26/2017 one-time
G3.B1.S1.A1 A314464	Hang board in window office and train office worker in volunteer rules and procedures.	Baxter, Heather	8/11/2016	Volunteers will sign up for jobs on the volunteer board.	5/26/2017 weekly
G3.B2.S1.A1 A314465	Parent nights will be scheduled four times a year	Baxter, Heather	8/11/2016	An increase in attendance of parents or guardians at parent night.	5/26/2017 one-time
G2.B1.S2.MA1 M325357	Classroom and campus walk-throughs, teacher observation and evaluation, student observation, review...	Baxter, Heather	8/11/2016	Discipline referrals will be reduced by 10%	5/26/2017 monthly
G2.B1.S2.MA1 M325358	Examination of student discipline/referral forms.	Baxter, Heather	8/11/2016	By the end of 2016-2017 school year, student discipline referrals on campus at Golson will be reduced by 10 percent	5/26/2017 every-6-weeks
G2.B1.S2.A1 A314463	Utilization of Caught Being Good Forms and KNOW school rules posted	Baxter, Heather	8/11/2016	By the end of school year 2016-17, student discipline referrals at Golson will be reduced by 10 percent	5/26/2017 every-6-weeks

## V. Professional Development Opportunities

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

**G1.** On average, all students will make one year's growth in reading and math as shown from test 1 to test 3 on iReady.

**G1.B1** Teacher anxiety with new digital devices.

**G1.B1.S1** Teachers will have inservice to train them in using the devices.

### **PD Opportunity 1**

Teachers will attend a training on iReady and Open Court

#### **Facilitator**

Jennifer Hawthorne

#### **Participants**

teachers

#### **Schedule**

On 5/26/2017

**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 8/11/2016 to 5/26/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will attend a training on iReady and Open Court				\$0.00
2	G1.B2.S1.A1	In-service or trainings on iReady, Learning A-Z and Open Court				\$0.00
3	G2.B1.S1.A1	Purpose statement and KNOW rules consistently restated through use in all classrooms and school areas, and daily stating of purpose statement by 2nd grade students on the WGES Morning Show.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$3,000.00
<i>Notes: ESE - Win Win Discipline Training</i>						
4	G2.B1.S2.A1	Utilization of Caught Being Good Forms and KNOW school rules posted				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Positive Behavior Support Incentives and Awards</i>						
5	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	2016-17
			District-Wide	School Improvement Funds		\$1,500.00
<i>Notes: Nikki Folders for parent communication</i>						
6	G3.B2.S1.A1	Parent nights will be scheduled four times a year				\$0.00
					<b>Total:</b>	<b>\$5,500.00</b>