

Jackson County School Board

Frank M. Golson Elementary School



2018-19 School Improvement Plan

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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18
Grade	

School Board Approval

This plan was approved by the Jackson County School Board on 9/18/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Building Foundations for Academic Success for All

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.

School Leadership Team

Membership

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

Name	Title
Allen, Amy	Principal
Hanstine, Sumi	Teacher, K-12
Mathis, Anne	Teacher, K-12
Plant, Vickie	Teacher, K-12
Golden, Deeanna	Teacher, K-12
Holden, Toyka	Assistant Principal
Dean, Kala	Teacher, K-12
Durham, Sussie	Teacher, K-12
White, Marla	Teacher, K-12
French, Erin	Guidance Counselor

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

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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.

Early Warning Systems

Year 2017-18

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	60	39	46	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	13	20	16	0	0	0	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	14	9	0	0	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	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	6	14	9	0	0	0	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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	44	48	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	5	5	11	0	0	0	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	9	13	0	0	0	0	0	0	0	0	0	0	22
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	4	4	10	0	0	0	0	0	0	0	0	0	0	18

Year 2016-17 - Updated

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	44	48	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	5	5	11	0	0	0	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	9	13	0	0	0	0	0	0	0	0	0	0	22
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	4	4	10	0	0	0	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Using iReady data for the 2017-2018 instructional year, the following was concluded. For math, the Measurement and Data component was the lowest across all grades, with percentages below level as follows: Kindergarten - 30%; First grade - 46%; and Second grade - 33%. For reading, the Vocabulary component was the lowest across all grades, with percentages below level as follows: Kindergarten - 31%; First grade - 44%; and Second grade - 43%. This is indicative that there is a trend in either the instructional practices or curriculum that may contribute to this component being common across the grade groups.

Which data component showed the greatest decline from prior year?

Based on iReady data, First grade Phonics showed an increase in students who were below level in Phonics. 2016-2017 reported only 22% of students were below level; however, 2017-2018 showed an increase in Phonics deficiency with 34% of students performing below level. Kindergarten showed a decline in number of students reaching proficiency in Measurement and Data with an increase of 29% in 16-17 to 35% in 2017-2018. Geometry was also another area of Kindergarten that experienced a 6% increase between the instructional years.

Which data component had the biggest gap when compared to the state average?

NA

Which data component showed the most improvement? Is this a trend?

Kindergarten Phonological Awareness went from 17% to 16% below grade level, whereas 2nd grade Comprehension: Literature went from 33% to 26%. IReady math data showed that the most improvement occurred in 2nd grade Measurement and Data where the percentage of students below level in 2016-2017 was 36%. This percentage dropped to 33% for the 2017-2018 year with a lower number of students below level and an overall increase in scale score for M&A of 2 points.

Describe the actions or changes that led to the improvement in this area

The integration and implementation of the following actions led to the successes in these areas:

- (1) Shared instructional practices
- (2) Streamlined curriculum
- (3) Unpacked standards and cross-walked with curriculum
- (4) Communication across grade groups

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	67%	56%	0%	65%	55%
ELA Learning Gains	0%	59%	55%	0%	63%	57%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	0%	50%	48%	0%	58%	52%
Math Achievement	0%	70%	62%	0%	71%	61%
Math Learning Gains	0%	58%	59%	0%	65%	61%
Math Lowest 25th Percentile	0%	40%	47%	0%	53%	51%
Science Achievement	0%	56%	55%	0%	61%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Attendance below 90 percent	60 (53)	39 (44)	46 (48)	145 (145)
One or more suspensions	13 (5)	20 (5)	16 (11)	49 (21)
Course failure in ELA or Math	0 (0)	14 (9)	9 (13)	23 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading

Rationale Based on IReady predicted average scale score gains, 70% of students met the required end of the year Reading targets last year.

Intended Outcome Based on IReady predicted average scale score gains, 75% of students will reach gain required to reach end of the year targets.

Point Person Amy Allen (amy.allen@jcsb.org)

Action Step

Description Students will utilize IReady 45 minutes per week. Teachers and Aides will implement individualized instruction as needed as designated by the program of instruction/ remediation assigned for each child. Access to i-Ready, Lexia online programs. Access to Elementary ELA Resource Teacher. Pull-out remediation. MTSS Coordinator.

Person Responsible Amy Allen (amy.allen@jcsb.org)

Plan to Monitor Effectiveness

Description Teachers and Administrators will collect weekly progress reports from IReady.

Person Responsible Amy Allen (amy.allen@jcsb.org)

Activity #2

Title Math

Rationale Based on IReady predicted average scale score gains, 71% of students met the required end of the year Math targets last year.

Intended Outcome Based on IReady predicted average scale score gains, 75% of students will reach gain required to reach end of the year targets.

Point Person Amy Allen (amy.allen@jcsb.org)

Action Step

Description Students will utilize IReady 45 minutes per week. Teachers and Aides will implement individualized instruction as needed as designated by the program of instruction/ remediation assigned for each child. Access to Elementary Math Resource Teacher. MTSS Coordinator to assist with pullout remediation.

Person Responsible Amy Allen (amy.allen@jcsb.org)

Plan to Monitor Effectiveness

Description Teachers and Administrators will collect weekly progress reports from IReady.

Person Responsible Amy Allen (amy.allen@jcsb.org)

Activity #3

Title Kindergarten Attendance

Rationale Students missing school at least 10% of the required days in attendance, directly effects student progression in attaining IReady growth.

Intended Outcome To reduce the number of kindergarten students who miss more than 10 days during the instructional year.

Point Person Toyka Holden (toyka.holden@jcsb.org)

Action Step

Description Identify the warning signs of habitual truancy through documentation and student routines.

Person Responsible Toyka Holden (toyka.holden@jcsb.org)

Plan to Monitor Effectiveness

Description Collect and monitor weekly attendance records.

Person Responsible Toyka Holden (toyka.holden@jcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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.

PFEP Link

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

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 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.

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. 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.

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

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.

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-Services to ELL students and parents.

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.

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.

Part V: Budget

Total:	\$218,535.10
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