Frank M. Golson Elementary School

2019-20 Schoolwide Improvement Plan

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Frank M. Golson Elementary School

4258 2ND AVE, Marianna, FL 32446

http://golson.jcsb.org

Demographics

Principal: Amy Allen

Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year

Grade

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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. 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	Job Duties and Responsibilities
Allen, Amy	Principal	
Hanstine, Sumi	Teacher, K-12	
Mathis, Anne	Teacher, K-12	
Plant, Vickie	Teacher, K-12	
Golden, Deeanna	Teacher, K-12	
Dean, Kala	Teacher, K-12	
Durham, Sussie	Teacher, K-12	
French, Erin	School Counselor	
O'Pry, Michelle	Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	241	221	183	0	0	0	0	0	0	0	0	0	0	645
Attendance below 90 percent	72	39	34	0	0	0	0	0	0	0	0	0	0	145
One or more suspensions	14	27	21	0	0	0	0	0	0	0	0	0	0	62
Course failure in ELA or Math	1	30	16	0	0	0	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	19	13	0	0	0	0	0	0	0	0	0	0	39

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	27	21	9	0	0	0	0	0	0	0	0	0	0	57
Students retained two or more times	0	5	7	0	0	0	0	0	0	0	0	0	0	12

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	14	9	0	0	0	0	0	0	0	0	0	0	29

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	14	9	0	0	0	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	57%	0%	65%	55%
ELA Learning Gains	0%	58%	58%	0%	63%	57%
ELA Lowest 25th Percentile	0%	49%	53%	0%	58%	52%
Math Achievement	0%	66%	63%	0%	71%	61%
Math Learning Gains	0%	58%	62%	0%	65%	61%
Math Lowest 25th Percentile	0%	45%	51%	0%	53%	51%
Science Achievement	0%	54%	53%	0%	61%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	241 (0)	221 (0)	183 (0)	645 (0)
Attendance below 90 percent	72 (60)	39 (39)	34 (46)	145 (145)
One or more suspensions	14 (13)	27 (20)	21 (16)	62 (49)
Course failure in ELA or Math	1 (0)	30 (14)	16 (9)	47 (23)
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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ELL											
HSP											
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	33
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

English Language Learner progress on ACCESS for ELLs 2.0.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

English Language Learner progress on ACCESS for ELLs 2.0.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

English Language Learner progress on ACCESS for ELLs 2.0.

Which data component showed the most improvement? What new actions did your school take in this area?

There is no school grade components for this school.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The school will be monitoring student attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning gains on i-Ready ELA
2. Learning gains on i-Ready Math
3. ELL progress on ACCESS for ELLs 2.0
4. Student Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading
Rationale	Based on iReady predicted average scale gains, 73% met typical growth in reading last year. Our goal for last year was for 75% of students to meet typical growth. We did not meet our goal.
State the measurable outcome the school plans to achieve	Based on iReady predicted average scale score gains, 75% of students will reach typical growth required to reach end of year targets.
Person responsible for monitoring outcome	Amy Allen (amy.allen@jcsb.org)
Evidence-based Strategy	1. Supplemental programs
Rationale for Evidence-based Strategy	1. i-Ready has a white paper to show evidence.
Action Step	
Description	1. Students will utilize iReady 45 minutes per week. 2. Teachers and support staff will implement individualized instruction as needed as designated by the program of instruction/remediation assigned for each child. .
Person Responsible	Amy Allen (amy.allen@jcsb.org)

#2	
Title	Math
Rationale	Based on iReady predicted average scale score gains, 70% of students met typical growth requirements for the end of the year. Our goal was for 75% of students to meet required typical growth requirments for the year.

State the measurable outcome the school plans to achieve	Based on iReady predicted average scale score gains, 75% of students will meet end of year typical growth requirement.
Person responsible for monitoring outcome	Amy Allen (amy.allen@jcsb.org)
Evidence-based Strategy	1. Supplemental Programs
Rationale for Evidence-based Strategy	1. i-Ready has a white paper to support evidence.

Action Step	
Description	1. Students will utilize iReady 45 minutes per week. 2. Teachers and support staff will implement individualized instruction as needed as designated by the program of instruction/remediation assigned for each student.
Person Responsible	Amy Allen (amy.allen@jcsb.org)

#3	
Title	Attendance
Rationale	Students missing school at least 10% of the required days in attendance, directly effects student progression in attaining iReady growth.

State the measurable outcome the school plans to achieve	To reduce the number of students who miss more than 10 days during the instructional year.
Person responsible for monitoring outcome	Amy Allen (amy.allen@jcsb.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Identify the warning signs of habitual truancy through documentation and student routines. 2. Collect and monitor weekly attendance records.
Person Responsible	Amy Allen (amy.allen@jcsb.org)

#4	
Title	ELLs
Rationale	Student progress on ACCESS for ELLs 2.0 dropped from 59% to 32% in one year.

State the measurable outcome the school plans to achieve	Improve student progress of ELLs to 45% as measured by the 2020 ACCESS for ELLs 2.0.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	1. Additional Staff 2. Differentiated instruction 3. ESOL strategies in the classroom 4. Supplemental resources
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Provide ESOL training to staff 2. Provide access to ESOL trained staff for instruction 3. Provided access to additional staff to assist with language acquisition instruction 4. Provide access to supplemental resources 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

The school used the attached Parent and Family Engagement Plan to fulfill the school's mission to support the needs of students through family involvement.

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.

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

Title I, Part A:
Golson 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.
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 state standards. Funds were also used to improve teacher classroom management skills and sustained intensive classroom-focused programs.
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. Title I, Part A are provided.
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.
Head Start
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.
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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.

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.

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

Character education teaches about careers for students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading	$0.00
2	III.A.	Areas of Focus: Math	$0.00
3	III.A.	Areas of Focus: Attendance	$0.00
4	III.A.	Areas of Focus: ELLs	$0.00
		Total:	**$0.00**