



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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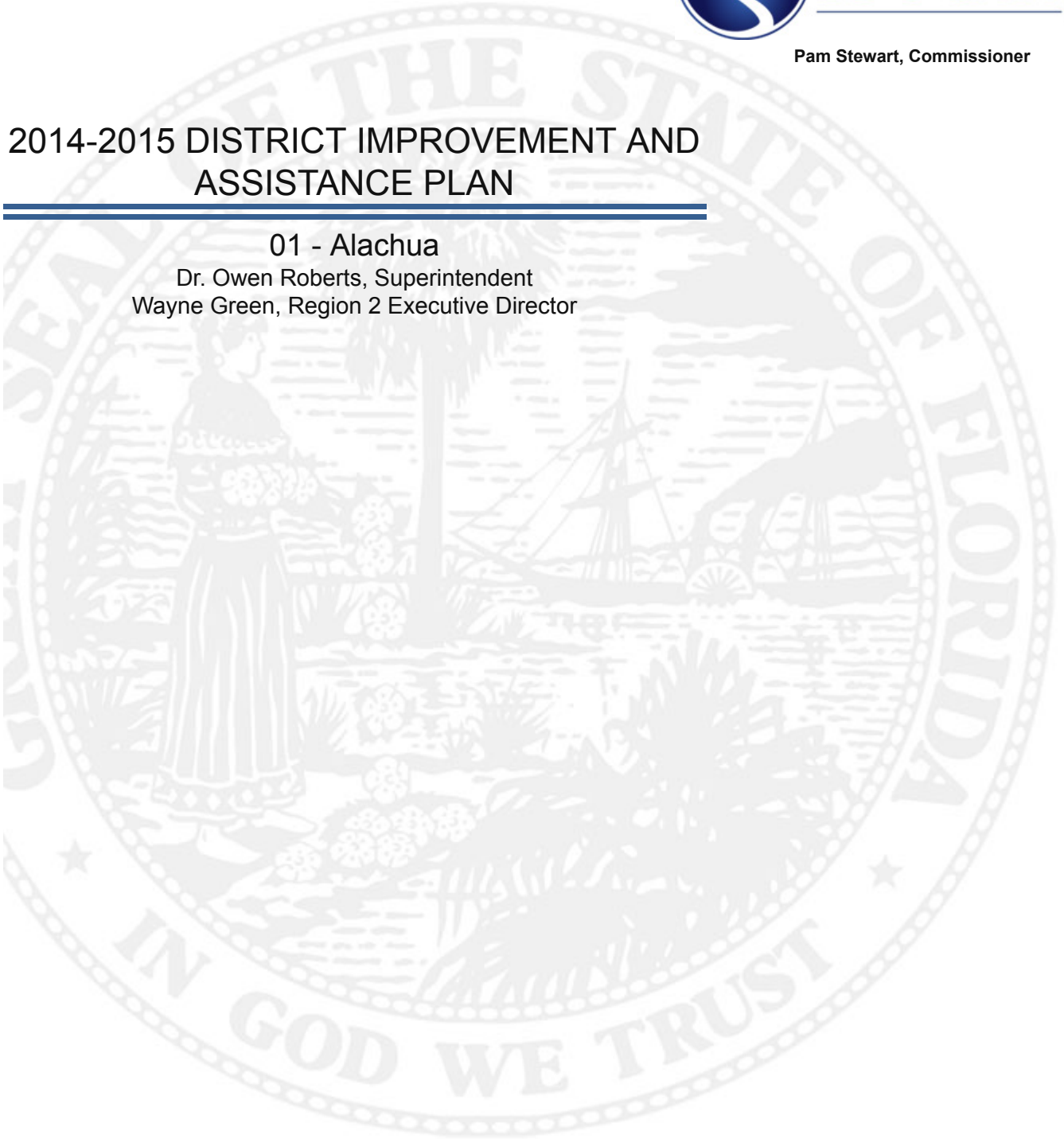
Pam Stewart, Commissioner

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 01 - Alachua

Dr. Owen Roberts, Superintendent  
Wayne Green, Region 2 Executive Director



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Budget Rollup Table coming soon

## Current District Status

### District Leadership Team

#### District Turnaround Lead

Provide contact information for the person leading the implementation of turnaround and directly supervising the principals in TOP-required schools and/or schools identified as "SIG-targeted" in the Intent to Apply survey. This person should report directly to the district superintendent.

This section meets the requirements of Final Requirements (75 FR 3375) I.A.2(a)(1)(v) and Form TOP-2 T5.

#### Employee's Name

Jones, Donna, jonesdm@gm.sbac.edu

#### Employee's Title

Director, Supervisor, Coordinator-Instructional

#### Employee's Phone Number

(352) 955-7444

#### Employee's Phone Extension

N/A

#### Supervisor's Name

Hershel Lyons

#### Supervisor's Title

Superintendent of Schools

#### Describe the role and responsibilities of the turnaround lead/office

The district has identified a support team for each school. headed by a Turnaround Leader (TL) and comprised of appropriate district staff, to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the SIG and in the district Differentiated Accountability Plan. The identified TL is a veteran principal with extensive experience working in high-need elementary schools and in leading a turnaround plan. She served as a SIG principal during the Cohort I SIG implementation at Duval Elementary where she orchestrated a grade increase at the school to consecutive B and C grades. The TL will provide mentoring to the appointed principal and school staff in the implementation of SRB curriculum and pedagogical practices designed to improve achievement among high-poverty, at-risk students. The TL will identify barriers to achieving goals, monitor program activities and evaluate progress, oversee SIG plan implementation and revisions as data drive program changes, and inform stakeholders of changes and progress made in the SIG program.

**Provide the following contact information for each member of the district leadership team:**

**Clarke, Karen, clarkekd@gm.sbac.edu****Title** Deputy, Assistant, Associate, Area Superintendent-Instructional**Phone** (352) 955-7444**Supervisor's Name** Hershel Lyons**Supervisor's Title** Superintendent of Schools**Role and Responsibilities**

- Provide leadership, direction and oversight for curriculum and instruction.
- Provide leadership for the continued analysis, development and monitoring of short and long range plans for improving instructional programs.
- Participate in the planning and development of an effective research base for implementing curriculum process and training.
- Keep informed and disseminate information about current research, trends, and best practices in areas of responsibility.

**Lagotic, Diana, lagotidl@gm.sbac.edu****Title** Director, Supervisor, Coordinator-Instructional**Phone** 352-955-7444**Supervisor's Name** Hershel Lyons**Supervisor's Title** Superintendent of Schools**Role and Responsibilities**

- Develop, design, and assist schools in implementation of curriculum models for improving student achievement.
- Direct the development of the School Improvement Plan.
- Keep informed and disseminate information about current research, trends, and best practices.
- Facilitate the development, implementation and evaluation of staff development activities.
- Promote innovative programs to enhance student achievement.
- Work closely with district and school staff to support school improvement initiatives and processes.

**Operational Flexibility**

This section meets the requirements of SIG RFP Assurance 18.

Provide the district's definition of "operational flexibility" provided to schools implementing a district-managed turnaround model under Section 1008.33, Florida Statutes (F.S.), or a Turnaround, Transformation or External Operator Restart model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Schools across the district are provided with instructional units sufficient to meet class-size requirements and based on a standard district-wide allocation formula. This basic instructional unit allocation formula will be altered at SIG schools. Specifically, additional "flexible" staffing units will be provided. The additional teacher units may be scheduled to best meet the needs of the school and will provide added flexibility in scheduling, staffing, and may be used to provide additional intensive remediation, to eliminate multi-age/multi-grade combo classes, and/or to further reduce class size. Principals are each given complete flexibility in staffing their schools with the most qualified personnel. Additional funding is

provided to all high-need schools through federal programs (Title I) and district resources. Principals are given discretion over the budgeting of these funds.

## Stakeholder Engagement

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts. [Link to district Parental Involvement Plan]

District curriculum staff members contributed information for the preparation of the DIAP. Contributing departments included Project Development, Title I, Elementary and Secondary Curriculum, School Improvement, Research and Development, Staff Development, Student Services, Exceptional Student Education, and Personnel. Parents and school staff members participated in strategic planning and school improvement through School Advisory Council meetings and other parent and community meetings from which strategies and recommendations provided input into the final District Improvement and Assistance Plan. Every school must have School Advisory Council which is made up of parents, school staff (teachers and educational support personnel), community member and when appropriate, students. SACs are actively involved in all aspects of the School Improvement process including development, implementation, and evaluation. School leadership teams have included stakeholders in the School Improvement Plan Problem Solving Process.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions in the space provided.

District staff (superintendent and curriculum directors) meets, and will continue to meet, regularly (monthly) with the principals of each school requiring intervention to review progress, discuss challenges, and to formulate plans designed to address weaknesses. Data is disaggregated and the results of district assessments are also considered across grade levels at each school. District staff discusses options available to schools and also provides support for curriculum delivery and staff development among school staff.

## Multi-Tiered System of Supports (MTSS)

This section meets the requirements of FFY13 APP Part IB Part 2c.

Describe the process through which district leadership identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) 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 (e.g., SIG 1003(g); Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; or other sources, as applicable to the district) to align to interventions in Priority and Focus schools. Include 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.

The Florida Continuous Improvement Model is used to ensure that data based problem solving is used for the implementation and monitoring of our DIAP. This includes funding of FCIM Facilitator at all Title I schools who are part of the school based leadership team which analyzes student data with the purpose of making instructional decisions to meet needs of students. These school-based teams develop Intervention groups for individual or small-group instruction. FCIM Facilitators collect student data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. Teachers work in collaborative teams during common planning time to review student data, to evaluate effectiveness of intervention, and plan for instruction. Educational Planning Team meetings are held to review and discuss students' academic improvement plans. The Response to Intervention process is used continuously to monitor student progress.

Support for interventions at each high-need school is coordinated at the district level. Additional resources are provided to schools on a need and eligibility basis from federal sources such as Title I, Title II-A, and Title III. These funds and resources are used, in accordance with program guidelines, to support the purchase of supplementary curriculum materials, provide instructional support personnel, and teacher training. Title II-A funds curriculum coaches and subject-area specialists, teacher mentors, and direct teacher training. High-need schools receive priority for Title II-A funding and for support personnel (for example, literacy coaches) paid for with Title II-A funds.. Additional staffing and support for curriculum programs are provided by district curriculum specialists. Resources for after-school programming (21st CCLC) have also been provided to at least two of the persistently low achieving schools. Each school is provided with funding for school-based staff development, but this, too, is coordinated at the district level to assure alignment with school improvement goals and objectives.

Describe the process through which district leadership monitors whether core instructional and intervention programs are implemented as intended (i.e., "with fidelity"), how alignment with the Florida Standards is maintained, and whether they are effective.

Title I funds are used to pay for a School Improvement Principal Specialist who works with schools identified by school grades as Differentiated Accountability Schools. This person acts as a mentor coach for principals assisting with all aspects of School Improvement, including conducting classroom walk throughs, data analysis, providing professional development based on specific school needs, and works closely with district administration and FLDOE DA teams. At the SIG funded schools, a Turnaround Leader (TL) will be provided, who will provide a similar role.

Title I schools complete a Title I Intervention Plan at the beginning of school year which guides intervention throughout year. This plan is monitored by Title I Teacher Specialists, who make school site visits monthly to work with Title I Lead Teachers, FCIM Facilitators and other school leadership. FCIM Facilitators complete FCIM

Record of Meeting forms to document Data Chats, which include action plan and person(s) responsible so that decisions made can be monitored for implementation.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

All schools are staffed based on a district-wide allocation formula. Schools also receive categorical budgeted funds which are used at the discretion of the principal within district guidelines. These allocations are directed from the Budget and Finance division and overseen by the Assistant Superintendent for Business Services.



## Instructional Programs

## Reading

**The district has an approved K-12 Comprehensive Research-based Reading Plan**

Yes

## Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

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**Program Type**

**School Type**

**Description**

## Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

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**Program Type**

**School Type**

**Description**

## Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

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Program Type

School Type

Description

## Curriculum Alignment and Pacing

The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

## Expected Improvements

## Needs Assessment for Targeted Student Subgroups

## Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	59%	No	68%
American Indian	72%	71%	No	75%
Asian	86%	85%	No	88%
Black/African American	41%	31%	No	47%
Hispanic	64%	61%	No	68%
White	79%	76%	No	81%
English language learners	47%	38%	No	52%
Students with disabilities	38%	26%	No	45%
Economically disadvantaged	48%	40%	No	53%

## Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	60%	No	68%
American Indian	60%	66%	Yes	64%
Asian	91%	90%	No	92%
Black/African American	43%	32%	No	48%
Hispanic	65%	62%	No	69%
White	78%	76%	No	80%
English language learners	58%	55%	No	62%
Students with disabilities	40%	28%	No	46%
Economically disadvantaged	48%	40%	No	54%

## Sustaining Improvements

This section meets the requirements of SIG RFP Assurances 19 and 20.

### Plan to Sustain the Improvements

The district has identified a support team for each school, including a "School Improvement Principal Specialist" and comprised of appropriate district staff, to provide ongoing, intensive technical assistance, specific guidance, and related support on strategies consistent with comprehensive instructional reform measures as outlined in the SIG and the district and school improvement plan. . Following the SIG implementation, the School Improvement Principal Specialist (SIPS) will function in the role of the TL and will provide mentoring to principals and school staff in the implementation of SRB curriculum and pedagogical practices designed to improve achievement among high-poverty, at-risk students. The SIPS will identify barriers to achieving goals, monitor program activities and evaluate progress, oversee SIG plan revisions as data drive program changes, and inform stakeholders of changes and progress made in the SIG program.

Additionally, each school will continue to maintain an Administrative Support Team (AST) comprised of the Principal and key staff. District based Reading, Math, and Science Coaches will be assigned to each school and will also be members of the AST. The AST will provide day-to-day management of reform efforts at the school level in coordination with the SIPS.

District curriculum coaches and subject-area specialists will provide imbedded staff development and support to all teachers on a weekly basis. Curriculum coaches include staff with expertise in student engagement, curriculum development, lesson planning, classroom management, and technology. Curriculum coaches and district curriculum specialists will provide additional staff development in monthly cohort groups, which are aligned to the evaluation competencies.

Additional funding is provided to all high-need schools through federal programs (Title I) and district resources. Principals are given discretion over the budgeting of these funds. Additional resources are provided to all high-need schools on a need and eligibility basis from federal sources such as Title I, Title II-A. Resources for after-school programming (21st CCLC) have traditionally also been provided to schools exhibiting a need for extended school day programming, and this practice will continue for schools moving losing DA designation or SIG funding. Each school is provided with funding for school-based staff development, and this is coordinated at the district level to assure alignment with school improvement goals and objectives. Each principal, however, has discretion to prioritize available staff development funds to meet individual staff needs and needs identified through the school improvement process.

The CAT will remain active at all SIG funded schools following implementation. The CAT will meet at least twice annually to review data and assess progress toward continued turnaround and school improvement. The SIPS will coordinate CAT meetings and will work with the school principal and relevant staff to access relevant data, provide evaluation, and to gather feedback from the CAT and other relevant stakeholders regarding continued improvement strategies.

### District Policies and Practices

The district will negotiate with the Collective Bargaining Unit and develop MOU's to establish policies and practices to support implementation of the School Improvement Grant. This will included, but not limited to: Extended Day compensation, Incentive Pay, Bonus Pay, and any policies and practices for addressing ineffective teachers and staff.



**District Improvement Goals for SIG-Targeted Schools****Goals Summary**

- G1.** Increase the percentage of students who meet grade-level expectations in core curriculum areas (reading, math, science) overall and across subgroups in the SIG-targeted school.
- G2.** Reduce truancy, absenteeism, and tardiness of students attending the SIG-targeted school.
- G3.** Improve student behavior at SIG-targeted schools.
- G4.** Improve the school-wide system of Multi-Tiered System of Supports (MTSS) for SIG school.

**Goals Detail**

**G1.** Increase the percentage of students who meet grade-level expectations in core curriculum areas (reading, math, science) overall and across subgroups in the SIG-targeted school.

### Targets Supported

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0071 - Lake Forest Elementary School	Reading Proficiency - FCAT 2.0 (%)	30.0	35.0	40.0
0071 - Lake Forest Elementary School	Math Proficiency - FCAT 2.0 (%)	25.0	30.0	35.0

### Resources Available to Support the Goal

- Professional development (PD), student learning time, teaching units, teaching and learning resources and materials, District Adopted Comprehensive Core Reading Program (CCRP), District Adopted Core Math program, District Adopted Core Science program.

### Targeted Barriers to Achieving the Goal

- Lack of student engagement in instruction.
- Ineffective instructional differentiation.
- Lack of Supplemental Intervention Reading resources.
- Insufficient instructional time in reading during the regular school day to adequately address the needs of struggling readers.
- Lack of teacher knowledge in Florida's new standards for English Language Arts (ELA), mathematics, and science.
- Poor or low student background knowledge and foundational skills in the content areas
- Lack of implementation of rigorous differentiated instruction in Mathematics
- Lack of fidelity in implementation of curriculum and PD initiatives
- Lack of time during the contracted day/year to conduct PD.
- Lack of time during the contracted day/year for teachers to collaborate, engage in common planning, and engage in common professional development.
- Lack of sufficient protected time to conduct Data Chats, conduct training and modeling of FCIM process, and provide adequate support for instructional implementation

<b>Plan to Monitor Progress Toward the Goal</b>	
<p>The district's Research and Evaluation Department will provide reports consistent with SIG program requirements for each school. These reports are provided on an ongoing basis through the district data-management system. District staff will assist with the process of school-wide data analysis and planning that results from such analysis. School-wide analysis will occur at least four times each school year and will coincide with administration of progress monitoring assessments ("On-Track", FAIR, etc.).</p> <p>Data collection will also occur throughout the school year by the Administrative Support Team (AST) at each school, and fidelity checks called for within the various evidence-based activities will be provided by the Turnaround Leader. Specifically, the AST will collect data on student achievement provided by basal assessments, classroom based assessments, and individualized student diagnostic testing and analyze it on a weekly basis. Predetermined "benchmark" goals will be set for each data-point and qualitative evaluation will occur to designate when strategies need to be adjusted. The analysis will aid in determining whether the comprehensive plan is producing its intended effects.</p>	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 12/12/2014 to 05/31/2017
<b>Evidence of Completion</b>	Data reports, notes from analysis and planning meetings,

## **G2. Reduce truancy, absenteeism, and tardiness of students attending the SIG-targeted school.**

### **Targets Supported**

<b>School</b>	<b>Indicator</b>	<b>Annual Targets</b>		
		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
0071 - Lake Forest Elementary School	Truancy (%)	6.5	5.0	3.0

### **Resources Available to Support the Goal**

- Parent involvement, parent involvement resources and materials, time for meetings and parent contacts, teacher outreach, student learning time,

### **Targeted Barriers to Achieving the Goal**

- Lack of time in contracted work day for teachers and school staff to participate in parent-involvement activities.
- Lack of knowledge among parents regarding the effects of absenteeism and tardiness.

**G3. Improve student behavior at SIG-targeted schools.****Targets Supported**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0071 - Lake Forest Elementary School	Discipline Incidents (#)	1100.0	900.0	700.0

**Resources Available to Support the Goal**

- Professional Development, school staff (guidance, BRT, social worker, psychologist), materials and supplies for PBS

**Targeted Barriers to Achieving the Goal**

- Lack of knowledge among staff regarding Positive Behavior Support systems.
- Lack of alignment and coordination of school-based supports for social-emotional and community-oriented services for students.

<b><i>Plan to Monitor Progress Toward the Goal</i></b>	
<p>The district's Research and Evaluation Department will provide reports consistent with SIG program requirements for the school. These reports are provided on an ongoing basis through the district data-management system. District staff will assist with the process of school-wide data analysis and planning that results from such analysis. Analysis will occur at least four times each school year.</p> <p>Data collection will also occur throughout the school year by the Administrative Support Team (AST) at the SIG school, and fidelity checks called for within the various evidence-based activities will be provided by the Turnaround Leader. Specifically, the AST will collect data on student attendance and discipline provided through the districts student information management system and analyze it on a weekly basis. These analyses will aid in determining whether the PBS plan is producing its intended effects.</p> <p>The Administrative Support Team (AST) will establish predetermined goals for collected data points (student discipline referrals, types of referrals, suspension rates, etc.) and will monitor classroom practice for implementation of PBS strategies. Retraining and follow up support will be provided to individual teachers by the Behavior Resource Teacher as needed.</p>	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Monthly, from 09/01/2014 to 05/29/2015
<b><i>Evidence of Completion</i></b>	Monthly and annual attendance reports; monthly and annual discipline referral reports; classroom walk-through notes and "snapshots."

**G4. Improve the school-wide system of Multi-Tiered System of Supports (MTSS) for SIG school.****Targets Supported**

School	Indicator	Annual Targets		
		2014-15	2015-16	2016-17
0071 - Lake Forest Elementary School	Reading Proficiency - FCAT 2.0 (%)	30.0	35.0	40.0
0071 - Lake Forest Elementary School	Math Proficiency - FCAT 2.0 (%)	25.0	30.0	35.0
0071 - Lake Forest Elementary School	Truancy (%)	6.5	5.0	3.0
0071 - Lake Forest Elementary School	Discipline Incidents (#)	1100.0	900.0	700.0

**Resources Available to Support the Goal**

- School and district support staff, curriculum materials, professional development

**Targeted Barriers to Achieving the Goal**

- Insufficient alignment of support resources at SIG school.
- Lack of sufficient social-emotional and community-oriented services

<b><i>Plan to Monitor Progress Toward the Goal</i></b>	
Data evaluation will be conducted by the Assistant Superintendent of Curriculum and Instruction and utilized to determine the effectiveness of the MTSS for the SIG school. Data Reports are generated from Infinite Campus by the Director of the Research and Evaluation department. Student data will also be collected from Infinite Campus (district MIS), Progress Monitoring and Reporting Network, and all other pertinent sources. Florida Assessments for Instruction in Reading, OnTrack, Benchmark, FCAT assessment scores will also be used in all curriculum areas for instructional decision making and goal evaluation.	
<b><i>Person Responsible</i></b>	Karen Clarke
<b><i>Schedule</i></b>	Semiannually, from 01/05/2015 to 06/30/2015
<b><i>Evidence of Completion</i></b>	Data Reports provided by Research and Evaluation; Infinite Campus reports, school-based progress monitoring data (FAIR, On-Track, FCAT data).

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percentage of students who meet grade-level expectations in core curriculum areas (reading, math, science) overall and across subgroups in the SIG-targeted school.

**G1.B1** Lack of student engagement in instruction.

**G1.B1.S1** Provide Kagan Cooperative Learning professional development for all teachers and administrative staff at Lake Forest Elementary.

### Strategy Rationale

Kagan Cooperative learning strategies provide differentiated instructional strategies that engage students in rigorous and relevant curriculum based on state standards.

<b>Action Step 1</b>	
Provide five Kagan Cooperative Learning training sessions for all teachers. Sessions are delivered over a three year period.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Annually, from 08/01/2014 to 09/01/2016
<b>Evidence of Completion</b>	Sign-in sheets, training materials used, agendas from trainings. Training surveys.

<b>Action Step 2</b>	
Provide Kagan Leadership training for school administrative team.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Sign-in sheets, training materials used, agenda.

<b>Action Step 3</b>	
Provide periodic coaching and planning sessions with a Kagan national trainer.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Quarterly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Contract with Kagan Trainer with scope of services. Calendar showing dates coaching occurs at the school.

<b>Action Step 4</b>	
Provide ongoing coaching/modeling and technical assistance with district Kagan specialist.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Biweekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Daily activity logs of the district Kagan Specialist will reflect specific coaching and modeling strategies.

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
The turnaround leader will monitor and participate in training activities conducted by Kagan. Sign-in sheets and training materials will be collected. Kagan trainers will leave "coaching notes" to assist with follow up. Logs from district Kagan specialist will reflect specific coaching and modeling strategies. The administrative team and district support team will conduct walk-throughs and gather evidence of strategies being used in the classroom. The TL will review evidence collected and will facilitate ongoing monitoring of classrooms.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Sing-in sheets from trainings. Agendas demonstrating topics covered during training. Coaching logs. Walk-through notes. Kagan Trainer coaching notes.

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
The district turnaround team and school administrative team will conduct walk-throughs to observe student engagement during instruction. Data from ongoing student progress monitoring will also be checked to assure that academic improvement is occurring as a result of better engaged students.	
<b>Person Responsible</b>	
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Walk-through notes. Student achievement data.

**G1.B1.S2** Implement Kagan Cooperative Learning strategies in classrooms across the school.**Strategy Rationale**

Research supports the use of Kagan strategies to increase student engagement in instruction and, ultimately, in improving achievement.

<b>Action Step 1</b>	
Develop a school timeline for the principal and AST to conduct walk-throughs designed to monitor implementation of strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Timeline showing who will conduct walk-throughs, a tentative schedule for walk-throughs, etc.

<b>Action Step 2</b>	
The principal, members of the AST, district staff, and the TL will conduct classroom walk-throughs to monitor implementation of Kagan strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/02/2017
<b>Evidence of Completion</b>	Walk-through notes and classroom snapshots.

<b>Action Step 3</b>	
The principal will monitor teacher lesson plans to assure inclusion of Kagan strategies as a regular part of daily instructional practice.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Lacy Redd
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/02/2017
<b>Evidence of Completion</b>	Teacher lesson plans

<b>Action Step 4</b>	
Provide ongoing coaching/modeling with district Kagan specialist. [copy]	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Biweekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Daily activity logs of the district Kagan Specialist will reflect specific coaching and modeling strategies.



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

The TL, Principal, and the AST will monitor and participate in training activities conducted by Kagan. Kagan trainers will leave "coaching notes" to assist with follow up. The TL will monitor implementation of the Action Plan and will coordinate with the Administrative Support Team and district support team to conduct walk-throughs and gather evidence of strategies being used in the classroom. The Principal will review lesson plans weekly for the inclusion of strategies and will share notes with the TL. The TL will review evidence collected and will facilitate ongoing monitoring of classrooms. Logs from district Kagan specialist will reflect specific coaching and modeling strategies. Logs will be monitored by the TL

<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Weekly, from 09/01/2014 to 06/02/2017
<b><i>Evidence of Completion</i></b>	Kagan trainer "coaching notes," walk-through notes and classroom "snapshots," TL notes of meetings with principal and AST regarding Action Plan adjustments.

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

Conduct daily classroom visits and walk-throughs to assess student engagement. Notes from visits and walk-throughs will be reviewed quarterly by the TL, principal, and AST to assess progress and levels of engagement. Discipline referrals for "classroom disruptions" will also be monitored.

<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Quarterly, from 10/01/2014 to 06/02/2017
<b><i>Evidence of Completion</i></b>	Walk-through notes, discipline referral data, notes from quarterly progress-monitoring meetings.

**G1.B2** Ineffective instructional differentiation.

**G1.B2.S1** Provide additional, flexible instructional units that may be used to eliminate multi-age (multi-grade) classes, address the needs of extreme diversity in student ability levels within classes, and to provide targeted instruction to small groups.

**Strategy Rationale**

Multi-age/multi-grade classes greatly hinder teacher ability to effectively differentiate instruction. Teachers are often unprepared and unable to conduct the additional preparation and planning required to teach multi-age classes. Extreme diversity in ability levels within classrooms also challenge teacher ability to effectively differentiate. Some students with extremely low ability levels require more targeted, small group instruction in order to be successful.

<b>Action Step 1</b>	
Advertise/recruit 3 supplemental teaching units for the SIG-targeted school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Job description and employment posting. Applicant list.

<b>Action Step 2</b>	
School principal and TL will interview/screen applicants.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/15/2014
<b>Evidence of Completion</b>	List of candidates, interview questions, job offer to most highly qualified candidates.

<b>Action Step 3</b>	
Hire and place most highly qualified candidates at the school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Status forms showing appointment.

<b>Action Step 4</b>	
Provide orientation/training necessary to facilitate effective integration into the school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Professional Development Plan of each new teacher will reflect activities necessary.

<b>Action Step 5</b>	
Adjust school master schedule to accommodate needs for eliminating multi-age classrooms and to address issues of extreme diversity in ability levels in specific classrooms.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/11/2014
<b>Evidence of Completion</b>	School master schedule

<b>Action Step 6</b>	
Monitor student data quarterly and readjust schedules as needed to maintain appropriate levels of differentiation and student support.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Discovery Education Reading tests, FAIR results, basal reading test results.

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S1</b>	
The director of elementary curriculum will facilitate and monitor the advertisement and recruitment process, interviewing, and assure appropriate orientation is provided to newly placed teachers.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Position advertisement, interview questions, candidate list, placements and status forms.

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S1</b>	
The school principal will ensure that flexible teaching units are appropriately utilized within the school master schedule to reduce or eliminate multi-age classes and to enhance staff ability to fully differentiate instruction among diverse learning groups.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	School master schedule

<b><i>Plan to Monitor Fidelity of Implementation of G1.B2.S1</i></b>	
The school principal and AST will monitor student data quarterly to assure optimum scheduling and differentiation of instruction.	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Quarterly, from 09/01/2014 to 05/29/2015
<b><i>Evidence of Completion</i></b>	Student data from Discovery Education Reading, FAIR, basal reading tests, etc.; Schedules with adjustments made as a result of data.

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B2.S1</i></b>	
The school principal and TL, and the AST will assure effective differentiation in instruction occurs both within the school schedule and within individual classrooms. Walk-throughs will be conducted weekly to monitor differentiation at the classroom level.	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Weekly, from 09/01/2014 to 06/05/2015
<b><i>Evidence of Completion</i></b>	Student data from ongoing progress monitoring assessments; classroom walk-through notes and "snapshots."

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B2.S1</i></b>	
The principal and AST will utilize student data from ongoing progress monitoring assessments ("on-track," FAIR, Discovery Education Reading) quarterly in order to assess the effects of differentiated instruction on rates of student learning. The TL will provide oversight and assist in the evaluating the effect of the strategy.	
<b><i>Person Responsible</i></b>	
<b><i>Schedule</i></b>	Quarterly, from 10/13/2014 to 06/02/2017
<b><i>Evidence of Completion</i></b>	Results from student data assessments; notes from quarterly meetings showing adjustments, if necessary.

**G1.B3** Lack of Supplemental Intervention Reading resources.

**G1.B3.S1** Purchase and implement Waterford Early Learning for Reading for students in grades Kindergarten, first grade, and second grade.

**Strategy Rationale**

Students enter school lacking basic vocabulary as well as phonological awareness skills. Waterford Early Learning provides support in phonics, vocabulary, language concepts, and phonological awareness. Waterford Early Learning is a research-based program with a proven record of improving early literacy skills.

<b>Action Step 1</b>	
Purchase Waterford Early Learning for SIG school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Purchase order, invoices, inventory records.

<b>Action Step 2</b>	
Instal and implement the program at Lake Forest.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Work order for instal showing completion.

<b>Action Step 3</b>	
Provide professional development for K-2 teachers to use Waterford Early Learning effectively.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Sign-in sheets from training, training agenda.

<b>Action Step 4</b>	
Adjust the school schedule to permit K-2 students time to work with Waterford Early Learning.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Lacy Redd
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Master schedule showing time slot for student use of Waterford.

<b>Plan to Monitor Fidelity of Implementation of G1.B3.S1</b>	
The Project Development Department will monitor the purchase and installation process.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 07/01/2014 to 05/31/2015
<b>Evidence of Completion</b>	Invoices, work orders, sign-in sheets from training, teacher lesson plans, classroom walk-through notes.

<b>Plan to Monitor Fidelity of Implementation of G1.B3.S1</b>	
Conduct weekly walk-throughs by Turnaround Leader, Principal, District Elementary Curriculum Supervisor, and Literacy Coach to assure effective program implementation and program fidelity.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/02/2017
<b>Evidence of Completion</b>	Classroom Walk-through notes.

<b>Plan to Monitor Fidelity of Implementation of G1.B3.S1</b>	
Installation, implementation, and training will be monitored by the Director of Elementary Education. Work order will be tracked and attendance collected at training activities.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Work orders from installation, inventory showing new equipment installed, rosters from training activities.

<b>Plan to Monitor Effectiveness of Implementation of G1.B3.S1</b>	
The school leadership team will use established progress monitoring of student achievement to monitor the effectiveness of the strategy. Florida Assessments for Instruction in Reading (FAIR) and CCRP Assessments will be used for ongoing progress monitoring. In addition, reports from Waterford Early Learning will be used to monitor student usage and achievement.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2015
<b>Evidence of Completion</b>	FAIR assessment results, Waterford Early Learning reports.

**G1.B4** Insufficient instructional time in reading during the regular school day to adequately address the needs of struggling readers.

**G1.B4.S1** Increase the number of instructional minutes in the school day to provide an additional hour (60 mins.) of daily core reading instruction.

### Strategy Rationale

Research supports the effectiveness of well-designed programs that expand learning time in core subject areas.

<b>Action Step 1</b>	
Reconfigure the school day at Lake Forest Elementary by adding 60 additional minutes of daily reading instruction onto the existing schedule.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Reconfigured school schedule.

<b>Action Step 2</b>	
Arrange supplemental transportation needed to accommodate the longer school day vs-a-vis an established transportation network.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/14/2014
<b>Evidence of Completion</b>	Completed special transportation request forms; bus schedules accommodating later release time at Lake Forest.

<b>Action Step 3</b>	
Acquire supplementary curriculum (Achieve 3000) to be used for instruction during the extended school day.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Purchase orders, materials inventory

<b>Action Step 4</b>	
Provide staff training on extended-day instruction curriculum materials, procedures, etc.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/04/2014
<b>Evidence of Completion</b>	Training calendar, sign-in sheets from training, agenda/schedule of topics covered.

<b>Action Step 5</b>	
Determine staff at Lake Forest willing to participate in extended-day instructional program. Match willing teachers to scheduled classes.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/11/2014
<b>Evidence of Completion</b>	Schedule showing teachers willing to provide extended instruction.

<b>Action Step 6</b>	
Hire qualified teachers from neighboring schools, if necessary, to staff program.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/11/2014
<b>Evidence of Completion</b>	List of staff from other schools who are working in the extended-day program.

<b>Action Step 7</b>	
Provide ongoing, embedded staff development and technical assistance to teachers who are working in the extended instructional period.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/05/2015
<b>Evidence of Completion</b>	Coaching logs for school reading coach, district curriculum support staff, and notes from walk-throughs conducted during the extended-day instruction.



<b>Plan to Monitor Fidelity of Implementation of G1.B4.S1</b>	
The director of elementary curriculum will work with the TL, district staff (including transportation), and school personnel to develop a schedule that accounts for an additional 60 minutes of daily reading instruction. Transportation will be rearranged to accommodate the special routes necessary to transport students participating in the extend-day at the SIG school. Additional curriculum will be obtained, if necessary.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Reconfigured school schedule, transportation schedule and bus routes for extended day, curriculum materials on hand.

<b>Plan to Monitor Fidelity of Implementation of G1.B4.S1</b>	
The director of elementary education will arrange and conduct staff training necessary to implement curriculum and instruction.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Training calendar, sign-in sheets, agenda/topics covered in training.

<b>Plan to Monitor Fidelity of Implementation of G1.B4.S1</b>	
The school principal and TL will work together to provide teachers the opportunity to "opt-in" to the extended day instructional program. Willing teachers will be matched to the schedule.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Schedule showing instructional staff paired with classes.

<b>Plan to Monitor Fidelity of Implementation of G1.B4.S1</b>	
The TL will work with the school principal, school staff, district support, and the reading coach to provide ongoing training and technical assistance to teachers providing extended-day instruction.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/05/2015
<b>Evidence of Completion</b>	Logs from reading coach and district support staff providing TA and embedded PD; walk-through notes from principal and TL.

<b>Plan to Monitor Effectiveness of Implementation of G1.B4.S1</b>	
The school principal and TL will work with existing staff, district support staff, parents and community to assure fidelity of instruction during extended-day reading instruction. Data from Discovery Education reading tests, FAIR, and district basal reading series tests will be monitored to assure instruction has an effect on student learning.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 10/31/2014 to 06/05/2015
<b>Evidence of Completion</b>	Notes from meetings with district support staff, the CAT, parents, and other stakeholders; assessment data from Discovery Education Reading, FAIR, basal assessments.

**G1.B5** Lack of teacher knowledge in Florida's new standards for English Language Arts (ELA), mathematics, and science.

**G1.B5.S1** Provide professional development for teachers focusing on Florida's new standards for ELA, math, and science..

### Strategy Rationale

Teachers lack knowledge in Florida's new standards for all areas.

<b>Action Step 1</b>	
During Pre-planning, a training calendar will be developed to include specific training opportunities for teachers to gain knowledge and familiarity with new ELA standards, math standards, and science standards.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/04/2014
<b>Evidence of Completion</b>	Training calendar for the SIG school with specific trainings scheduled.

<b>Action Step 2</b>	
The school-based coaches and district support staff will facilitate and provide specific monthly trainings on ELA, math, and science standards to SIG school teachers. Coaches will work with teachers to access the on-line district curriculum pacing guide, which is integrated across grade levels and aligned to the standards and the core instructional programs for ELA, math, and science.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	School training calendar; attendance and sign-in sheets from trainings; training agendas and/or topics covered.

**Action Step 3**

The school based subject area coaches and district support staff will provide ongoing, embedded professional development and technical assistance in support of standards-based instruction and in use of the district curriculum pacing guide. Coaching and training will also include a process for developing explicit connections between instruction and the standards.

<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2015
<b>Evidence of Completion</b>	Weekly logs prepared by the subject area coaches; classroom walk-through and snapshots.

**Action Step 4**

The principal, AST, and TL will monitor implementation of standards-based instruction and PD initiatives in the classroom as a part of the weekly walk-through process.

<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Walk-through notes and classroom "snapshot" reports.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Monitor embedded PD and TA: Turnaround Leader, Principal, and District Elementary Curriculum Supervisor will monitor weekly logs prepared by the Literacy Coach.

<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2015
<b>Evidence of Completion</b>	Classroom walk-through notes, "snapshots," literacy coach's weekly log

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Monitor training opportunities for consistency with school staff needs and the instructional needs of students.

<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 11/03/2014 to 05/31/2017
<b>Evidence of Completion</b>	Student data reports (on-track testing, FAIR, Discovery Education, basal reading and math assessments); copies of professional development (power point, handouts, agendas), teacher sign in sheets from professional development, notes from PD planning meetings.

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</i></b>	
The Turnaround Leader (TL), School Administrative Support Team, and district staff will work together to establish targets for effectiveness and to evaluate student data from basal reading and math assessments, Discovery Ed Reading assessments, state assessments (FAIR) to assess student growth in the standards.	
<b><i>Person Responsible</i></b>	
<b><i>Schedule</i></b>	
<b><i>Evidence of Completion</i></b>	Reading benchmark assessments, Discovery Ed Reading assessments, state assessments, teacher lesson plans

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</i></b>	
The TL, School Administrative Support Team, and district staff will work together to evaluate staff development and its transfer to classroom practice and instructional effectiveness in the standards.	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Quarterly, from 11/03/2014 to 05/31/2017
<b><i>Evidence of Completion</i></b>	Teacher lesson plans, classroom walk-through and "snapshot" data, training sign-in sheets.

**G1.B6** Poor or low student background knowledge and foundational skills in the content areas

**G1.B6.S1** Implement supplemental programs to enhance the rigor and robustness of the core Mathematics/Science curriculum and to build knowledge of the Florida Standards.

**Strategy Rationale**

While the core curriculum addresses all grade level benchmarks, students with a lack of background knowledge and foundational skills in Mathematics and Science need a variety of experiences with the content in effort to bridge the gap in knowledge. Providing these experiences through multiple modalities will increase the likelihood of reaching all learners.

<b>Action Step 1</b>	
Train teachers and implement "Gizmos." This is a computer-based program of Science and Math simulations intended to drive student inquiry and learning. A consultant will do the initial training with the instructional staff. Through coaching and support the school-based Mathematics and Science coaches will support the implementation of the program. Through-out the implementation capacity will be built to provide for experienced teachers to become knowledgeable to train new teachers and support teachers who are in need.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Sign in sheets and follow up documentation will be used to monitor completion of training. Usage reports and lesson plans will be used to monitor implementation of the program. Lesson plans are submitted to the administration weekly and will be monitored and archived by the school-based administrator.

<b>Action Step 2</b>	
Train teachers and implement AIMS "State Specific Science" supplemental curriculum. This curriculum contains 20-30 hands-on, inquiry-based lessons that are aligned to the 2008 NGSSS for Science as well as 2000 NCTM standards for Mathematics for each grade level. The lessons integrate the use of mathematical skills to develop Science concepts.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Sign in sheets and follow up documentation will be used to monitor completion of training. Lesson plans will be used to monitor implementation of the program. Lesson plans are submitted to the administration weekly and will be monitored and archived by the school-based administrator.

<b>Action Step 3</b>	
Develop as part of the school-based training calendar, a schedule of trainings designed to address all areas of the action plan.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/04/2014
<b>Evidence of Completion</b>	Training calendar with supplemental trainings scheduled.

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S1</b>	
School-based Science and Mathematics coaches will monitor implementation via coaching and embedded professional development. These coaching sessions and embedded professional development will be documented in weekly work logs that are reviewed biweekly by the TL, principal, and AST. The logs will include the activities and participants of coaching during the week.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Training sign in sheets and follow up documentation, usage reports, coaching work logs

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S1</b>	
School-based administrator will monitor implementation via lesson plans submitted weekly and reviewed monthly. Lesson plans will reflect the implementation of GIZMOS and AIMS with fidelity as well as indicate the Science benchmark and/or mathematical practice represented in the station activities.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Lesson plans

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S1</b>	
School-based administrators will conduct monthly walk-throughs using the "Snapshot" program. SNAPSHOT (classroom walkthrough tool) is a part of the Alachua County Instructional Improvement System (an instructional and leadership improvement system) that is used to collect trends in instructional behavior. The aggregate data is then shared and reviewed with teachers to determine the overall impact of intervention implementation and identifying gaps in instruction. Data is also used to determine teacher growth in the delivery of instruction and identify examples of leadership practices to increase classroom effectiveness. Aggregate school-wide data can also be used to determine professional development needs at the school level.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Aggregate walk-through data

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B6.S1</i></b>	
Students' growth in science knowledge will be monitored via three assessments that measure mastery of content knowledge in each domain of Science (Life, Earth, Physical and Nature of Science) as well as through an end of course assessment. Additionally, grade 5 students will take two progress-monitoring assessments to measure mastery of benchmarks as well as the FCAT 2.0. Data from all assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to measure mastery and growth on grade-level benchmarks.	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Quarterly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Student assessment data, grade 5 progress monitoring data, EOC assessments.

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B6.S1</i></b>	
Students' growth in mathematics will be monitored via Curriculum diagnostic and unit tests, as well as End of Course assessments at grades K-2. Grades 3-5 will be monitored via On Track progress monitoring assessments 2 times/year, Florida Ready diagnostics 1 time/year, and the Florida State AIR assessment at the end of the year. Data from all assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to measure mastery and growth on grade-level benchmarks.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Monthly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Diagnostic and unit tests; EOC assessments, on-track testing, Florida Ready and AIR assessment data.

**G1.B6.S2** Students in grades K-5 will attend 1-2 field trips annually that address Science content and will help build background knowledge.

### Strategy Rationale

Low achieving students from low SES homes often have not had an abundance of real world Science experiences. Field trips can help the students contextualize information they are learning in the Science classroom. Field trips also provide an opportunity to have the experiences and interactions necessary to bridge the gap in background knowledge often found in low achieving students.

<b>Action Step 1</b>	
Grade level teams will work with the school-based coach and school-based administrators to identify 1-2 Science content field trips, not entertainment locations, to be scheduled during the academic year. These could include; museums, university teaching field sites, natural parks and springs, etc. Data from previous years will be used to identify concepts in which students need more background building. For example, data shows that Nature of Science benchmarks are an area of growth. A chosen field trip would incorporate those skills. Each trip will be developmentally appropriate and correlated to grade-level Science benchmarks.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Annually, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Grade level field trip proposals to include a description of the desired field trip(s), rationale, benchmark correlations, and necessary funding.

<b>Action Step 2</b>	
A calendar will be developed and resources coordinated (arrange transportation, etc.) in a manner necessary to successfully implement each trip. Filed trips will be coordinated by a team leader, who will work with the school principal and staff to accomplish each trip.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Semiannually, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	School calendar for science field trips; transportation requisitions, trip itinerary.

<b>Action Step 3</b>	
Each team will participate in common planning in order to develop specific lessons in support of and aligned to field trips. Science coach will provide technical assistance in development of lesson plans.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Semiannually, from 08/04/2014 to 06/05/2015
<b>Evidence of Completion</b>	Teacher lesson plans to include related science field trip lesson plans correlated to benchmarks.



<b><i>Plan to Monitor Fidelity of Implementation of G1.B6.S2</i></b>	
The school-based coach maintain a yearly calendar of approved grade-level field trips. Copies of the grade-level proposals will also be archived.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Annually, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	School-wide field trip calendar, grade-level proposals

<b><i>Plan to Monitor Fidelity of Implementation of G1.B6.S2</i></b>	
The TL, principal, and AST will monitor field trip implementation and alignment to instructional lesson plans.	
<b><i>Person Responsible</i></b>	Donna Jones
<b><i>Schedule</i></b>	Monthly, from 09/01/2014 to 06/05/2015
<b><i>Evidence of Completion</i></b>	Grade-level field trip proposals; teacher lesson plans, classroom walk-through and snapshot reports.

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B6.S2</i></b>	
Students will complete a grade-level appropriate follow up task for each field trip to document learning. Follow-up may include quizzes, student projects, experiments, etc.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Annually, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Student work samples

**G1.B6.S3** The school will create a STEM Lab that will be a central location for classes to conduct hands-on, inquiry-based learning activities as well as house materials for students to engage in STEM based activities in the classrooms.

### Strategy Rationale

Students who lack background knowledge in Science, Technology, Engineering, and Math need to have hands-on experiences to construct knowledge of concepts. As our Nation moves to building a work force in the STEM areas, it is important that we provide the building blocks for students who need that extra support and scaffolding to be successful in these areas. STEM is based on the principals of problem-solving and project-based learning. This lab will allow them the avenue with which to engage in those mental processes.

<b>Action Step 1</b>	
Furniture and non-consumable lab supplies will be purchased to create the structure of the STEM lab. These materials will provide for the lab to be self-sustainable for years to come.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	List of needed items, material quotes, invoices, purchase orders. Inventory lists will be maintained to monitor the materials.

<b>Action Step 2</b>	
Grade-level teams will create a list of consumable materials necessary to conduct hands-on, inquiry-based lessons that meet the grade level benchmarks. School-based coach and school-based administrators will facilitate the acquisition of these materials.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Annually, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	The school-based coaches will compile lists of materials purchased yearly and the correlated grade-level benchmarks.

<b>Action Step 3</b>	
Purchase additional materials, as identified, to conduct hands-on, inquiry-based lessons that meet the grade level benchmarks.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 08/04/2014
<b>Evidence of Completion</b>	Purchase orders, invoices, and inventory list of purchased materials.

**Action Step 4**

School-based Mathematics and Science coaches will conduct faculty-wide and embedded professional development to help the teachers conceptualize and contextualize STEM. As the PD grows the magnitude of the integration of STEM will grow to a point where teachers can sustain the momentum independently.

<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Coaching logs will document the professional development as well as sign in sheets and follow up documentation for all faculty-wide professional development.

**Action Step 5**

With coaching and support, teachers will implement the use of STEM-based learning into instruction. School-based mathematics and science coaches will work with teachers in large groups, small groups and individually to plan, implement and evaluate the effectiveness of the activities. As teachers become more proficient, they will become leaders in helping new or struggling teachers grow in their practice of applying STEM practices in the curriculum. This will build the capacity within the school to sustain the growth of this practice.

<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Lesson plans, Classroom Walk-Through Data, Coach Work Logs

**Plan to Monitor Fidelity of Implementation of G1.B6.S3**

School-based Mathematics and Science coaches will monitor implementation via coaching and embedded professional development. These coaching sessions and embedded professional development will be documented in weekly work logs that are reviewed biweekly by the Project Development team. The logs will include the activities and participants of coaching during the week.

<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Coaching work logs

**Plan to Monitor Fidelity of Implementation of G1.B6.S3**

TL. school principal. and AST will monitor implementation via lesson plans submitted weekly and reviewed monthly. Lesson plans will reflect the implementation of STEM-based learning with fidelity as well as indicate the benchmark and/or mathematical practice represented in the station activities.

<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B6.S3**

School-based administrators will conduct monthly walk-throughs using the "Snapshot" program. Snapshot (classroom walk through tool) is a part of the Alachua County Instructional Improvement System (an instructional and leadership improvement system) that is used to collect trends in instructional behavior. The aggregate data is then shared and reviewed with teachers to determine the overall impact of intervention implementation and identifying gaps in instruction. Data is also used to determine teacher growth in the delivery of instruction and identify examples of leadership practices to increase classroom effectiveness. Aggregate school-wide data can also be used to determine professional development needs at the school level.

<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	classroom walk-through data

**Plan to Monitor Effectiveness of Implementation of G1.B6.S3**

Students' growth in science knowledge will be monitored via three assessments that measure mastery of content knowledge in each domain of Science (Life, Earth, Physical and Nature of Science) as well as through an end of course assessment. Additionally, grade 5 students will take two progress-monitoring assessments to measure mastery of benchmarks and FCAT 2.0. Data from all assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to measure mastery and growth on grade-level benchmarks.

<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Quarterly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Content knowledge science assessments, EOC assessments, progress-monitoring benchmark assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S3**

Students' growth in mathematics will be monitored via Curriculum diagnostic and unit tests, as well as End of Course assessments at grades K-2. Grades 3-5 will be monitored via On Track progress monitoring assessments 2 times/year, Florida Ready diagnostics 1 time/year, and the Florida State AIR assessment at the end of the year. Data from all assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to measure mastery and growth on grade-level benchmarks.

<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Quarterly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Curriculum diagnostic and unit tests, EOC assessments, on-track progress-monitoring benchmark assessments, Florida Ready diagnostics, Florida State AIR assessments..

**G1.B6.S4** Implement "Picture Perfect Science" curriculum at all grade levels.**Strategy Rationale**

Integrating Literacy and Science has been proven to enhance the achievement of students in both content areas. Picture-Perfect Science Lessons combine the appeal of children's picture books with Standards-based science content. The book presents ready-to-teach lessons, complete with student pages and assessments that use high-quality fiction and nonfiction picture books to guide hands-on science inquiry. The authors include comprehensive background notes for each chapter and include reading strategies. Each lesson is correlated with the Common Core State Standards and will thusly correlate with the new Florida Standards.

<b>Action Step 1</b>	
Teachers in grades K-5 will attend a one-day professional development on the use of Picture Perfect Science provided by a consultant from the publisher.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 09/01/2014
<b>Evidence of Completion</b>	Sign in sheets and follow-up documentation.

<b>Action Step 2</b>	
Teachers in grades K-5 will implement the Picture Perfect Science curriculum with coaching and support from the school-based Science and Reading coaches.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	School administrators will monitor implementation via lesson plans and classroom walk-throughs.

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S4</b>	
School-based Science and Reading coaches will monitor implementation via coaching and embedded professional development. These coaching sessions and embedded professional development will be documented in weekly work logs that are reviewed biweekly by the Project Development team. The logs will include the activities and participants of coaching during the week.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/02/2017
<b>Evidence of Completion</b>	Coaching work logs

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S4</b>	
School-based administrator will monitor implementation via lesson plans submitted weekly and reviewed monthly. Lesson plans will reflect the implementation of Picture Perfect Science with fidelity as well as indicate the benchmark and/or Science Concept represented in the station activities.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	lesson plans

<b>Plan to Monitor Fidelity of Implementation of G1.B6.S4</b>	
School-based administrators will conduct monthly walk-throughs using the "Snapshot" program. SNAPSHOT (classroom walkthrough tool) is a part of the Alachua County Instructional Improvement System (an instructional and leadership improvement system) that is used to collect trends in instructional behavior. The aggregate data is then shared and reviewed with teachers to determine the overall impact of intervention implementation and identifying gaps in instruction. Data is also used to determine teacher growth in the delivery of instruction and identify examples of leadership practices to increase classroom effectiveness. Aggregate school-wide data can also be used to determine professional development needs at the school level.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	classroom walk-through data

<b>Plan to Monitor Effectiveness of Implementation of G1.B6.S4</b>	
Growth in reading will be measured via a variety of assessments including: FAIR, Discovery Education Assessment, core curriculum unit assessments, and the Florida AIR State-Wide Reading Assessment. Data from all Reading assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to monitor growth and proficiency in Reading.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/02/2017
<b>Evidence of Completion</b>	FAIR, Discovery Education Assessment, core curriculum unit assessments, and the Florida AIR State-Wide Reading Assessment.

<b>Plan to Monitor Effectiveness of Implementation of G1.B6.S4</b>	
Students' growth in science knowledge will be monitored via three assessments that measure mastery of content knowledge in each domain of Science (Life, Earth, Physical and Nature of Science) as well as through an end of course assessment. Additionally, grade 5 students will take two progress-monitoring assessments to measure mastery of benchmarks as well as FCAT 2.0. Data from all assessments will be housed in the district LIIS system and can be disaggregated in a variety of ways to measure mastery and growth on grade-level benchmarks.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Content-knowledge assessments, EOC assessments, ongoing science progress monitoring (5th grade), FCAT (5th grade).

### **G1.B7** Lack of implementation of rigorous differentiated instruction in Mathematics

**G1.B7.S1** Implement the use of student workstations in Mathematics in order to increase instructional differentiation.

#### **Strategy Rationale**

Workstations are a part of the daily instructional block in Mathematics. They are aimed at providing students practice in applying mathematical concepts at an appropriate level for independent learning. The stations are intended to scaffold a rigor level that meets or exceeds the rigor of the benchmark or concept being practiced. Additionally, stations are differentiated to meet the needs of students at all learners and support their growth in understanding. Workstations provide a time in the daily instructional block for students to practice mathematical concepts and apply mathematical practices independently or collaboratively with peers. Additionally, workstations allow for a teacher-led small group at which the teacher can focus on the needs of small groups of learners.

<b>Action Step 1</b>	
Contract with Debbie Diller & Associates Educational Consultants and arrange training for "Math Work Stations: Independent Learning You Can Count On."	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Contract outlining specific training objectives; training calendar showing event scheduled.



<b>Action Step 2</b>	
Provide professional development on the use of workstations in Mathematics and the application of concepts from the book, "Math Work Stations: Independent Learning You Can Count On," by Debbie Diller. The implementation of concepts from this book have had proven success in raising the achievement level of students in Mathematics at schools in our district as well as nation-wide.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Training sign in sheets and follow up documentation.

<b>Action Step 3</b>	
School-based mathematics coach and school-based curriculum leaders will work collaboratively to create grade level specific materials sets for teachers to use in the implementation of workstations in mathematics. These kits will contain materials that are grade-level appropriate for teaching benchmarks aligned to the Florida Standards at that grade level. Additionally, these materials will be sustainable and intended to be used for multiple years. Examples of materials include (but are not limited to): timers, sorting rings, protractors, dice, solid geometrical shapes, counting cubes, etc.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Inventory logs will be kept to ensure that teachers are monitoring the materials and keeping them contained within the kit for use in future years. Teachers will submit the inventory yearly as a part of the end of year procedures. These inventories will be kept on file.

<b>Action Step 4</b>	
With coaching and support, teachers will implement the use of workstation in Mathematics into daily instruction, using data based on student performance for placement at workstations. School-based mathematics coach will work with teachers in large groups, small groups, and individually to plan, implement, and evaluate the effectiveness of workstations. As teachers become more proficient, they will become leaders in helping new or struggling teachers grow in their practice of applying the use of workstation in mathematics. This will build the capacity within the school to sustain the growth of this practice.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 07/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Lesson plans, Classroom Walk-Through Data, Coach Work Logs



<b><i>Plan to Monitor Fidelity of Implementation of G1.B7.S1</i></b>	
School-based Mathematics coach will monitor implementation via coaching and embedded professional development. These coaching sessions and embedded professional development will be documented in weekly work logs that are reviewed bi-monthly by the Project Development team.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Weekly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Coaching work logs

<b><i>Plan to Monitor Fidelity of Implementation of G1.B7.S1</i></b>	
School-based administrator will monitor implementation via lesson plans submitted weekly and review biweekly.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Biweekly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Lesson plan archives

<b><i>Plan to Monitor Fidelity of Implementation of G1.B7.S1</i></b>	
School-based administrators will conduct monthly walk-throughs using the "Snapshot" program. SNAPSHOT (classroom walkthrough tool) is a part of the Alachua County Instructional Improvement System (an instructional and leadership improvement system) that is used to collect trends in instructional behavior. The aggregate data is then shared and reviewed with teachers to determine the overall impact of intervention implementation and identifying gaps in instruction. Data is also used to determine teacher growth in the delivery of instruction and identify examples of leadership practices to increase classroom effectiveness. Aggregate school wide data can also be used to determine professional development needs at the school level.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Monthly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	SNAPSHOT aggregate data on instructional practices

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B7.S1</i></b>	
School-based Science coach will monitor implementation via coaching and embedded professional development. These coaching sessions and embedded professional development will be documented in weekly work logs that are reviewed biweekly by the Project Development team. The logs will include the activities and participants of coaching during the week.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Biweekly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Coaching Logs

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B7.S1</i></b>	
School-based administrator will monitor implementation via lesson plans submitted weekly and reviewed monthly. Lesson plans will reflect the implementation of workstations with fidelity as well as indicate the benchmark and/or mathematical practice represented in the station activities.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Weekly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Lesson plans archived by teacher

<b><i>Plan to Monitor Effectiveness of Implementation of G1.B7.S1</i></b>	
School-based administrators will conduct monthly walk-throughs using the "Snapshot" program. SNAPSHOT (classroom walkthrough tool) is a part of the Alachua County Instructional Improvement System (an instructional and leadership improvement system) that is used to collect trends in instructional behavior. The aggregate data is then shared and reviewed with teachers to determine the overall impact of intervention implementation and identifying gaps in instruction. Data is also used to determine teacher growth in the delivery of instruction and identify examples of leadership practices to increase classroom effectiveness. Aggregate school-wide data can also be used to determine professional development needs at the school level.	
<b><i>Person Responsible</i></b>	Diana Lagotic
<b><i>Schedule</i></b>	Monthly, from 07/01/2014 to 06/30/2017
<b><i>Evidence of Completion</i></b>	Aggregate data from walk-throughs

**G1.B8** Lack of fidelity in implementation of curriculum and PD initiatives

**G1.B8.S1** Provide staff ongoing, high-quality, job-embedded professional development (through a coaching model) aligned with the school's comprehensive instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning and have the capacity to successfully implement a Florida Standards-based instructional program and school reform strategies. Coaching and PD will especially include support of data-driven instructional decision making, subject-specific pedagogy focused on the new Standards and/or differentiated instruction strategies, support for use of the comprehensive district curriculum pacing guide, support to ensure fidelity and implementation of school-wide PD initiatives, and intensive technical assistance designed to allow teachers to make explicit connections between their work in the classroom and the Standards.

**Strategy Rationale**

Placement of full-time reading, mathematics, and science coaches build the capacity of teachers to analyze data to drive instruction and intervention, model effective instruction, teach the new standards, support school-wide PD initiatives through follow-up activities, and implement and facilitate the lesson study process.

<b>Action Step 1</b>	
Advertise/recruit a full-time reading, math, and science coach for SIG funded school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Position description and copy of job advertisement.

<b>Action Step 2</b>	
Interview qualified candidates for each advertised instructional coach position.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Interview questions, and list of candidates interviewed for each position.

<b>Action Step 3</b>	
Hire coach for each position.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 04/11/2014
<b>Evidence of Completion</b>	Job acceptance and status form appointing each coach.

<b>Action Step 4</b>	
Placement of coach at the school	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 08/18/2014
<b>Evidence of Completion</b>	Daily coaches logs for each coach.

<b>Action Step 5</b>	
Provide ongoing support to coaches through district curriculum specialists and through weekly training activities with other district coaches.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Coaching logs, lists of topics covered in weekly trainings, logs from district staff who meet regularly with coaching to provide support.

<b>Action Step 6</b>	
Teachers will be provided models throughout the school year by an expert in the field of literacy instruction and intervention for struggling students.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 08/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	UF Lastinger facilitators will monitor the teachers as they apply the skills learned in their own classrooms. Feedback will be provided to the teachers throughout the school year.

<b>Plan to Monitor Fidelity of Implementation of G1.B8.S1</b>	
The Project Development staff will collect ongoing documentation of each step. Coaching logs will be collected bi-weekly.	
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	Biweekly, from 09/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Coaching Logs.

<b>Plan to Monitor Fidelity of Implementation of G1.B8.S1</b>	
Logs will be reviewed by the TL and other district personnel to determine if activities are appropriate and to assess effectiveness of embedded PD.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Biweekly, from 09/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	Coaching logs, notes on modifications to coaching program.

<b>Plan to Monitor Effectiveness of Implementation of G1.B8.S1</b>	
District curriculum specialists and directors will provide ongoing, weekly support to coaches in the SIG school. District curriculum supervisors will meet with school coaches, the FCIMS facilitator, the CRT, principal, and the TL on a monthly basis to review the staff development calendar. Staff development will be provided in identified areas by staff and follow up will be provided by coaches in the classroom. The district's web-based professional development tracking program will be used to monitor school-wide and individual staff development outcomes.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/30/2014 to 06/30/2017
<b>Evidence of Completion</b>	Coaches' logs, notes/minutes from monthly meetings, staff development calendar, data from district PD tracking program.

**G1.B8.S2** Provide additional job-embedded technical assistance for identified teachers with specific emphasis on strategies for literacy instruction for at-risk learners.

### Strategy Rationale

Teachers need support in literacy instruction with special emphasis on strategies for literacy instruction for at-risk learners. Specific literacy instruction areas of focus include help identifying reading difficulties for struggling readers, support in developing effective interventions, help identifying appropriate and varied assessments, help identifying strategies to support the five essential component of reading instruction

<b>Action Step 1</b>	
Contract with the University of Florida Lastinger Center for Learning, a global leader in the teacher quality movement, to provide additional job embedded TA.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Fully executed contract.

<b>Action Step 2</b>	
Teachers will be provided models throughout the school year by an expert in the field of literacy instruction and intervention for struggling students.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 08/01/2014 to 06/30/2017
<b>Evidence of Completion</b>	UF Lastinger facilitators will monitor the teachers as they apply the skills learned in their own classrooms. Feedback will be provided to the teachers throughout the school year.

<b>Action Step 3</b>	
Face-to-face meetings will take place during planning time and after school where teachers will assess what they have learned and plan to apply it in their own classrooms.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	UF Lastinger facilitators will monitor the teachers as they apply the skills learned in their own classrooms.

<b>Action Step 4</b>	
Provide on-line support will allow teachers to collaborate with each other and the facilitators. Teachers in k-1, 2-3 and 4-5 will have two modules a year for a total of 6 modules for each teacher.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	
<b>Evidence of Completion</b>	UF Lastinger facilitators will monitor the teachers as they apply the skills learned in their own classrooms.

<b>Plan to Monitor Fidelity of Implementation of G1.B8.S2</b>	
The contract with Lastinger Center will outline specific objectives. Implementation of the contract will be monitored by the TL. Implementation will also be monitored by the principal and turnaround leader as they observe teachers, observe interaction between teachers and the contractor, and when they collect lesson plans.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Contract deliverables, teacher observation and walk-through data, lesson plans reflecting enhanced strategies for literacy development.

<b>Plan to Monitor Effectiveness of Implementation of G1.B8.S2</b>	
The effectiveness of the strategy will be monitored by the principal and turnaround leader as they observe teachers during the classroom walk-through process. Progress will also be assessed with FAIR and Discovery Ed tests throughout the year and state testing results in the spring.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/09/2017
<b>Evidence of Completion</b>	Notes from classroom walk-throughs, teacher lesson plans showing PD initiatives strategies, student assessment data (FAIR, Discovery Ed, etc.)

**G1.B9** Lack of time during the contracted day/year to conduct PD.

**G1.B9.S1** Provide additional contracted/paid teacher time for professional development prior to the regular school year, after regular school contract hours, and following the contracted post-planning period.

**Strategy Rationale**

Teachers and administrative staff need additional PD in order to fully implement a school turnaround model. Traditional "teacher planning time," non-attendance days (teacher workdays), pre- and post-planning periods are not sufficient to accommodate the rigorous training required.

<b>Action Step 1</b>	
Provide additional paid contracted days for teachers prior to pre-planning in order to conduct staff development. Pre school year trainings will include, at minimum, school leadership team and selected teachers attendance at the Differentiated Accountability Summer Academy. Additional trainings may be conducted during the pre school year period in building support for school-wide support of MTSS, training in the Florida Standards, use of student data to inform and differentiate instruction, and strategies to effectively use extended learning time to deliver high-quality, differentiated instruction.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Time sheets for staff attending training, training calendar, agendas from trainings demonstrating topics covered, sign-in sheets from trainings.

<b>Action Step 2</b>	
Provide additional paid hours for staff to attend trainings held after the contracted day. Trainings to include strategies for building support for school-wide MTSS: training in the Florida Standards and standards instructional implementation; use of student data to inform and differentiate instruction; and training in strategies to most effectively use extended learning time to deliver high-quality, differentiated instruction.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2015
<b>Evidence of Completion</b>	Time sheets for staff attending training, training calendar, agendas from trainings demonstrating topics covered, sign-in sheets from trainings.

<b>Action Step 3</b>	
Provide additional paid contracted days for teachers following the regular school year in order to conduct staff development and for teachers to receive technical assistance. Trainings will include, at minimum, school leadership team and selected teachers attendance at the Differentiated Accountability Summer Academy (if held in June). Additional trainings may be conducted in building support for school-wide support of MTSS; training in the Florida Standards; use of student data to inform and differentiate instruction; and strategies to effectively use extended learning time to deliver high-quality, differentiated instruction.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	
<b>Evidence of Completion</b>	Time sheets for staff attending training, training calendar, agendas from trainings demonstrating topics covered, training follow up activities, sign-in sheets from trainings.

<b>Plan to Monitor Fidelity of Implementation of G1.B9.S1</b>	
The TL will work with the school staff to schedule trainings. A training calendar will be established. Sign-in sheets will be maintained for all trainings. Teachers being paid for work beyond the contract day/year will keep time sheet records.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Training calendar, sign-in sheets, teacher and staff time sheet records.

<b>Plan to Monitor Effectiveness of Implementation of G1.B9.S1</b>	
A training calendar will be established to document additional trainings held outside the regular contract day.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Training calendar



**G1.B10** Lack of time during the contracted day/year for teachers to collaborate, engage in common planning, and engage in common professional development.

**G1.B10.S1** Provide additional paid planning time (up to 2.5 hours per week. or 90 hours per year), that teachers may use flexibly each week in order to collaborate, hold common planning meetings, and/or engage in common professional development activities.

### Strategy Rationale

Currently, paid planning time is consumed by individual teacher planning necessary for daily instruction. Often, existing teacher planning is staggered during the instructional day, which renders common planning periods across grades and teams impossible.

<b>Action Step 1</b>	
Institute a procedure to provide each teacher up to 2.5 hours per week (90 hours per year) of additional paid planning. Procedures to require that paid planning must be used to collaborate as teams, hold common planning meetings, and/or engage in common PD (learning communities, lesson study, etc.).	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Written procedure, guidelines/expectations for implementation, documentation paperwork

<b>Action Step 2</b>	
Establish a monthly calendar for common planning/collaboration meetings and/or common PD activities across the school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/18/2014
<b>Evidence of Completion</b>	Common planning calendar.

<b>Action Step 3</b>	
Allow teachers who want to participate "opt in" by creating a sign up sheet for each established session.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 09/01/2014
<b>Evidence of Completion</b>	Sign-in sheet showing teachers willing to participate in common planning.

<b>Action Step 4</b>	
School principal and school leadership team will work with the TL and district support staff to help "guide" common planning activities and to provide technical assistance in order to assure focus on use of data to drive instructional practice, differentiated instruction, addressing the needs of readers at all levels, and in designing high-quality whole-group and small-group instruction.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	A monthly common planning calendar will be established at each grade and/or team level. Topics scheduled to include use of data, differentiated instruction, varied reading levels, and delivery of quality whole- and small-group instruction. Sign-in sheets will be maintained for each planning meeting.

<b>Plan to Monitor Fidelity of Implementation of G1.B10.S1</b>	
Establish a procedure designed to guide teachers in conducting common planning meetings. Establish procedures to track time spent in planning and to compensate teachers for additional work hours.	
<b>Person Responsible</b>	
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Written procedure; time sheets; status forms designating additional paid hours.

<b>Plan to Monitor Fidelity of Implementation of G1.B10.S1</b>	
Formulate a school-level calendar for team/grade-level common planning. Develop a "sign-up" for teachers to "opt-in" to the meetings.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Calendar of common plannings; roster of participants.

<b>Plan to Monitor Fidelity of Implementation of G1.B10.S1</b>	
Facilitation of monthly planning/collaboration meetings. Topics to cover include use of data to drive instructional practice, differentiated instruction, addressing the needs of readers at all levels, and in designing high-quality whole-group and small-group instruction.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Sign-in sheets for meetings; agendas and/or notes of topics covered. Topics covered shall include use of data to drive instructional practice, differentiated instruction, addressing the needs of readers at all levels, and in designing high-quality whole-group and small-group instruction.

<b>Plan to Monitor Effectiveness of Implementation of G1.B10.S1</b>	
The school principal, school administrative support team, and the TL will work together to establish a school calendar for common planning.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	
<b>Evidence of Completion</b>	Common planning/collaboration calendar; sign-in sheets of participants.

**G1.B11** Lack of sufficient protected time to conduct Data Chats, conduct training and modeling of FCIM process, and provide adequate support for instructional implementation

**G1.B11.S1** Provide and utilize a school-based FCIM Facilitator through Title I funds.

### Strategy Rationale

An FCIM facilitator will give school the ability to: Improve student achievement and close the achievement gap by continually evaluating school specific data to adjust and improve instruction as needed; align curriculum and instruction to the State Standards; enhance school culture and climate, and increase meaningful parent and community involvement.

<b>Action Step 1</b>	
Advertise/recruit a FCIM coordinator for the SIG school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 06/16/2014
<b>Evidence of Completion</b>	Position description and copy of job advertisement.

<b>Action Step 2</b>	
Interview qualified candidates and hire a FCIM coordinator for the SIG school	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	On 07/07/2014
<b>Evidence of Completion</b>	Lists of candidates interviewed and status form showing appointment of FCIM coordinator to the school.

<b>Action Step 3</b>	
Collection and review of data will take place from August to June regularly following the school assessment calendar and as needed throughout the school year.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 09/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	Data from basil assessments, FAIR, "On-Track" testing.

<b>Action Step 4</b>	
Provide specific and ongoing professional development for teachers in diagnostic data usage, intervention strategies, and in using data for the purpose of student grouping.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 08/04/2014 to 06/05/2015
<b>Evidence of Completion</b>	FCIM Facilitator logs, workshop topics and agendas, sign-in sheets.

<b>Action Step 5</b>	
Share data with school leadership; disseminate in Teacher and Grade Level Data Chats;	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	Data from basil assessments, FAIR, "On-Track" testing.

<b>Action Step 6</b>	
Conduct Student and Parent Data Chats	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	
<b>Schedule</b>	Quarterly, from 10/31/2014 to 05/29/2015
<b>Evidence of Completion</b>	Data from basil assessments, FAIR, "On-Track" testing. Records from individual student progress reports and logs of contacts with parents.

<b>Action Step 7</b>	
Provide substitutes every six weeks in order to allow common teams of teachers to participate in data chats.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Quarterly, from 10/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Substitute records; notes and material from data chat sessions.

<b>Plan to Monitor Fidelity of Implementation of G1.B11.S1</b>	
Implementation will be monitored by school principal and TL	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Semiannually, from 12/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Effectiveness of Implementation of G1.B11.S1</b>	
Effectiveness of school FCIM Facilitator in eliminating barrier will be determined by evaluation of all school data, including state and school based assessments, through the school climate survey, parent input survey, teacher feedback, and ongoing professional development calendar.	
<b>Person Responsible</b>	
<b>Schedule</b>	Quarterly, from 09/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	School achievement data, climate survey, parent input surveys, teacher feedback, PD calendar

## **G2. Reduce truancy, absenteeism, and tardiness of students attending the SIG-targeted school.**

**G2.B1** Lack of time in contracted work day for teachers and school staff to participate in parent-involvement activities.

**G2.B1.S1** Restructure teacher contracted hours to add time for parent contacts, conferences, and conduct "relationship-building" activities during non school hours.

### **Strategy Rationale**

Research shows that parent involvement relates positively to student attendance and achievement.

<b>Action Step 1</b>	
Provide up to 1 hour per week for parent-teacher conferences, conduct data-chats with parents, make phone contact with parents regarding attendance and other matters, and to schedule meetings with parents after the contracted school day.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/25/2014 to 05/29/2015
<b>Evidence of Completion</b>	Sign-in sheets for parent teacher meetings, emails with parents, teacher log of parent contacts..

<b>Action Step 2</b>	
Provide 3 hours per month (30 hours annually) of paid teacher time for the purpose of scheduling after-hours enrichment, parent nights, and other events designed to provide technical assistance to stakeholders and to build relationships among teachers, parents, and other school staff.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Calendar showing events to be scheduled, agendas for events, sign in sheets from each activity. Activity logs of teachers showing parent contacts and reason.

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
The principal and the TL will review on a monthly basis each teacher's log and sign-in sheet for their parent involvement activities.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	Sign-in sheets from parent meetings and teacher logs of parent contacts.

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
The TL will work with the school principal to schedule monthly events and activities to include after-hours enrichment, parent nights, and other events designed to build relationships among teachers, parents, and other school staff; After each event, the sign-in sheets will be monitored to assess participation levels.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Calendar of activities, agenda or schedule for each activity, sign-in sheets showing attendance by groups (teachers, parents, students, etc.)

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
Sign-in sheets will be kept for all parent-involvement activities and will be monitored monthly to assure effective attendance by staff and by parents.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Sign-in sheets for events, meetings, etc. held beyond the contracted workday.

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
A calendar will be maintained showing "enrichment" activities and other special events designed to build trust between school staff, parents, and community stakeholders.	
<b>Person Responsible</b>	
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/12/2015
<b>Evidence of Completion</b>	Calendar of activities, agenda or schedule for each activity, sign-in sheets showing attendance by groups (teachers, parents, students, etc.)

### **G2.B3** Lack of knowledge among parents regarding the effects of absenteeism and tardiness.

**G2.B3.S1** Consistently contact parents when students are absent or tardy; reiterate the importance of attendance and its effect on achievement.

#### **Strategy Rationale**

Research shows that teacher contact regarding specific incidents of absenteeism and tardiness improves attendance and reduces late arrivals.

<b>Action Step 1</b>	
Develop an established and consistent procedure for teachers to follow when students are absent or tardy. Include use of a parent contact log by teachers as a part of that procedure.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Clearly written procedure for attendance-related contacts.

<b>Action Step 2</b>	
Provide guidelines and expectations and technical assistance for staff to use the procedure during pre-planning meetings. Additional paid time is included under Strategy 1 to accommodate additional teacher required activity.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 04/07/2014
<b>Evidence of Completion</b>	Faculty meeting agenda

<b>Action Step 3</b>	
Administrative support team will monitor attendance and teacher parent contact logs to assure support.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	Attendance reports; teacher parent contact logs.

<b>Plan to Monitor Fidelity of Implementation of G2.B3.S1</b>	
The TL will work with staff to develop consistent procedures for attendance monitoring and parent contacts..	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Written procedure is developed.

<b>Plan to Monitor Effectiveness of Implementation of G2.B3.S1</b>	
Attendance data will be checked monthly. Parent contact logs will be monitored to assure contacts are being made.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	
<b>Evidence of Completion</b>	Attendance reports; teacher contact logs.

### **G3. Improve student behavior at SIG-targeted schools.**

#### **G3.B1 Lack of knowledge among staff regarding Positive Behavior Support systems.**

##### **G3.B1.S1 Provide training to staff on PBS.**

#### **Strategy Rationale**

Punishment and suspension have not been effective at improving behavioral climate.

<b>Action Step 1</b>	
Schedule PBS training.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	School training calendar will reflect training schedule.



<b>Action Step 2</b>	
Provide training to all teachers.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Training agenda, sign-in sheets.

<b>Action Step 3</b>	
Provide ongoing technical assistance and training to teachers on PBS strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	William Goodman
<b>Schedule</b>	Weekly, from 08/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Training and technical assistance agendas, sign-in sheets, logs

<b>Plan to Monitor Fidelity of Implementation of G3.B1.S1</b>	
The TL will schedule the training and will monitor its delivery.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Training agenda, school training calendar, training sign-in sheets.

<b>Plan to Monitor Effectiveness of Implementation of G3.B1.S1</b>	
. Monthly meetings will be scheduled to review data and adjust the program when necessary.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	School behavior data (discipline referrals, suspension data, etc.)

**G4. Improve the school-wide system of Multi-Tiered System of Supports (MTSS) for SIG school.****G4.B1** Insufficient alignment of support resources at SIG school.**G4.B1.S1** Identify and align resources to meet the needs of all students at the SIG school.**Strategy Rationale**

Current resources are not well aligned and need strong coordination. Improving staff knowledge and use of resources, including the use of data-driven decision making, will lead to improvements in services to students and to improvements in desired student outcomes..

<b>Action Step 1</b>	
Appoint and employ a School Improvement Principal Specialist (Turnaround Leader-TL) to work with the SIG school. This person shall act as a mentor/coach for the principal, assisting with all aspects of the school improvement process, including conducting classroom walk-throughs to monitor and ensure implementation and implementation fidelity of instruction and intervention programs, conducting data analysis, providing professional development based on specific school and staff needs, and working closely with district administration and FLDOE DA teams. The TL shall coordinate and facilitate alignment of resources at the school and with the district staff in order to meet the needs of all students.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Hershel Lyons
<b>Schedule</b>	On 07/01/2014
<b>Evidence of Completion</b>	Status form showing appointment

<b>Action Step 2</b>	
The TL and school leadership team will collect Student data from Infinite Campus (district MIS), Progress Monitoring and Reporting Network, Google docs (school based), and all other pertinent sources such as Florida Assessments for Instruction in Reading (FAIR), district OnTrack, Benchmark assessments, for the purpose of instructional decision making. Data will be reviewed informally on a monthly basis but shall be formally reviewed at least quarterly and adjustments to interventions and to school improvement strategies shall occur at that time.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 05/31/2017
<b>Evidence of Completion</b>	Progress Monitoring and Reporting Network data, school-based data (basal series end of chapter and unit tests), Discovery Education Reading assessments, and Florida Assessments for Instruction in Reading (FAIR), district OnTrack benchmark assessments.

<b>Action Step 3</b>	
The TL, school principal, and the AST will hold meetings quarterly with representatives from the CAT and district support staff for the purpose of analyzing data, assessing quarterly progress, and facilitating sharing of information and decision making regarding needed adjustments to the school MTSS and to the school improvement process..	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 10/17/2014 to 06/05/2015
<b>Evidence of Completion</b>	Meeting agenda, sign in sheet, minutes from meeting.

<b>Action Step 4</b>	
Employ and utilize an FCIM Facilitator (Title I funds) in order to assure that the Florida Continuous Improvement Model is used for data-based problem solving and is used for the implementation and monitoring of the School Improvement Plan and DIAP. The FCIM Facilitator shall be part of the school-based leadership team, which analyzes student data with the purpose of making instructional decisions to meet needs of all students. The FCIM Facilitator shall collect student data, prepare Data Walls or Data Notebooks, conduct Data Chats, train intervention teachers on intervention programs, and maintain Tutorial Documentation for evaluation. The FCIM Facilitator shall be a part of each team's common planning meetings for the purpose of data-based decision making and instructional adjustments.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Weekly, from 07/01/2014 to 06/12/2015
<b>Evidence of Completion</b>	FCIM Facilitator logs, records of trainings conducted by the FCIM Facilitator (sign-in sheets, agendas), minutes and/or notes from leadership team meetings. FCIM Facilitator products (data walls, notebooks), and records from data chats.

<b>Action Step 5</b>	
The school-based leadership team, working with the TL and district support staff, will develop Intervention groups for individual or small-group instruction. Groupings and individual instructional needs shall be reassessed quarterly to allow for adjustments and provision of additional supports.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Quarterly, from 08/18/2014 to 06/05/2015
<b>Evidence of Completion</b>	Student data (progress monitoring) used for decision making, class rosters and schedules reflecting targeted intervention strategies (small-groups, pull-outs, etc.)

<b>Action Step 6</b>	
Teachers shall work in collaborative teams during common planning time to review student data and to assist and help facilitate targeted intervention strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Weekly, from 08/11/2014 to 06/05/2015
<b>Evidence of Completion</b>	School-wide common team planning schedule. notes and recommendations for interventions.

<b>Action Step 7</b>	
The Director of Elementary Education shall conduct monthly school visits in order to meet with the TL, school principal, and the AST to identify issues that may impact school improvement goals. The Director of Elementary Education shall meet monthly with district staff (supervisor of elementary curriculum/reading, subject-area specialists, district literacy coaches, etc.) following each school-based meeting to map and to direct district resources in a manner that meets the needs of the school.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Notes from school visits identifying issues; notes from monthly district resource team meetings.

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S1</b>	
The Assistant Superintendent for Curriculum and Instruction will work directly with the TL to assure implementation of Objectives. The TL will be evaluated by the Superintendent annually based on job requirements.	
<b>Person Responsible</b>	Hershel Lyons
<b>Schedule</b>	Annually, from 07/01/2014 to 06/30/2015
<b>Evidence of Completion</b>	Performance evaluation.

<b>Plan to Monitor Fidelity of Implementation of G4.B1.S1</b>	
The TL will oversee collection of school-level data and will facilitate meetings for the purpose of reviewing data and making changes to support systems.	
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 09/01/2014 to 09/01/2014
<b>Evidence of Completion</b>	School based student progress monitoring data, minutes from meetings with leadership teams.

<b>Plan to Monitor Effectiveness of Implementation of G4.B1.S1</b>	
The director of Elementary Curriculum will conduct regular (monthly) school visits, conduct walk-throughs, and work directly with the school principals, AST, and TL to assure alignment of resources.	
<b>Person Responsible</b>	Diana Lagotic
<b>Schedule</b>	Monthly, from 07/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Walk-through notes, notes from meetings with school staff regarding MTSS alignment activities.

#### **G4.B2** Lack of sufficient social-emotional and community-oriented services

**G4.B2.S1** Fully utilize additional services provided by newly awarded "Project Fortify" (USDE grant) to address the social-emotional needs of children and families and to coordinate support networks within and outside of the school.

#### **Strategy Rationale**

Project Fortify is a new USED grant awarded to the district that funds a school social worker for Lake Forest and an additional school psychologist that is shared with three other schools. Research demonstrates that when social-emotional needs are addressed, students perform better in school, have higher levels of attendance, and have fewer problems with misbehavior.

<b>Action Step 1</b>	
Develop a matrix of indicators designed to identify students in need or crisis. Pull and use data indicators and the matrix to prioritize and target students most in need of services.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Rhonda Cole
<b>Schedule</b>	On 08/01/2014
<b>Evidence of Completion</b>	Matrix containing student data (academic, behavior, attendance, etc.), prioritized list of students needing services.

<b>Action Step 2</b>	
The school social worker will work with individual students, school staff, and families throughout the year to identify specific needs, identify school-based and community based resources to address needs and to coordinate available services and resources.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Rhonda Cole
<b>Schedule</b>	Monthly, from 08/04/2014 to 06/05/2015
<b>Evidence of Completion</b>	Case log notes; social worker daily log;

<b>Action Step 3</b>	
Include School Social Worker as a member of the Administrative Support Team (AST) for the purpose of providing technical assistance and information regarding student needs.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Donna Jones
<b>Schedule</b>	Monthly, from 08/01/2014 to 06/12/2015
<b>Evidence of Completion</b>	Meeting notes from AST meetings. Sign-in sheets.

<b>Action Step 4</b>	
The school psychologist will provide individualized services to students in need. This could include testing services, writing Functional Behavior Assessments, as well as individualized counseling and guidance services.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	William Goodman
<b>Schedule</b>	Weekly, from 09/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Case log notes; psychologist's daily log;

<b>Action Step 5</b>	
Provide semi-annual training to school staff on "A Framework for Understanding Poverty." This is a research-based program designed to provide teachers and other staff with information needed to understand the barriers created for families living in poverty and to teach strategies designed to address these barriers.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Rhonda Cole
<b>Schedule</b>	Semiannually, from 10/01/2014 to 05/29/2015
<b>Evidence of Completion</b>	Training calendar, sign-in sheets, PowerPoint and materials from training.

<b>Action Step 6</b>	
Conduct raining follow up through classroom visits, working with teacher teams, and through individual coaching and mentoring sessions in order to assure implementation of strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Rhonda Cole
<b>Schedule</b>	Weekly, from 08/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Social worker logs.

<b>Action Step 7</b>	
Conduct raining follow up through classroom visits, working with teacher teams, and through individual coaching and mentoring sessions in order to assure implementation of strategies.	
<b>Focus</b>	0071 - Lake Forest Elementary School
<b>Person Responsible</b>	Rhonda Cole
<b>Schedule</b>	Weekly, from 08/01/2014 to 06/05/2015
<b>Evidence of Completion</b>	Social worker logs.

<b>Plan to Monitor Fidelity of Implementation of G4.B2.S1</b>	
The supervisor of Guidance Services will monitor implementation of action plan items conducted by the social worker and the school psychologist. The supervisor shall collect and monitor logs, review case notes, and review specific school-based data (academic progress, attendance, discipline referrals, etc.) related to action-plan implementation.	
<b>Person Responsible</b>	William Goodman
<b>Schedule</b>	Semiannually, from 11/01/2014 to 05/01/2015
<b>Evidence of Completion</b>	Social worker logs, case notes, school-based data (academic progress, attendance, discipline referrals, etc.)

<b>Plan to Monitor Effectiveness of Implementation of G4.B2.S1</b>	
Conduct semi-annual and annual evaluation of Project Fortify grant program. Evaluation plan requires a data-based approach to assess effectiveness of the program. This evaluation includes a formative and summation phase each year designed to measure the level of support being provided for social-emotional and community-oriented services as well as an assessment of the program's impact on student achievement, student attendance, and student behavior at school. Evaluation of the program is conducted by an external professional evaluator with experience in conducting evaluations of educational programs.	
<b>Person Responsible</b>	Everett Caudle
<b>Schedule</b>	Semiannually, from 10/31/2014 to 05/31/2015
<b>Evidence of Completion</b>	Project Fortify semi-annual progress report; Project Fortify annual summation report.

## Professional Development



## Technical Assistance

## Budget Rollup