

Title II, Part A: 2017-18 Application

Agency Name: Charlotte County Public Schools

Project Number: 2248B-8CT01

TAPS Number: 18A011

Title II, Part A: Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

By submitting this application to the Florida Department of Education:

The local education agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the [Every Student Succeeds Act \(ESSA\), section 2001](#).

The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do not meet the

challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with [section 2103\(b\)\(3\)\(B\)](#).

☒ The LEA, after timely and meaningful consultation, assures that it will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological, in accordance with [section 2102\(b\)\(2\)\(E\)](#) and [section 8015](#).

☒ The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with [section 2102 \(b\)\(2\)\(F\)](#).

☒ The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with [section 2102\(b\)\(3\)](#).

☒ The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with [section 2103](#).

☒ The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.

☒ The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with [section 2104](#).

☒ The LEA assures that programs will be evaluated annually, and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. The evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served, and will be submitted to the state annually, in accordance with [section 2104 \(b\)](#).

Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs to (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders, in accordance with [section 2001](#).

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:

- 1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritizing effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and [state strategic priorities](#).

Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. **Phase 1 - Collect and Analyze Data:** LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below. The *Title II Application Technical Assistance Document* provides additional assistance when considering data sources.

Data to inform student achievement needs

- Florida Standards Assessment (FSA) student achievement data (Language Arts and Mathematics) **
- End-of-Course Assessments **
- Student Progress Monitoring Data (district- or school-based)
- Student achievement disaggregated by student group **
- Graduation rates **
- Drop-out rates
- Student attendance

** Data can be found at edstats.fldoe.org

Data to inform teacher and principal supply needs

- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and Title I programs
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews

Data to inform teacher and principal effectiveness needs

- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([15-16 data](#) and [14-15 data](#))
- Teacher and principal needs assessment survey results
- Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I schools by school and subject area
- Individual professional development plans

Other data

- [School improvement data](#)
- [School grade data](#)
- Current professional development efforts and effectiveness data
- District and school report cards **
- Program evaluation data of programs currently funded
- Private school data from equitable services consultation(s)
- [Archives for historical data](#) (to examine trends)

** Data can be found at edstats.fldoe.org

2. Phase 2 - Identify Areas of Strength and Challenges: Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness.

Student Achievement	
<i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	<p>Student Achievement: In reviewing state assessment and school grade data, as well as LEA progress monitoring and performance indicators, CCPS demonstrates improvement in both proficiency and learning gains at all school levels. For SY17-18, CCPS scored higher than or tied the state average in every state assessed subject areas/grade levels with the exception of the FSA Algebra I EOC. CCPS likewise improved or tied the district score from SY2015-16 to SY2016-17 in every assessment except for Grade 5 Science. Areas of greatest strength include 3rd grade ELA proficiency at 66%, overall elementary ELA achievement and gains, middle school math achievement improved to 59% and acceleration at 62%, middle and high school social studies high achievement at 78% and 76% respectively. At the high school level, all schools improved ELA gains, maintained or slightly improved ELA achievement, and increased math and science achievement.</p> <p>Faced with a continuously increasing ELL student population, the LEA has focused district and school level collaborative efforts to improve student English language acquisition, and develop content area understanding. For SY16-17, the % of ELL students proficient was higher than the state average in English (listening, speaking, reading, and writing), FSA ELA, FSA Math, FSA Social Studies, and the graduation rate. An overview of ESE student performance shows approximately a 2% increase in overall proficiency in both grades 3-8 ELA and mathematics. While the LEA is proud of this improved performance, the proficiency rates themselves emphasize that significant gaps for these subgroups must continue to be addressed.</p> <p>These noted areas of high achievement or improvement can be tied directly to focused efforts on alignment of instructional practice and curriculum/resource materials, concentration on ELA fundamental elements, and attention to the rigor of the standards. These components reflect teacher and leader needs (per data and as identified in the LEA’s school improvement</p>

	<p>plans and district strategic plan), focused on three primary areas: understanding of the Florida standards and being able to deliver instruction in support of their rigor; differentiating instruction to support all learners in being able to achieve the standards; and supporting student motivation and engagement as part of improved critical thinking skills and strategies. Per the LEA's school improvement plan and district strategic plans, the past two years of professional development have focused primarily on developing teachers' in-depth understanding of the Florida standards, and developing instructional methodologies and classroom best practices that would better deliver the content and scope of the standards. With teachers reporting increased competence and confidence with the Florida standards, they communicated the need for professional development in differentiating instruction to meet student needs, and increased focus on particular content areas, strands, or grade level standards.</p>
<p><i>Challenges</i></p>	<p>The most pressing achievement challenge per 2017 state assessments is in mathematics, across grade levels, and in terms of both proficiency and learning gains. Particular grade levels suffered deep declines in student achievement in math learning gains, and the lowest 25% math learning gains. At the elementary level significant ground was lost in math learning gains, a more moderate backslide for math learning gains at the middle schools, and two of three high schools had concerning decreases in math gains and for the lowest 25%. Also noted is the gap in performance between ESE and non-ESE students, as in each area CCPS is performing below the state average. A study of ELL students also reveals gaps to address in all grade level or subject area assessments for ELL students, keeping in mind that the local ELL population continues to increase.</p> <p>Trends indicate that teachers at the elementary, middle, and high school levels need increased support on understanding math standards and delivering effective instruction that scaffolds students' fundamental skills and conceptual understandings in developing the mathematical thinking practices at the rigorous level of the standards. Given the significant decrease in learning gains, and particularly that of the lowest 25%, it is clear that teachers need guidance and support on how to differentiate instruction that meets unique learner needs and supports their progression towards individual growth targets. Differentiation techniques must be developed that address various learning styles, and that are specific to student grade level and the subject area. On the LEA's Professional Learning Needs Assessment Survey, the overwhelmingly highest response to the additional math content professional learning desired was for differentiated instruction. Instructional leaders, school principals and assistant principals are aware that they need to provide and support improved understanding and</p>

	<p>instruction of standards, model and coach differentiated instruction, and ensure that learning materials align with the LEA's curriculum maps as designed in alignment with the standards.</p> <p>Another area of challenge for the LEA is improving the graduation rate. Though lagging data shows that the LEA increased the graduation rate by almost 2% points from SY2014-15 to SY2015-16, the gap between the LEA's graduation rate and the state's increased. Thought it should be noted that the most significant sub-groups had an increase in graduation rate, data analysis shows that the LEA needs to focus on the % cohort dropouts as a factor of overall graduation rate. The LEA is studying the factors for college and career readiness in the elementary foundational and middle transitional years that support cohort articulation through high school to graduation. The emphasis on differentiation for students must be extended to the context of what each student needs to graduate.</p>
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Teacher and Principal Supply <i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	<p>The LEA's principal and school leader retention rates are high, as only one school leader left the district during SY2016-17 for a collegiate setting, and one assistant principal retired at the end of the school year. Otherwise, all school leaders have remained in place for SY2017-18. The LEA is fortunate that among 21 schools, school principal leadership ranges from veterans who have been principals for over a decade, to those in place from one to three years, and everything in between. The LEA has cultivated its veteran school principals, selecting a "Committee of 6" principals who have been charged with developing and implementing the LEA's Aspiring Leaders Program and Preparing New Principals program. This committee is essential in developing participants as strong instructional leaders and institution administrators. In this role, the committee lends the collective veteran perspective in learning the strengths and weaknesses of developing school leaders to effectively place school leaders with the schools that would benefit most from their leadership. The LEA is proud that two veteran principals, one elementary and one secondary, were honored as members of the Commissioner's Leadership Academy (CLA), and are active in sharing with their colleagues the scholarly research and best practices experience they receive through the CLA.</p> <p>The important trends among teacher supply is the number of teachers striving for improved professional practice. The LEA's professional development center reported significantly higher</p>

	<p>numbers of teachers pursuing their ESOL, Gifted, or ESE endorsements during SY2017-18, and strong participation in The Charlotte Academy for Professional Educators (CAPE) Program. The CAPE provides professional learning for teachers that addresses the highest priorities and needs of the district in terms of student achievement. The LEA also continues to have strong teacher participation in supplemental professional development such as additional sessions for new educators and newer technologies training for experienced teachers. 13 professional development opportunities were provided specifically for new educators throughout the school year, on topics such as Thinking Maps, Student Information Systems, Smart Boards, Teacher Web Pages, i-Ready Diagnostic and Instruction, Office 365 and productivity apps.</p> <p>A stellar example of meeting teacher supply needs was the LEA’s professional development on June 1 and 2 of 2017. The Curriculum, Instruction, and Assessment (CIA) Professional Learning Conference was completely designed and facilitated by the LEA’s professional development center, and the CIA offered forty different PD sessions each day, selected per the LEA’s Professional Learning Needs Assessment survey and other teacher and leader input. Over 230 of the LEA’s teachers and over 50 paraprofessionals attended each day, opting to receive the PD most relevant to them. The CIA received rave reviews on exit surveys and from participants and facilitators for meeting teachers’ needs and supporting professional practice.</p> <p>These areas of strength are key in improving teacher and administrator retention within the LEA.</p>
<p><i>Challenges</i></p>	<p>The LEA’s teacher and principal supply needs continue to face the challenges stemming from the persistent effects of a decade-long economic recession. Reflecting the economic challenges faced by the community, CCPS continues to recover from the financial difficulties of the last decade at local and state levels, dealing with lower enrollments as families have moved in search of better job opportunities and housing markets. As of SY2016-17, the LEA was one of only four districts in the state to experience declining enrollment. The district’s operating budget suffered direct hits for multiple years, which created classroom or scheduling needs that resulted in a number of teachers being out-of-field. The greater impact of economic indicators is two-fold: 1) the reduced number of families moving into the community to bolster student enrollment and increase the need for quality education professionals, and 2) the increased number of classroom teachers and school leaders considering other LEAs for employment, seeking higher pay, better benefits, or more opportunity. There are economic indicators that the community is making some gains since the recession, and the LEA has made decreasing the number of out-of-field teachers through effective PD a priority. The LEA is organizing district, school, and community stakeholders to collaborate on recruitment efforts both within and outside of the LEA.</p>

Teacher Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?

Areas of Strength

As indicated by progress monitoring data with strong correlations to state assessment results, and as self-reported by teachers through the Professional Development teacher survey and Title I Teacher survey, teachers are highly effective across grade levels in accessing, analyzing, and using data to inform instruction and individualize learning. Teachers, paraprofessionals and school/district leaders are provided professional development in data analysis and its application to instruction and assessments to improve classroom practice and student learning through several initiatives. Professional development is provided by Curriculum & Instruction Specialists, PD specialists, and the LEA's Psychometrician at the school and district level in utilizing student diagnostic and instructional data from i-Ready and USA Testprep, and from performance or early warning indicators from the student information and data systems. The focus of the PD is on using student progress and achievement data to increase effective instruction, identify individual student learning gaps, monitor progress, and provide remedial/supplemental instruction. Exit slips, surveys, and school improvement plans consistently emphasize the ability of teachers to use student data as a key indicator of effectiveness, and emphasize the continuous need to provide professional development for data analysis skills and strategies.

For SY2015-16 (SY2016-17 teacher evaluation data not yet available), data shows that 36.02% of teachers were rated Highly Effective (up .07% from 35.95%), 60.83% of teachers were rated as Effective (down 2.22% from 63.05% in SY2014-15), 3.06% were rated as Needs Improvement (up 2.24% from 0.82%), and .09% were rated as Unsatisfactory (down .09%). The LEA is encouraged by these statistics, as Highly Effective and Effective teachers are increasing, and even the increased percentage of Needs Improvement represents improved efforts to implement the evaluation system with fidelity.

For less effective teachers, the LEA's Coaching, Assisting, and Supporting Teachers (CAST) program implementation is strengthened by the superintendent's position that all principals know they have some ineffective teachers in their schools, and that it is their job to assist these teachers by recommending them for the CAST program. Ineffective teachers who participate in CAST sometimes resign or retire, but the majority are coached to success and are now

	<p>considered effective teachers. The CAST program is a successful component of the district plan for equitable distribution of teachers and principals among schools.</p> <p>Charlotte County has developed several strategies for achieving 100% Infield Effective Teachers (IET). The Charlotte Academy for Professional Educators (CAPE) Program was jointly designed by CCPS and the teachers' union, the Charlotte Florida Education Association (CFEA). CAPE provides professional learning for teachers that addresses the highest priorities and needs of the district in terms of student achievement. Teachers invest in the future with CCPS by paying tuition for professional development, and ultimately earn a permanent annual salary stipend(s). The salary stipend does not transfer to other districts, thus it is a retention device in cultivating highly effective teachers from within. In addition to the CAPE salary incentive, the district provides a one-time \$1,000 bonus for all teachers who earn the Reading and/or ESOL Endorsement, regardless of CAPE program involvement. There are five paths to CAPE professional development tier completion: ESOL Endorsement, Reading Endorsement, Gifted Endorsement, Technical Participant, and Standard Path.</p> <p>As an LEA that utilizes the Marzano framework for teacher evaluation, there is collaboration among district and school leaders, staff, and the teacher union in also using this evaluation instrument as an instructional coaching tool. Increased model study and best practices are facilitate within the district to further develop instructional coaching and leadership skills in school administrators.</p>
<p><i>Challenges</i></p>	<p>Similar challenges are faced in improving teacher effectiveness as in addressing teacher supply needs. The challenges are rooted in some of the same causes, stemming from the community's economic recession and the lingering effects. Declining enrollment, reduced school budgets, fiscal and facility demands, a perpetually small hiring pool, and a lack of specifically certified educators led to scheduling solutions that sometimes resulted in a number of teachers being placed out-of-field, and/or rated as ineffective. The LEA has made the teacher evaluation system a priority, working collaboratively with teachers and school/district administrators and the teacher's union to develop an evaluation instrument that serves as a coaching framework. Evaluation is a means of providing professional support and modeling of best practices to improve teacher effectiveness. Principal and assistant principal PD training in teacher evaluation are emphasizing early indicators of teacher effectiveness in order to provide immediate support.</p> <p>As a district-wide framework of support for teacher effectiveness, the LEA relies on the purposeful alignment of School Improvement plans with the District Strategic Plan to address</p>

	<p>the specific barriers to student achievement, primarily identified as the areas of student engagement, differentiated instruction, and rigorous implementation of the Florida Standards. Previously, the schools had identified the understanding and implementation of the Florida Standards as the largest barrier to school improvement. After laser-focused professional development on grade level and content area standards, this past school year the schools indicated, through their school improvement plans, that the focus had shifted. Now that teachers were better skilled and practices with the Florida Standards, it was delivering their depth and rigor to their students per their various learning styles that was the challenge. Schools consistently identified differentiated instruction as the most significant barrier to student achievement, and the need for professional learning activities to enhance knowledge of differentiated instruction was the second-highest teacher response on the LEA’s Professional Learning Needs Assessment Survey. This identified need has driven school and district leaders to identify programs, resources, and other supports to bring this professional development to teachers in improving their effectiveness with all students, and reflected in their evaluations.</p>
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Principal and Other School Leader Effectiveness	
<i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?</i>	
<i>Areas of Strength</i>	<p>In promoting principal effectiveness, the superintendent makes annual appointments of school and district leaders based on a variety of data sources. The superintendent is the direct supervisor of all the principals, and connects with his school leaders. Between the input from data and evaluations, and observations and relationships, the superintendent is able to make informed decisions based not only on student, teacher, and leader achievement data, but also on personal experience with who has the skills to be successful in particular school settings.</p> <p>The LEA focuses on implementation activities at individual school sites and across the district that collaboratively develop the capacity of principals and other instructional leaders to improve teaching and learning, and to promote effective teaching within a growth-oriented, collegial culture:</p>

	<ul style="list-style-type: none"> • Newly appointed school leaders are assigned mentors to support their leadership development within their administrative roles. • Collective implementation of District Strategic Plan components directly supports the capacity of principals and other instructional leaders in cultivating effective teaching skills within a collegial learning culture; The school and district improvement process provides for ongoing formal and informal discussion of challenges and strategies, and explicitly facilitates articulation among common school levels, as well as across school feeder patterns; • PD events such as Secondary Ed Camp, intensive full-day training for middle and high school leaders to discuss practices beyond evaluation procedures to develop effective teachers and foster a growth-minded collegial culture; and • PD events such as the Charlotte Secondary Leadership Collaborative, providing vertical articulation opportunities for middle and high school teachers in core curricular areas; • Observation 360 for Administrators develops school leaders’ skills in identifying effective teaching skills as well as ineffective teaching, and provides them with the strategies and actions to use in coaching teachers to improve instructional effectiveness and supporting quality learning; • The LEA’s Preparing New Principals is a program that builds from within the opportunity for strong new school leaders to develop themselves; • Focused training for school leaders on the key elements to “look for” as part of classroom walkthroughs and observations. Examples of include data-based questioning, inquiry-based learning, Thinking Maps, Response to Literature, and Guided Reading; • Domain elements of Marzano’s research based Teacher Evaluation Model that focus on instructional strategies that most correlate with student achievement are identified with principals and assistant principals to emphasize early in the school year; and • NISL (National Institute for Instructional Leadership) – the LEA continues to encourage all school principals to complete this research-based, practice-focused leadership development program.
<p><i>Challenges</i></p>	<p>CCPS values its veteran school leaders, but is acutely aware that successive pending retirements may impact the leadership at multiple schools. The LEAs plan and process for cultivating leadership through the Aspiring Leaders Program and the Preparing New Principals program have developed promising school leaders, though most are still gaining the experience that enhances insight and practice in leadership. As a small district, there are limited leadership opportunities and roles for aspiring administrative cadre to gain experience, thus the district is</p>

	strives to provide alternative opportunities through shadowing, teaming, mentoring reflection tools such as Educational Impact and PD360. The LEA has also identified the need for targeted professional development of evaluation skills in school instructional leaders using the Marzano framework, and for improved inter-rater reliability for evaluation.
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Other Data Sources, Including Private School Data	
<i>Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	<p>The availability of private school data varies by school, however trends are revealed through review of the Title II Needs Assessment completed by each private school, and from private school requests for professional development opportunities. Similar to professional development initiatives desired by the public schools, private schools are seeking instructional support in the form of thinking and learning frameworks such as Kagan Structures, Thinking Maps, and Brain Matters. The common need for overarching frameworks is because private schools often serve students enrolled at the same grade level who have a much wider range of knowledge and abilities. As all the private schools in the LEA are relatively small, they tend to not have additional instructional staff or resources for differentiation, thus alternate approaches must be developed with the teachers.</p> <p>The i-Ready diagnostic and progress monitoring data for private school students, per tutoring services provided through Title I, reveals that academically at-risk students at the private schools tend to have significant learning gaps in the Reading and Math domains, but that one-on-one focused support helps them improve in these targeted areas, and provide for learning gains. These observations parallel those of LEA classroom teachers, where i-Ready is implemented in Reading and Math in K-8. Thus private school leaders have again communicated the need for professional development for differentiated instruction and learning.</p>
<i>Challenges</i>	<p>Though private schools are served by Titles I and II, the schools in the LEA are rather small, and thus have few additional resources to support professional development (i.e. substitutes so that teachers can be out of the classroom to receive PD). A challenge is that, other than the student data provided through the Title I tutoring services using i-Ready, private schools do not share other achievement data that would assist the LEA in providing professional development.</p>

3. Phase 3: Identify and Prioritize Needs: Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area	Is the need trending better or worse over time?	Can cause(s) be identified?	Additional Considerations (optional)
Need for improved conceptual understanding and instructional application of differentiated instruction.	Student Achievement	Does Not Change	Yes	Strive to develop concept and application for general practice, and specifically per grade level/subject areas.
Need for improved development of student critical thinking skills for the scope and rigor of the Florida standards.	Student Achievement	Better	Yes	Continuous improvement in this area is tied to the effective development of differentiated instruction approaches.
Need for improved knowledge and effective integration of current technologies and applications.	Student Achievement	Better	Yes	Continue to observe trends in tech training needs – i.e. equipment, applications, collaborative productivity, integration with instruction.
Need for advanced training on accessing, analyzing, and applying student data in informing instruction.	Student Achievement	Better	Yes	Teachers have shown a significant increase in capacity for data analysis and application, integrate data-driven instruction with differentiated instruction.
Need for additional training and support for effective coaching and evaluation of teachers by instructional leaders.	Teacher and Principal Effectiveness	Better	Yes	Continue to increase focus on evaluative methodologies that support coaching and support for effective instruction.

Need for continued provision of professional learning opportunities for instructional frameworks that cross grade levels and curricular areas.	Teacher and Principal Effectiveness	Better	Yes	Develop sustainability plans to maintain consistency in the instructional frameworks used across grade levels and schools within the LEA.
Need for professional learning opportunities as requested by teachers and school leaders.	Teacher and Principal Supply	Better	Yes	Emphasize that meeting this need promotes retention, which in turn influences recruitment.
Need for focused instructional practice specific to sub-groups of students.	Student Achievement	Better	Yes	Ensure that focusing on sub-group student achievement is embedded in other professional learning opportunities such as instructional frameworks.

Note: LEAs may add rows as needed.

Title II, Part A: Strategic Activities

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA’s determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

- 1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

Finally, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Explain how the LEA will identify and track progress and performance for each of the planned strategies in the five categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Pre-School New Educator Training (NET) Academy to prepare new teachers, or teachers who are new to the district, in various aspects of the LEA's and school site infrastructure, procedures, programs, and peer support to ensure a successful start for the teachers and their students. This training is a two day training schedule before the start of each school year; day 1 focuses on district personnel, procedures, and programs and resources available to Charlotte County teachers and day 2 is dedicated to training new teachers in district-wide initiatives. For the 2017-2018 school year, this training was in Thinking Maps for Cognitive Processes. Although the Academy takes place for 2 consecutive days, following this initial training, every teacher new to Charlotte County will receive continuous professional,	Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist; Trainers/Facilitators per Topic		By the end of the 2017-18 school year, Charlotte County will increase teacher retention by 5%.	Participant exit surveys Peer mentor reviews Teacher evaluations Professional Learning Needs Assessment Survey Portfolio supporting the mastery of Florida Educator Accomplished Practices

<p>administrative, instructional, and peer support. Each new teacher is assigned a Peer/Content Area Mentor to support the development of best practices.</p>				
<p>Mid-Year New Educator Training (NET) Academy for late hires to prepare new teachers, or teachers who are new to the district, in various aspects of the LEA's and school site infrastructure, procedures, programs, and peer support to ensure a successful start for the teachers and their students. This is a one-day orientation scheduled in January, 2018, but regardless of their initial start date, every teacher new to Charlotte County will receive ongoing professional, administrative, instructional, and peer support. Each new teacher is assigned a Peer/Content Area Mentor to support the development of best practices.</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist; Trainers/Facilitators per Topic</p>		<p>By the end of the 2017-18 school year, Charlotte County will increase teacher retention by 5%.</p>	<p>Participant exit surveys Peer mentor reviews Teacher evaluations Professional Learning Needs Assessment Survey Portfolio supporting the mastery of Florida Educator Accomplished Practices</p>
<p>Monthly After-School New Educator Training (NET) program opportunities as identified by NET PD priorities submitted by NET participants. These sessions are 2 hours long once per month. Training topics that may be identified by NET participants may include FOCUS student information system, EDIS School Portal student performance</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist; Trainers/Facilitators per Topic</p>		<p>By the end of SY 2017-2018, the LEA will increase the number of highly effective teachers by 5%.</p>	<p>Participant exit surveys Peer mentor reviews Teacher evaluations Professional Learning Needs Assessment Survey Portfolio supporting the mastery of Florida Educator Accomplished Practices</p>

<p>indicator program, technology training, instructional practice aligned to standards, research-based classroom management strategies, data-driven instruction and decision-making. This training is intended for educators new to Charlotte County, but, if seating permits, is open to all LEA teachers.</p>				
<p>Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:</p>				
<p>Description of Specific Activities to be Implemented</p>	<p>Person(s) Responsible</p>	<p>Other Programs or Funding Sources to be Leveraged (optional)</p>	<p>Intended Outcome or Goal (specific, measurable, data-driven)</p>	<p>Description of Data Sources and Method(s) Used to Measure Impact of Activities</p>
<p>Training in Kagan Structures – Cooperative Learning Module</p> <p>At the end of SY2015-16, all middle schools in the LEA earned a school grade of C, and achievement indicators were declining across the board due, in large part, to a trending lack of student engagement. During the school year, middle school principals identified the need for a common instructional framework and shared language in delivering instruction and developing learning strategies. Upon research and consideration of various models, and give the experience and expertise provided by middle school teachers who did have Kagan Structures training, the principals selected this framework as the one to follow as a</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist; Ashley Monier, Murdock Middle School Instructional Coach; CSFP</p>	<p>Title I Part A for Title I schools selecting this training</p>	<p>By the end of SY 2017-2018, the LEA will increase the number of highly effective teachers by 5%.</p>	<p>Participant exit survey; evaluation of implementation per school action plans; classroom teacher feedback from Data Days, school instructional leader feedback</p> <p>i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including sub-group data; School and district grades</p> <p>Professional Learning Needs Assessment Survey</p>

<p>guide for all middle schools. All middle schools in the LEA will complete the full two-day training of Kagan Structures-Cooperative Learning, one day in August, 2017 prior to the start of school and one day in February, 2018. Participant completion will be documented to identify the following year teachers who will need training to sustain the implementation of Kagan Structures.</p>				
<p>Teachers of gifted and talented, ESE, ELL students, and students in the lowest 25% in FSA Reading are supported in attaining highly qualified status through the gifted, ESE, ESOL, and reading add-on endorsement certification programs provided through the district's add-on program (Beacon Educator), Florida Gulf Coast University and other approved state universities and colleges, and/or specific content area certification(s) per previous gifted certification. Teachers who seek additional endorsements also have the opportunity to earn certifications within the LEA. Teachers work at their own pace to complete certifications and courses are available to begin each month.</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist</p>	<p>Title I Part A for Title I schools selecting this training</p>	<p>By the end of SY2017-18, out-of-field and not highly qualified teachers will decrease by 5%.</p>	<p>Successful participant completion rates Participant program certification exit surveys Placement data of teachers earning endorsements Sub-group data of students with teachers with endorsements Teacher evaluations Professional Learning Needs Assessment Survey</p>
<p>Technology training for veteran teachers to keep them current,</p>	<p>Mary Leonard, Director of</p>		<p>By the end of SY 2017-2018, the LEA will</p>	<p>Participant exit surveys Evidence of technology integration</p>

<p>competent, and confident with available and emerging technologies. These training sessions are scheduled outside of normal work hours; session lengths and dates vary and are released semi-annually via the Professional Development calendar that is distributed to all LEA staff. Technology training integrates knowledge and application of all components, including hardware and peripherals, software, online programs, apps, collaborative programs, social media, real-time and state communications, virtual applications, and productivity. Participating teachers create or modify lesson plans and learning activities using technology and applications to enrich student learning experiences and support differentiated instructional approaches in the classroom.</p>	<p>Professional Development; Shana Hengsen, Professional Development Specialist; Chris Carboni, Innovation through Technology Coach; Mary DeBoer, Innovation through Technology Coach</p>		<p>increase the number of highly effective teachers by 5% through highly engaging technology infused instruction and learning experiences.</p>	<p>Shared best practices Student and teacher usage reports Teacher evaluations Professional Learning Needs Assessment Survey</p>
<p>Content-area and grade/school-level specific professional development focused on differentiated instruction within areas and levels. These sessions are scheduled through the collaboration of school leaders, school staff, and the Curriculum and Instructional specialists and are specific to each grade level and content areas needs. Sessions schedule will be half-day or one-day training sessions to vertically and/or laterally align the strategies used by</p>	<p>DOL Curriculum & Instruction Specialists</p>		<p>With common curriculum and best practices, by the end of SY 2017-18, FSA Reading and Math proficiency, NGSSS Science proficiency, and EOC Civics proficiency will increase by 4%.</p>	<p>Content area action plans Curriculum maps i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including sub-group data; School and district grades</p>

<p>instructional staff. During each session, Content area and/or grade level action plans demonstrating differentiated instruction best practices in alignment with standards; created and modified per collaborative effort among classroom teachers with PD support from Curriculum & Instruction Specialists</p>				<p>Professional Learning Needs Assessment Survey</p>
<p>Professional development is aligned to help teachers demonstrate skills in data retrieval and analysis, and documenting data-driven instruction and data-sharing with students by using effective techniques for differentiating instruction for students and targeting strengths and weaknesses to overcome learning gaps. This professional development and support will be ongoing throughout the school year. The DOL's Psychometrician and Curriculum & Instruction Specialists will visit school sites as requested to assist in data retrieval and analysis and support the transition to data-driven instruction. The DOL Psychometrician will disperse data to schools as available and as requested to improve the facilitation of school PLCs and help drive data conversations at each school site.</p>	<p>DOL Psychometrician; DOL Curriculum & Instruction Specialists</p>		<p>Using data to drive instruction, by the end of SY 2017-18, FSA Reading and Math proficiency, NGSSS Science proficiency, and EOC Civics proficiency will increase by 4%.</p>	<p>Teacher lesson plans demonstrating use of data analysis and application; Teacher evaluations</p> <p>i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including sub-group data; School and district grades</p> <p>Professional Learning Needs Assessment Survey</p>

Increasing the retention of effective teachers, principals, and other school leaders:

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Year 2 implementation of the LEA’s Thinking Maps 5-Year Sustainability Plan – Train the Trainers follow-up training. This training is an intense 5-day training to establish participant fluency in Thinking Maps creation and language. Three consecutive days take place in August, 2017 at the start of the school year and a 2-day follow-up training takes place in September, 2017. The training is facilitated by a Thinking Maps professional trainer and includes a 1-year subscription to the Thinking Maps online resources for 1 year.</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist;</p>	<p>Title I Part A for Title I schools selecting this training</p>	<p>Maintain goal that in SY2017-18, 100% of teachers trained as Thinking Maps Trainers are current in Thinking Maps programs, materials, initiatives, and activities so they may design plans to provide site-based Thinking Maps training to new and veteran teachers.</p>	<p>Participant exit survey; evaluation of implementation per school action plans; classroom teacher feedback from Data Days, school instructional leader feedback</p> <p>i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including sub-group data; School and district grades</p> <p>Professional Learning Needs Assessment Survey</p>
<p>Year 2 implementation of the LEA’s Thinking Maps 5-Year Sustainability Plan – New Educator Training (NET) Academy for Thinking Maps for new teachers or teachers new to the district. This training is a one-day introduction to the use of Thinking Maps to teach cognitive processes and is facilitated in August 2017 by a Thinking Maps trained trainer.</p>	<p>Mary Leonard, Director of Professional Development; Shana Hengsen, Professional Development Specialist;</p>	<p>Title I Part A for Title I schools selecting this training</p>	<p>By the start of SY2017-18 100% of all new LEA instructional staff will be trained to use Thinking Maps as an instructional strategy.</p>	<p>Participant exit survey; evaluation of implementation per school action plans; classroom teacher feedback from Data Days, school instructional leader feedback</p> <p>i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including sub-group data; School and district grades</p> <p>Professional Learning Needs Assessment Survey</p>

Prioritizing effective teachers, principals, and other school leaders for high-needs students:

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Data Days to be held for all core-content, tested subjects at each grade level. These PLC-structured grade level or content area teams review student data for one half day or one full day at the beginning, middle, and end of the school year. Data Days are facilitated by instructional coaches and curriculum and instructional specialists, and teams are led by highly effective teachers to ensure best practices are shared with less effective teachers. Data Days include PD in drilling deep into data and using it to inform instruction Teams review current state and local student achievement and progress monitoring data, discuss successful strategies in reducing barriers, and form instructional action plans to improve student achievement. PD on data analysis enables teachers to diagnose student academic needs and identify unique learning styles through diagnostic instruments, progress monitoring, and assessments. This practice enables them to develop effective differentiation strategies to meet individual student needs. Data Days</p>	<p>School Principals; School Assistant Principals; School Lead Teachers/Instructional Coaches; Director of Elementary Education; Director of Secondary Education; DOL Curriculum and Instructional Specialists</p>	<p>Title I Part A for Title I schools participating in Data Days</p>	<p>Through the development of action plans specific to student achievement, all tested grade levels and subject areas that participate in Data Days will increase proficiency by 4% as shown in the 2017-2018 district grade.</p>	<p>Classroom teacher and grade level team evidence of data analysis and action planning and implementation; classroom teacher feedback from Data Days, school instructional leader feedback</p> <p>i-Ready (ELA & Math) and USATestprep (Science and Social Studies) progress monitoring student data; State assessments for grade level ELA, Math, 8th Grade Science, Algebra I, and Civics – including subgroup data; School and district grades</p> <p>Professional Learning Needs Assessment Survey</p> <p>School and District Grades</p>

are an integral component of the school improvement process, and the specific activities and PD ensure the alignment of instruction, curricula, and programs to standards.				
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* Note: LEAs are not required to *choose action steps for each strategy. LEAs may add rows as needed.*