



Pam Stewart, Commissioner

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 08 - Charlotte

Mr. Steve Dionisio, Superintendent  
Jim Browder, Region 4 Executive Director

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## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

##### Provide the district's vision statement

Student Success!

#### Supports for School Improvement

**Describe the process through which the district 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 to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Superintendent and senior staff members meet weekly to discuss and make decisions that provide for meeting the needs of all students and maximize student outcomes. There are 4 assistant superintendents: Learning, Human Resources/Employee Relations, Student Support Services and District Support Services. Through this structure, the Assistant Superintendents and the district staff with whom they work collaborate where appropriate to ensure that there are no gaps in procedures and processes.

The Learning Division staff, under the direction of the Assistant Superintendent, meets weekly and takes a lead role in the alignment of interventions for the LEA's two Focus schools. The Coordinator of State and Federal Programs is tasked with the lead role for the SIP/DA processes. She is also responsible for Titles I, II, III and RTTT, which facilitates the coordination and inventory of supplemental resources for the schools.

The structure for support meetings with the DA schools provides for weekly visits to the Focus schools and bi-weekly visits to Prevent schools by the Directors of Elementary or Secondary Learning and the Coordinator of State and Federal Programs. There are quarterly meetings scheduled with the Focus and Prevent Schools, and the District Intervention and Support Teams. These meeting occur at the beginning of the year and after the progress monitoring windows close, so that new data may be reviewed and discussed.

All schools utilize the 8 step problem solving process through a series of grade level/content team meetings that occur 3 times annually, after each progress monitoring assessment window. The information garnered and decisions made in these meetings are then given to each school's SIP planning team, and becomes part of the data that they use to write, monitor and revise the SIP. This process takes the ownership of school improvement out to the teachers and classrooms where the change must occur.

**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.**

#### GENERAL FUND BUDGET ALLOCATIONS

Person responsible: Gregory S. Griner, Chief Financial Officer

### School Budget Allocations

Personnel allocations are based on various staffing requirements (enrollment, program needs, State constitution class size requirements, etc.) within the framework of the district staffing formula.

Other expenditure allocations are based on student population and made to schools for all non-personnel costs of Instruction, Pupil Personnel, Media, and School Administration functions. Its distribution to the various functions is left to the schools discretion.

State and district categorical project allocations are restricted allocations that must be expended for specific purposes and are monitored on a project basis by the projects coordinator. Schools receive categorical allocations for textbooks (instructional materials) and Instructional Technology.

Operation of Plant - Allocations for various Operation of Plant expenditures (electricity, water, telephone, etc.) for each school/facility are determined and monitored at the central office level and are reviewed with Principals/directors on an as needed basis.

Custodial Supplies Allocations for each location are under the control of the site administrator. This allocation is based on a combination of facility population and square footage.

### FEDERAL TITLE PROGRAMS

Titles I, II, and III are managed by the LEA's Coordinator of State and Federal Programs. All of these budgets are monitored at least monthly by the Coordinator.

#### Title I

The budgeting process for the next year of Title I programs has multiple facets:

- ? Strategic planning with Title I school principals, tying the Title I program with their SIPs;

- ? Consultation process with private school administrators;

- ? Consultation with Homeless Education Project staff;

- ? Consultations with Division of Learning administrators regarding the planning and budgeting to ensure

alignment with other LEA initiatives and priorities;

- ? Set Date Certain and pull poverty data; rank schools;

- ? Set District Initiatives list and related expenses;

Budget is drafted, per pupil allocations established, school allocations sent to principals;

Title I school principals create a budget template for their own schools and submit it to the LEA's Coordinator of State and Federal Programs;

Final budget draft is completed and submitted with grant narrative by 6/30 or due date.

After the grant is approved by FLDOE, changes are made through the amendment process. Schools may receive additional allocations through the roll forward process at mid-year.

The District initiatives budgeted through Title I provide those activities, programs or services for all the Title I schools equitably.

Title II funds are not allocated directly to the schools. Through strategic planning and consultation that involves school and district stakeholders, the professional development priorities for the next year are established and budgeted. School leaders are notified of the PD activities that are being funded through the grant, and they are able to access the activities/funds by having their staff sign up for the programs through the district's Generation Ready online PD management system. Review and monitoring is conducted at least monthly by the Director of Professional Development, in consultation with LEA's Coordinator of State and Federal Programs.

Title III funds are also not directly allocated to the schools. The ELL students attend their local schools rather than center programs. In the past 2 years the LEA has provided for mini-grants to assist the ELL students, funded through the grant. The teachers apply through a very easy process for up to \$250. in materials or programs that the teacher believes will assist the specific student, based on data and personal understanding of the student's needs. At the end of the year a short evaluation is provided. Review and monitoring is conducted at least monthly by the LEA's ESOL Director, in consultation with LEA's Coordinator of State and Federal Programs.

IDEA funds are allocated to schools by the Director of Exceptional School Education, in collaboration with the CFO and school principals. The decisions include a number of variables including:

- The number of ESE students and their placement level;

- The supplemental staffing needed to support the students;

The supplemental instructional materials needed;  
 Funding for unique accommodations detailed in students' IEPs;  
 Support for transitional programs to help students continue moving towards the least restrictive environment; and,  
 Other unique student, teacher and school needs to support student success.

### **District Policies and Practices**

The District is implementing a newly developed Standards Based Instructional System (SBIS) with the beginning of SY2014-15 in collaboration with the teacher and support staff unions. This program emerged from several years of investigation by school and district leaders into the barriers to student achievement, implementing strategies with varying measures of success, and the conclusion that while at all levels of the LEA staff were working diligently toward the goal, that there was not an aligned system that brought together all the necessary components for success.

The Assistant Superintendent for Learning is responsible for the implementation and monitoring of the SBIS. A Steering Committee which includes members of leadership and both unions meets regularly to review and monitor the implementation of all the components. Here are the SBIS shared responsibilities and assumptions that have been agreed upon by the Steering Committee members:

#### **STANDARDS BASED INSTRUCTIONAL SYSTEM: SHARED RESPONSIBILITIES**

With Assumptions and Look-Fors

##### **CLEAR HIGH STANDARDS**

We are collectively responsible to ensure student mastery through course specific standards-based instruction for ALL students.

- Teachers and Instructional Leaders engage in developing understanding of the standards - unpacking the standards, identifying current curriculum and instructional gaps, and identifying professional development and resources needed to implement.

##### **FAIR ASSESSMENTS**

We are responsible to assess student progress toward the standards, and utilize the information to inform instruction and learning at the classroom, department, school, and district level.

- There is a spectrum of assessment strategies from simple question & answer to formal tests.
- Assessments should be aligned to standards and the curriculum framework to determine what students know and are able to do.

The method of assessment should match the type and level of cognitive work that is required by the standard.

##### **CURRICULUM FRAMEWORKS**

We are responsible to ensure that the district standards-based curriculum framework is implemented and utilized to align instruction.

We are responsible to ensure that each course has a common standards-based curriculum framework that is implemented and utilized to align instruction.

- A curriculum framework defines the curriculum scope and sequence to achieve standards-based student outcomes.
- A curriculum framework serves as a guide to align content, pace, instructional materials, assessments, and instructional delivery.
- Common curriculum frameworks facilitate common instructional planning, formative/summative assessment, and consistent instructional effectiveness.

##### **ALIGNED INSTRUCTION**

We are responsible to ensure that high quality instruction is provided to students, designed to effect mastery of the standards, and differentiated to meet the needs of all learners.

We are responsible to ensure that effective research-based instructional strategies are appropriately utilized to propel instruction forward.

- Lessons plans using UBD rooted in the standards - instruction aligned to the curriculum framework, identified assessments, and standards.
- Lessons are sequenced to scaffold depth of knowledge and skills needed to achieve mastery of the

standards, sufficiently differentiated for all learners.

- Research-based instructional strategies (Marzano) are used appropriately.

Instruction adheres to the principles of effective learning and focused teaching.

#### INSTRUCTIONAL MATERIALS

We are responsible to utilize the district approved standards-aligned instructional materials in accordance with the curriculum framework.

- Current CCPS adopted, state approved basal materials are utilized for core instruction in the classroom.
- Approved supplemental materials may be used to enrich instruction, especially for remediation and acceleration.
- Proposed supplemental materials must be standards-based and aligned to the curriculum framework, and utilized only after approval by the principal or designee.
- Supplemental materials should not be used to supplant the core materials approved by the district.

#### SAFETY NETS

We are responsible to maintain high expectations for all students regardless of socio-economic status or previous performance.

We are responsible to ensure that safety nets are available for students challenged to master high standards.

- The assessment (diagnostic, formative, and summative) system is utilized to determine individual student learning needs and appropriate supplemental learning (remediation, enrichment, etc.).
- Appropriate instructional strategies are utilized in the classroom to meet the needs of all learners (Zone of Proximal Development - ZPD).

#### PROFESSIONAL DEVELOPMENT

We are responsible to collaboratively, and continually learn how to improve the standards based instructional system to ensure all learners master high standards.

- All leaders and instructional personnel have a needs-based professional development plan aligned to the Student Success Plan and District Strategic Plan.
- All leaders and instructional personnel are involved in collaborative PLCs to improve standards-based learning including: unpacking the standards, designing instruction, developing fair assessments, analyzing assessment results, reviewing student work.

#### LEADERSHIP

We are responsible to share leadership in the implementation of the standards based instructional system to ensure all learners master high standards.

- The SBIS is a central focus of conversation and improvement efforts in collaborative forums including PPC, PLCs, Lesson Study groups, Data/Action planning teams, TSTs and others.
- The SBIS is a central focus of improvement efforts in one-on-one conversations.

School leaders communicate and monitor for high expectations of students and adults.

**Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting**

N/A

### Sustainability of Improvement

**Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements**

The sustainability of the SBIS for the long term is inherent in its structure. As described in section 1.A.2, the collaborative nature of the Steering Committee establishes the SBIS as a 'way of doing business'. This collaborative environment has been part of the district culture since 2002 when the Interest Based Problem Solving (IBPS) process was introduced.

Likewise, community organizations and partners are involved with schools and the district in numerous ways. Those relationships are seldom tied to a specific program. Rather, they are a way that our community comes together to support one another. Since 2004 when Hurricane Charlie devastated our community, this has become a part of the community culture.

New leadership has been appointed by the Superintendent at the Focus schools, and coaching support in ELA, Math, Science and Writing has been focused for their support. Funding for this support is through district resources and federal grant programs. These resources remain sustainable forces for the schools once the DA designations are removed. Additional grant resources from federal and private sources will continue to be sought for fiscal sustainability purposes.

The well established district and school Partnership and Performance Councils are the organizational structure that provide for collaborative work in the improvement process. These IBPS councils are also the school based group that serves as the nucleus for writing and monitoring the implementation of the schools' SIP. This well established structure also supports future sustainability for improvements.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/131440>

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

The LEA utilizes the district's schools' PIPTs (Parent Involvement Planning Team), comprised of parents from Title I schools and representative of the school's demographics, school staff, and Title I school administrators. Additionally, district staff, the Coordinator of State and Federal Programs, the Title I Evaluator and the Family Engagement Supervisor collaborate with the PIPTs to develop, implement, support, and review the Student Success Plans, the District Parent Involvement Plan, and schools' Parent Involvement Plans. Also reviewed and revised are the Student Success Plan (SSP), which is Charlotte County's school improvement plan, as well as plans and funding related to these plans. Parents are encouraged and invited to participate in all levels of district and school planning. There is ongoing consultation with these stakeholders in all aspects of information related to schools and the district. Information is provided to the schools' PIPTs, SAC, and PTO organizations. The district provides a day in the spring for school PIPTs to meet to discuss, review, and provide input for revisions of the district PIP, including use of funds, barriers to parent involvement, best practices, and professional development opportunities regarding family engagement. As PIPT members leave the school teams new members are recruited and trained. Ongoing consultation to review the progress of the plan is held at individual schools and at the district level.

SAC members for each school are representative of the school's demographics. Members receive training from the district. School SAC committees meet monthly to review school data, provide input and approve school plans. Additionally, SAC members review upcoming school events, current issues, as well as concerns. SAC presidents from each school SAC committee comprise the District SAC. This committee meets quarterly to review and provide input on district-level issues and concerns.

Parents are notified through the Parent Guide, school newsletters, school and district websites, through PTO and SAC membership, invitations, letters sent home and personal phone or face-to-face invitations from administrators and parent specialists of opportunities to participate on the PIPT and other planning committees.

Parental input regarding family engagement in schools is documented through the annual Title I Parent Survey Report and the schools' PIPT PIP (Parent Involvement Plan) evaluation process.



Another opportunity for input from family and community members is the School Climate Survey. This questionnaire provides stakeholders a vehicle to rate their school on several indicators, including the ultimate question, "Would you recommend your child's school to another family?"

Schools' planning committees include parents, often SAC members, administrators, staff, guidance counselor, reading coach, parent specialist and Title I Resource staff. Committee members review the school's Needs Assessment Survey, the annual Title I Parent Survey Report, the Family Reading Experience data and other data on student achievement and demographics to develop the Student Success Plan.

The Title I Resource Staff offers training for staff at each Title I school on the importance of involving parents in all levels of partnership based on Joyce Epstein's Six Keys to Parent Involvement. Several trainings, including but not limited to Creating Family Friendly Schools, Opening Doors to Family Friendly Schools, Navigating the Parent Involvement Experience, Effective Problem Solving Techniques, Using Student Data for Effective Parent Conferences, Conferencing Skills, Using Volunteers in the Classroom, and Active Parenting are offered to district staff to increase awareness and understanding on ways to support family engagement for student achievement.

Title I Resource Staff and schools provide training throughout the year to parents regarding their important role as their child's first and most important teacher, their partnership with the school, SAC membership and responsibilities, the school plans and understanding the use of data in plan development.

The LEA Title I set-aside funds for parental involvement are used to support the district's initiative of locating a Family Center in each Title I school. These funds provide full time staff, including staff with translation skills. A Title I Paraprofessional Achievement and Family Associate (AFA) from each Title I school participates in a monthly training and PLC. The focus for this year's PLC is working with families with struggling students by providing differentiated instruction in the intermediate grades training for the Title I AFAs, a year-long training. Funding is also utilized to purchase a variety of resources, including materials for literacy, math, and parent training, and supplies for parent communication. Funds also provide for a parent involvement supervisor to coordinate family engagement training and activities. Funds are used to provide registration and transportation for Title I AFAs, parents, and school staff to the "Hooked on Family Engagement to Increase Student Achievement" Conference in St. Petersburg, FL on November 14, 2014. Funds may be used for translators, child care, and transportation on an as needed basis.

### **Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions**

District and school level leaders meet multiple times during the month in Principal's meetings, Assistant Principal meetings, and District Leadership Team (include school & district leaders). The Learning Division leaders meet weekly. All of these meetings over the past 2-3 years included components related to problem solving activities, strategic planning, and the development of the Standards Based Instructional System (SBIS).

In July all school leaders were involved in a program introducing them to the SBIS and planning for roll-out at their schools this year.

In August, all school leaders were introduced to the CIMS template to use for their SIPs. During SY2013-14, all CCPS schools had implemented the 8 step problem solving process, although the state template was not used. On the same day, the leaders of the DA schools convened to discuss the status of their individual schools, and provide input to create the schedule for implementing the DA support processes with the LEA leaders. The 8 Step Problems Solving and SIP processes direct the school level interventions, with the support that they request being provided by district leadership and staff.

## **Effective Leadership**



**District Turnaround Lead**

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

**Employee's Name and Email Address**

Zimmer, Chris, [chris.zimmer@yourcharlotteschools.net](mailto:chris.zimmer@yourcharlotteschools.net)

**Employee's Title**

Administrator

**Employee's Phone Number**

(941) 255-0808

**Employee's Phone Extension**

3031

**Supervisor's Name**

Carmel Kisiday

**Supervisor's Title**

Director

**Employee's Role and Responsibilities**

Dr. Dollinger is the LEA's Coordinator of State and Federal Programs. She has oversight and management responsibility for the SIP, DA and DIAP processes including: training school teams on CIMS; collaborating with school and district leaders to implement SIP, DA and DIAP requirements and the various plan components; schedule and facilitate meetings with the DA schools and District support teams; monitor plan implementation; troubleshoot issues as they arise; communicate with the RED and regional staff. She serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

**District Leadership Team**

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

**Whittaker, Doug, [doug.whittaker@yourcharlotteschools.net](mailto:doug.whittaker@yourcharlotteschools.net)**

**Title** Superintendent

**Phone** (941) 255-0808

**Supervisor's Name** Ian Vincent, Chairman

**Supervisor's Title** Board Member

**Role and Responsibilities** The Superintendent is responsible for the supervision of other leaders more directly involved in the SIP/DIAP process. In Charlotte County, he is the direct supervisor of all school principals. As such, he visits schools, reviews data with the school leaders, and completes their evaluations. All school and district leaders serve at the pleasure of the superintendent, and he makes personnel appointments for school and district leaders.

**Bradley, Chuck, [chuck.bradley@yourcharlotteschools.net](mailto:chuck.bradley@yourcharlotteschools.net)****Title** Assistant Superintendent**Phone** (941) 255-0808**Supervisor's Name** Doug Whittaker**Supervisor's Title** Superintendent**Role and Responsibilities** Chuck Bradley is the Assistant Superintendent for Learning. His responsibility is to lead and supervise the employees in the Learning Division, whose work is to support the work of the school leaders and staff.**Kisiday, Carmel, [carmel.kisiday@yourcharlotteschools.net](mailto:carmel.kisiday@yourcharlotteschools.net)****Title** Director**Phone** (941) 255-0808**Supervisor's Name** Chuck Bradley**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Carmel Kisiday is the Director of Elementary Learning. In this role she works with elementary principals and assistant principals as well as the Learning Division staff to provide information and support to the elementary schools. She serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.**Milstead, Darrell, [darrell.milstead@yourcharlotteschools.net](mailto:darrell.milstead@yourcharlotteschools.net)****Title** Director**Phone** (941) 255-0808**Supervisor's Name** Chuck Bradley**Supervisor's Title** Assistant Superintendent**Role and Responsibilities** Darrell Milstead is the Director of Secondary Learning. In this role he works with secondary principals and assistant principals as well as the Learning Division staff to provide information and support to the elementary schools. He serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

**Murno, Christine, christine.murno@yourcharlotteschools.net****Title** Other**Phone** (941) 255-0808**Supervisor's Name** Chuck Bradley**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Christine Murno is the district's psychometrician. Her role is to research data and provide data analysis to district and school leaders, and to teachers when requested through their leaders. She also consults on multiple projects at both the school and district levels. He serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

**Apple, Linda, linda.apple@yourcharlotteschools.net****Title** Director**Phone** 941-255-0808**Supervisor's Name** Chuck Bradley**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Linda Apple is the Director of Exceptional Student Education. In this role she works with elementary and secondary principals and assistant principals as well as the Learning Division staff to provide information and support to the schools in order to support the achievement of SWD. She serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

**Prestipino, April, april.prestipino@yourcharlotteschools.net****Title** Assistant Superintendent**Phone** 941-255-0808**Supervisor's Name** Dr. Doug Whittaker**Supervisor's Title** Superintendent**Role and Responsibilities**

April Prestipino is the Assistant Superintendent for Student Support Services. Her role is to supervise the staff who implement student support roles in the schools such as guidance counselors, social workers, psychologists, and supportive programs such as discipline and attendance.

**Harvey, Jeff, jeffrey.harvey@yourcharlotteschools.net****Title** Director**Phone** 941-255-0808**Supervisor's Name** Chuck Breiner**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

Jeff Harvey is the Director of Human Resources. In this role he works with elementary and secondary principals and assistant principals as well as the Learning Division staff to provide information and support to the schools. He serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

**Leonard, Mary, mary.leonard@yourcharlotteschools.net****Title** Director**Phone** 941-255-7675**Supervisor's Name** Chuck Bradley**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

As the Director of Professional Development, she is responsible for ensuring the PD identified in the SIP process at the schools is facilitated properly and according to the district's approved PD plan. The Director works with the Coordinator of State and Federal Programs and other leaders to ensure that funding is available for the identified PD, especially at Focus and Prevent schools in the district.

**Educator Quality**

**Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team**

The superintendent removes the ineffective leaders and replaces them with others who, based on their competence and character, he believes will be the best leaders to bring the school back to a high level of student achievement.

**Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes**

The superintendent has already met with the faculties of both Focus schools to inform them that if the achievement of the students in the school does not increase significantly during SY2014-15 that he will reconstitute the school and all instructional staff will have to re-apply for their positions.

**Public and Collaborative Teaching**

**Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C**

In the current year, the LEA has 2 Focus schools at the elementary level, and none at the secondary level. There is not a need for additional resources to be provided to enable common planning time, as that is established in the LEA's elementary schools.

Should that have been necessary, the resources would have been made available through discussions by the Superintendent with his senior staff members, including the CFO.

**Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction**

Each of the LEA's Focus schools has an on-site academic/reading coach that is funded through Title I. This position is titled Lead Teacher. This is a teacher on assignment position, and the adopted Job Description notes the following performance responsibilities:

1. Provides collegial and technical support to teachers and peer coaches.
2. Serves as the official coaching liaison between school and district.
3. Serves as "lead learner" to teachers (Professional Learning Community).
4. Provides and coordinates professional development for all teachers.
5. Takes responsibility for site NET and Coaching, Assisting & Supporting Teachers (CAST) programs including the review of NET (New Educator Training) portfolios with the peer coach and NET teachers.
6. Facilitates the use of data for increased student achievement.
7. Involved with the implementation and monitoring of the School's Student Success (SIP) Plan.
8. Attends PPC meetings.
9. Takes an active role in the development and implementation of the school SSP/SIP.
10. Serves as professional development contact for school.
11. Coordinates the needed resources for coaching and professional development.
12. Models effective instruction.
13. Conducts evaluations of the effects of peer coaching and CAST programs.

The Lead Teachers complete a log of their activities which is submitted to the Coordinator of State and Federal Programs.

Through RTTT funds, the district has hired a math coach to work specifically with the two Focus schools. The coach hired is a recently retired educator with successful experience in coaching the new Florida Math Standards, including the 8 Math Practice Standards. Thoroughly versed in Webb's Depth of Knowledge and developing rigorous lessons and fair assessments, she is also an expert at using data to drive instruction. Prior to her retirement she developed the district's Data Days program and facilitated the first year's implementation. She will keep a calendar of her work with the Focus schools and submit it to the Coordinator of State and Federal Programs.

The District's Curriculum and Instruction Specialists are highly trained coaches and PD facilitators in their areas of expertise: ELA/Reading/Writing, Math and Science. They are members of the District Support Team for the Focus and Prevent schools, and work with District leaders to facilitate coaching activities in their content areas for the DA schools. The C & Is maintain calendar documentation of their work in various schools, which is provided to the Directors of Elementary and/or Secondary Learning. Through Titles I and II, the schools are being provided with funds for substitutes to facilitate 'instructional rounds'. This process will provide the opportunity for teachers to visit other teachers' classrooms during the instructional day to observe high quality instruction of a standard or of pedagogy in which they need assistance. The opportunity is provided to then discuss what was observed with the teacher, and subsequently return to their own classrooms to implement their new learning, with follow-up conversation afterwards. As a further support to this process, the Learning Division is in the process of identifying teachers whose students demonstrated a high degree of success in a particular area or standard. This list will be made available to school leaders to share with their teachers as part of the instructional

rounds process. Instructional rounds will be monitored by the school leaders, who will be having follow up conversations with the teachers. Instructional Rounds follow-up is conducted by school leaders to evaluate the value of the experience for the participants. The leaders will be looking for improved professional practice during walkthroughs and evaluations based on the instructional rounds experiences, and noting that information as part of the process.

## Ambitious Instruction and Learning

### Instructional Programs

#### Reading

***Verify that 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:***

#### Charlotte County (CCPS) - Secondary Schools Writing Across the Curriculum

**Program Type** Supplemental

**School Type** Middle School, High School

**Description** Rationale: "Today's students should be TRANSLITERATE...the ability to read, write and interact across a range of platforms, tools, and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks" Davis, VA (2014). Reinventing writing: The 9 tools that are changing writing, teaching and learning forever. Routledge:  
Writing is the responsibility of the entire academic community and is infused in every curricular area. With a focus in all areas, students are involved daily in a variety of writing: Reflection, research, problem/solution, cause/effect, argumentation, informative, reviews, critiques, hypothesis statements, historical perspectives, journals and the DBQ Project and more. Students are introduced and apply a variety of media in which to write.  
Grades 6-12 in ELA focus on argumentative and informative writing to a source and learning to provide evidence and support. Students will use paired texts and a prompt for progress monitoring and teachers will monitor daily writing to provide instruction.

**Thinking Maps, Write From the Beginning and Response to Literature**

**Program Type** Supplemental

**School Type** Elementary School

**Description** Thinking Maps is a supplemental program that develops organizational skills through eight universal maps. These maps are then used to lift information for writing activities. Write From the Beginning is an extension of Thinking Maps that encompasses teaching the structure of writing. This process is also taught through the supplemental program Response to Literature. Within this program students learn how to effectively respond to literature in many ways. It focuses on author's purpose and his point of view. It also delves into way the author wrote and vocabulary choice. Response to Literature cultivates the ability to pair texts through compare and contrast.

**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:*

**K- 5 Mathematics**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Elementary School

**Description** Core:  
1. Pearson enVision Mathematics  
Supplemental:  
1. iReady Math  
2. CPALMS: MFAS, Lessons, Etc...  
Intensive Intervention:  
1. iReady Math  
2. Fast Forward

**Gr 6-8 Middle School Mathematics**

**Program Type** Core, Supplemental, Intensive Intervention

**School Type** Middle School

**Description** Core:  
1. Big Ideas Mathematics  
Supplemental:  
1. iReady Math  
2. CPALMS: MFAS, Lessons, Etc...  
Intensive Intervention:  
1. iReady Math



**Gr 9-12 High School Mathematics**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	High School
<b>Description</b>	Core: 1. Pearson Mathematics, McGraw-Hill Geometry, Supplemental: 1. CPALMS: MFAS, Lessons, Etc...

**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:***

**K-5 Science**

<b>Program Type</b>	Core, Supplemental, Intensive Intervention
<b>School Type</b>	Elementary School
<b>Description</b>	Core: 1. National Geographic Supplemental: 1. AIMS 2. CPALMS Intensive: 1. Fast Forward

**Gr 6-8 Middle School Science**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	Middle School
<b>Description</b>	Core: 1. HMH - FUSION Supplemental: 1. AIMS 2. CPALMS - MEAS's, Lessons, etc....

**Gr 9-12 Science**

<b>Program Type</b>	Core, Supplemental
<b>School Type</b>	High School
<b>Description</b>	Core: 1. Pearson ,HMH, HSH, Supplemental: 1. CPALMS

**Instructional Alignment and Pacing**

**Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals**

CCPS monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective through: progress monitoring data; school Data Days scheduled to dig deeply into progress monitoring results; data analysis reports provided by the district's psychometrician or the Information Communications Systems department; school site visits including classroom walkthroughs by LEA leaders; reviewing pacing guides that are established on the C-maps system; professional evaluation data of teachers and school leaders; meetings between DA schools and the district support teams to discuss the data and SIP strategies being implemented to change it; SIP review monthly at the school level, including by grade level and content teams; the implementation of the SBIS; and, monitoring the SBIS implementation for fidelity and success.

The LEA has not had DA schools for several years. However, when the first school dropped into Focus status about 5 years ago, the LEA and the teachers' union bargained language into the contract to ensure support for low performing schools at that time and for the future. That contractual language includes a list of district and school staff who are assigned to participate in Intervention and/or Monitoring teams who will work with the school and bring it back up to higher performance. When this was initially implemented, the D school rose to an A the next year. This is the first time since then that Charlotte has had any Focus or Priority Schools. This is the list of the teams' and roles:

Intervention Team by Role (Required)

Director, Elementary Learning.

Principal

CCPS SIP Contact

PPC Co-chair

CFEA Representative

CCSPA Representative

HR Representative

SAC Chair or designee

Lead Teacher

Assistant Principal

K -2 Teacher

3 - 5 Teacher

ESE Teacher

Psychometrician

Monitoring Team

Director, Elementary Learning.

Principal

CCPS SIP Contact

CFEA Representative

Psychometrician

At the beginning of SY2013-14 when Deep Creek Elementary School's points dropped significantly (even though the hold harmless provision kept the school grade at a C), the Superintendent made changes in the school leadership. In July 2014, he made leadership changes at Liberty Elementary School as well.

**Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another**

***Will the district use its Student Progression Plan to satisfy this question?***

No

*Provide the hyperlink to the plan*

*Provide the page numbers of the plan that addresses this question*

### *Description*

The students attending Focus schools will be supported as they transition from 5th grade to 6th grade in the middle school through long established articulation procedures. The students are taken for a tour of the middle school, and meet school leaders and 6th grade teachers. Middle school students serve as tour guides and are proud to show off their school and answer the incoming students' questions. Guidance counselors talk with them about the classes that they will be taking. Middle school students usually provide entertainment in the form of a fashion show, to give the rising students a sense of appropriate clothing that meets dress code. This helps them make good choices when shopping for school clothes during the summer. Students also may do a skit that portrays appropriate behavior, and some that may not be acceptable. All these activities serve to help the younger students get a sense of the culture of the school, and how they will be able to fit in. Parents of the incoming 6th graders have the opportunity to meet the middle school principal when he or she attends the elementary SAC meeting in April or May. They ask questions about things that may have them nervous, especially if it is their oldest child that is moving up to 6th grade. For ESE/504 and ELL students, school ESE liaisons and ELL contacts at the elementary school transfer student files to the middle schools and meet with their colleagues to discuss specific student strengths and challenges.

Middle school teachers receive the previous performance data on their incoming students and may use it to determine instructional priorities.

The MTSS process continues for students receiving interventions. Teachers can access the intervention information through the district's School Portal, an online data repository.

**Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science**

Yes

## Needs Assessment

### Underperforming 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	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	72%	58%	No	75%
American Indian	90%	69%	No	91%
Asian	78%	66%	No	81%
Black/African American	58%	40%	No	63%
Hispanic	66%	53%	No	70%
White	73%	61%	No	76%
English language learners	46%	27%	No	52%
Students with disabilities	48%	26%	No	54%
Economically disadvantaged	66%	50%	No	70%

**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**

<b>Group</b>	<b>2014 Target %</b>	<b>2014 Actual %</b>	<b>Target Met?</b>	<b>2015 Target %</b>
All Students	69%	57%	No	72%
American Indian	81%	56%	No	83%
Asian	81%	76%	No	83%
Black/African American	55%	36%	No	60%
Hispanic	61%	52%	No	65%
White	71%	60%	No	74%
English language learners	54%	42%	No	59%
Students with disabilities	48%	26%	No	54%
Economically disadvantaged	63%	49%	No	67%

**Step Zero**

## District Improvement Goals

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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state. 1a

G068642

**Targets Supported** 1b

Focus	Indicator	Year	Target
District-Wide	Effective+ Administrators	2015-16	100.0

**Resources Available to Support the Goal** 2

- Motivated teachers, leaders, and support staff
- iReady and USA Test Prep programs and materials
- Technology
- New leadership
- Core content materials
- 

**Targeted Barriers to Achieving the Goal** 3

- Weak student engagement, motivation, and critical thinking skills
- Weak knowledge, implementation experience, instructional focus, and curriculum cohesion as related to the Florida Standards and FSA, including increased rigor of standards and assessment
- Insufficient differentiation, instructional application and technique

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

The Assistant Superintendent, Directors of Elementary and Secondary Learning, Professional Development, ESE, and Principals will report to the Superintendent on the progress being made on this district initiative.

**Person Responsible**

Steve Dionisio

**Schedule**

Quarterly, from 8/3/2015 to 6/30/2016

**Evidence of Completion**

School and district leaders will monitor the fidelity of program implementation, according to their role in a program. They will collect evidence which will include documentation of the PD participation from Edvocate and the PD management system as well as walkthrough and observation/evaluation evidence from teachers and principals. Samples of student work will also be provided as evidence. Qualitative data such as teacher/principal observations about the impact of instructional strategies and programs on student learning may be provided. Samples of formative assessments that mirror FSA test specifications will be collected. Student achievement data will reflect the impact of these programs as major learning activities throughout the district.

## District Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key


**G1.** Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state. **1**

 **G068642**

**G1.B1** Weak student engagement, motivation, and critical thinking skills **2**

 **B178199**

**G1.B1.S1** Implement instructional strategies and programs that will promote student engagement in active learning such as Thinking Maps, Activities Integrating Math and Science (AIMS), Argumentation Driven Inquiry (ADI), Document Based Questioning (DBQ), and Modeling Eliciting Activities Lesson Study as district supported initiatives. **4**

 **S189622**

### Strategy Rationale

The programs listed above are research and evidence based programs that have proven to help students engage in developing critical thinking skills, writing abilities, science and math conceptual awareness, interdisciplinary problem solving, and also motivate them to be active learners

### Action Step 1 **5**

Instructional strategies and programs that will promote student engagement in active learning will be implemented in schools as appropriate for the grade level(s) and subject bands. Peer Trainers will receive professional learning and coach their colleagues for Thinking Maps, AIMS, Mindset, and STEM Camp; school and district leaders will participate in the Language for Learning Thinking Maps training in order to effectively lead this initiative. School PLCs will actively lead the implementation of ADI, DBQ, Thinking Maps, MEAs, AIMS and other STEM activities.

### Person Responsible

Chuck Breiner

### Schedule

Daily, from 8/10/2015 to 5/27/2016

### Evidence of Completion

The Directors of Elementary and Secondary Learning and Professional Development will view/collect evidence of implementation of the programs with fidelity. Evidence will include documentation of the PD opportunities from Edviate reports as well as walkthrough and observation/ evaluation evidence from teachers and principals.



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

School principals and APs engage in discussions with teachers about their program implementation during team and faculty meetings, during individual conversations about the learning strategies being implemented in their classrooms, and during discussions of observations and evaluations. They will be participating in and monitoring the PLC activities at their schools. These school leaders will be looking for program implementation evidence during their school/ classroom walkthroughs. The Directors of Elementary and Secondary Learning, PD, and ESE will visit schools, observe program implementation in classrooms and hallways during walkthroughs, and discuss the status of the program implementation with the principals.

**Person Responsible**

Chuck Breiner

**Schedule**

On 5/27/2016

***Evidence of Completion***

The Directors of Elementary and Secondary Learning, Professional Development, and ESE will view/collect evidence of implementation of the program with fidelity. Evidence will include documentation of the PD opportunities from Edivate and PD management system as well as walkthrough and observation/ evaluation evidence from teachers and principals.

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

The Directors of Elementary and Secondary Learning, Professional Development, and ESE will view/collect evidence of implementation of the program with fidelity during their school visits or other meetings with the principals. They will report on the progress of the implementation to the Assistant Superintendent of Learning.

**Person Responsible**

Chuck Breiner


**Schedule**

Monthly, from 9/1/2015 to 5/27/2016

***Evidence of Completion***

Evidence will include the curriculum maps and pacing guides, evidence of their use reflected in teachers' lesson plans, documentation of the PD participation from Edivate and the PD management system as well as walkthrough and observation/ evaluation evidence from teachers and principals as the maps and guides are used in classrooms. Samples of student work will also be provided as evidence relating to the maps and guides. Student achievement data will provide evidence of program effectiveness as well.

**G1.B2** Weak knowledge, implementation experience, instructional focus, and curriculum cohesion as related to the Florida Standards and FSA, including increased rigor of standards and assessment **2**

 B178200

**G1.B2.S1** Professional Learning opportunities in the form of school-based PLCs, Data Days, Instructional Rounds, C-Palms, Edviate and other courses and programs about the Florida Standards and FSA will be available for all stakeholders throughout the year. **4**

 S189630

### **Strategy Rationale**

The ability to adapt to changes in the standards and the assessment of those standards are critical components to the success of the students, educators, schools and district. It is important that all involved learn as much as possible about the new expectations for teaching, learning, assessing and leading.

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

Professional Learning activities will be made available at the district, school and individual levels (PLCs, Lesson Study groups, Data Days, Instructional Rounds, live PD activities by local, regional and national PD facilitators, and individualized online professional learning opportunities) that are specific to learning more about teaching and assessing the Florida Standards in our classrooms and through state assessments.

#### **Person Responsible**

Mary Leonard

#### **Schedule**

Daily, from 8/10/2015 to 6/30/2016

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

Each PD activity has an evaluation component that must be completed by participants in order to receive in-service points for the participation. Some activities have specific implementation steps that are imbedded in the expectations, with deliverables that must be completed and submitted to the Professional Development Center or the PD facilitator. Student work samples or classroom grades/data may be required components.

**Action Step 2** 5

Curriculum mapping and pacing guide development is being spearheaded by the Division of Learning in collaboration with groups of classroom teachers. These documents provide professional learning and planning documents to guide teachers on implementing standards based instruction, assessments and reporting aligned with FSA specifications, including imbedded, appropriate Depth of Knowledge activities.

**Person Responsible**

Chuck Breiner

**Schedule**

Weekly, from 7/1/2015 to 6/30/2016

***Evidence of Completion***

The completed curriculum maps and pacing guides for all subjects and grade levels will be posted on the district's website for the use of all stakeholders.

**Action Step 3** 5

As a parallel component of the curriculum maps and pacing guides, professional learning activities will occur that provide the knowledge, skills, and opportunities for teachers to develop formative assessments that mirror the FSA test specifications.

**Person Responsible**

Chuck Breiner

**Schedule**

Biweekly, from 11/2/2015 to 6/30/2016

***Evidence of Completion***

The formative assessments developed will be the evidence.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

School and district leaders will monitor the fidelity of program implementation, according to their role in a program.

**Person Responsible**

Chuck Breiner

**Schedule**

Monthly, from 8/10/2015 to 6/30/2016

***Evidence of Completion***

School and district leaders will monitor the fidelity of program implementation, according to their role in a program. They will collect evidence which will include documentation of the PD participation from Edviate and the PD management system as well as walkthrough and observation/evaluation evidence from teachers and principals. Samples of student work will also be provided as evidence. Qualitative data such as teacher/principal observations about the impact of instructional strategies and programs on student learning may be provided. Samples of formative assessments that mirror FSA test specifications will be collected. Student achievement data will reflect the impact of these programs as major learning activities throughout the district.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Principals, Assistant Principals, Directors of Elementary & Secondary Learning, Professional Development and ESE will share collective responsibility to monitor the effectiveness of program implementation and communicate the information to the Assistant Superintendent of Learning.

**Person Responsible**


Chuck Breiner

**Schedule**


Weekly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

School and district leaders will monitor the fidelity of program implementation, according to their role in a program. They will collect evidence which will include documentation of the PD participation from Edviate and the PD management system as well as walkthrough and observation/evaluation evidence from teachers and principals. Samples of student work will also be provided as evidence. Qualitative data such as teacher/principal observations about the impact of instructional strategies and programs on student learning may be provided. Samples of formative assessments that mirror FSA test specifications will be collected. Student achievement data will reflect the impact of these programs as major learning activities throughout the district.

**G1.B3** Insufficient differentiation, instructional application and technique **2** B178205

**G1.B3.S1** Through ongoing and structured conversation and communication about student, teacher, school and district data, the individual needs of each student will become a focal point for instructional decision making as our collective responsibility. **4**

 S189971**Strategy Rationale**

The district's Culture of Collective Responsibility makes differentiation an inherent component for all educators to provide students with the instructional strategies that each needs in order to succeed.

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

Focused, scheduled communication will take place regarding student achievement data and professional learning opportunities available to address specific needs and gaps in student achievement particularly related to the need for increased differentiation and improved instructional applications and techniques.

The district level communications will include: Division of Learning weekly meetings and monthly newsletter to stakeholders; monthly meetings with principals'/assistant principals/lead teacher & academic coaches/District Leadership Team; goal setting and evaluation discussions.

School level communications will occur between school leaders and all instructional staff through staff meetings, Data Days, observation/evaluation process discussions, grade level/department meetings, and individual conversations as appropriate.

**Person Responsible**

Chuck Breiner

**Schedule**

Daily, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

Communications documents, teachers' lesson plans noting differentiation and instructional strategies/techniques, meeting agendas and minutes, observation/evaluation documents, Data Days Action Plans, Professional Development Calendar, rosters of participants, Edvocate and the PD Management System Usage Reports, and Duty Leave forms.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Analysis of and communication regarding student, educator, school and district data will provide the information for increased differentiation and stronger instructional application and techniques.

**Person Responsible**

Chuck Breiner

**Schedule**

Daily, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

Communications documents, teachers' lesson plans noting differentiation and instructional strategies/techniques, meeting agendas and minutes, observation/evaluation documents, Data Days Action Plans, Professional Development Calendar, rosters of participants, Edvocate and the PD Management System Usage Reports, and Duty Leave forms.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Principals and APs will monitor for effectiveness at their schools. District monitoring will be the task of the Directors of Elementary and Secondary Learning, PD and ESE, who will report on effectiveness to the Assistant Superintendent.

**Person Responsible**

Chuck Breiner

**Schedule**

Weekly, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

Communications documents, meeting agendas and minutes, observation/evaluation documents, Data Days Action Plans, Professional Development Calendar, rosters of participants, Edvocate and the PD Management System Usage Reports, Duty Leave forms,

## Implementation Timeline



## Professional Development

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

**G1.** Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state.

### **G1.B1** Weak student engagement, motivation, and critical thinking skills

**G1.B1.S1** Implement instructional strategies and programs that will promote student engagement in active learning such as Thinking Maps, Activities Integrating Math and Science (AIMS), Argumentation Driven Inquiry (ADI), Document Based Questioning (DBQ), and Modeling Eliciting Activities Lesson Study as district supported initiatives.

#### **PD Opportunity 1**

Instructional strategies and programs that will promote student engagement in active learning will be implemented in schools as appropriate for the grade level(s) and subject bands. Peer Trainers will receive professional learning and coach their colleagues for Thinking Maps, AIMS, Mindset, and STEM Camp; school and district leaders will participate in the Language for Learning Thinking Maps training in order to effectively lead this initiative. School PLCs will actively lead the implementation of ADI, DBQ, Thinking Maps, MEAs, AIMS and other STEM activities.

#### **Facilitator**

PD Facilitators from program organizations and local teacher experts; national trainers are providing PD for ADI and AIMS.

#### **Participants**

Teachers, school and district leaders, instructional coaches, lead teachers, and Curriculum & Instruction Specialists

#### **Schedule**

Daily, from 8/10/2015 to 5/27/2016

**G1.B2** Weak knowledge, implementation experience, instructional focus, and curriculum cohesion as related to the Florida Standards and FSA, including increased rigor of standards and assessment

**G1.B2.S1** Professional Learning opportunities in the form of school-based PLCs, Data Days, Instructional Rounds, C-Palms, Edvivate and other courses and programs about the Florida Standards and FSA will be available for all stakeholders throughout the year.

### **PD Opportunity 1**

Professional Learning activities will be made available at the district, school and individual levels (PLCs, Lesson Study groups, Data Days, Instructional Rounds, live PD activities by local, regional and national PD facilitators, and individualized online professional learning opportunities) that are specific to learning more about teaching and assessing the Florida Standards in our classrooms and through state assessments.

#### **Facilitator**

Facilitators will vary by program, but may include teachers, school or district leaders, and on-site or virtual trainers for specific programs.

#### **Participants**

Participants may include all stakeholders of the school system: teachers, support staff, leaders and parent/community members.

#### **Schedule**

Daily, from 8/10/2015 to 6/30/2016

### **PD Opportunity 2**

Curriculum mapping and pacing guide development is being spearheaded by the Division of Learning in collaboration with groups of classroom teachers. These documents provide professional learning and planning documents to guide teachers on implementing standards based instruction, assessments and reporting aligned with FSA specifications, including imbedded, appropriate Depth of Knowledge activities.

#### **Facilitator**

Division of Learning staff

#### **Participants**

All CCPS stakeholders

#### **Schedule**

Weekly, from 7/1/2015 to 6/30/2016

**G1.B3** Insufficient differentiation, instructional application and technique

**G1.B3.S1** Through ongoing and structured conversation and communication about student, teacher, school and district data, the individual needs of each student will become a focal point for instructional decision making as our collective responsibility.

**PD Opportunity 1**

Focused, scheduled communication will take place regarding student achievement data and professional learning opportunities available to address specific needs and gaps in student achievement particularly related to the need for increased differentiation and improved instructional applications and techniques. The district level communications will include: Division of Learning weekly meetings and monthly newsletter to stakeholders; monthly meetings with principals'/assistant principals/lead teacher & academic coaches/District Leadership Team; goal setting and evaluation discussions. School level communications will occur between school leaders and all instructional staff through staff meetings, Data Days, observation/evaluation process discussions, grade level/department meetings, and individual conversations as appropriate.

**Facilitator**

To be determined according to the professional learning programs

**Participants**

All stakeholders

**Schedule**

Daily, from 8/3/2015 to 6/30/2016

## Technical Assistance

*Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.*

**G1.** Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state.

**G1.B2** Weak knowledge, implementation experience, instructional focus, and curriculum cohesion as related to the Florida Standards and FSA, including increased rigor of standards and assessment

**G1.B2.S1** Professional Learning opportunities in the form of school-based PLCs, Data Days, Instructional Rounds, C-Palms, Edviate and other courses and programs about the Florida Standards and FSA will be available for all stakeholders throughout the year.

### PD Opportunity 1

As a parallel component of the curriculum maps and pacing guides, professional learning activities will occur that provide the knowledge, skills, and opportunities for teachers to develop formative assessments that mirror the FSA test specifications.

#### Facilitator

Curriculum and Instruction Specialists, teacher leaders, assistant principals in collaboration with the Division of Learning Leadership Team

#### Participants

CCPS teachers and leaders

#### Schedule

Biweekly, from 11/2/2015 to 6/30/2016

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state.	407,940
<b>Grand Total</b>	<b>407,940</b>

**Goal 1: Charlotte County Public Schools (CCPS) will promote in "One Voice" a laser-focused approach to continuous learning and improvement as defined by Florida's Accountability and Assessment System. This will be accomplished via a "One Team" mentality, within a culture of collective responsibility and implementation of policies and initiatives to meet the needs of ALL students, as CCPS promotes "One Message" and ascends in ranking to become #1 in the state.**

Description	Source	Total
<b>B1.S1.A1</b> - A Language for Leadership trainer fee	Other	8,000
<b>B1.S1.A1</b> - A Language for Leadership manuals		4,100
<b>B1.S1.A1</b> - AIMS Training	Other	22,000
<b>B1.S1.A1</b> - Stemscoptes Training	Other	40,000
<b>B1.S1.A1</b> - STEM Camp	Other	3,400
<b>B1.S1.A1</b> - NEA Training	Other	2,400
<b>B1.S1.A1</b> - Happy Scientist Subscription	Other	1,400
<b>B1.S1.A1</b> - Supplemental books and curricular items for the above training activities	Other	5,000
<b>B1.S1.A1</b> - Substitutes for training activities	Other	62,800
<b>B1.S1.A1</b> - Stipends for training activities	Other	3,840
<b>B1.S1.A1</b> - ADI Training	Other	12,000
<b>B2.S1.A1</b> - Substitutes for PD Activities listed in G1.B3.S1.A1 above	Title II	50,000
<b>B2.S1.A1</b> - Substitutes for PD Activities listed in G1.B3.S1.A1 above	Other Federal	78,000
<b>B2.S1.A1</b> - Stipends for PD after contract hours	Title II	60,000
<b>B2.S1.A1</b>	Other Federal	5,000
<b>B2.S1.A2</b> - Subs for PD related to development of curriculum maps and pacing guides	Title II	42,000
<b>B2.S1.A3</b> - Stipends for PD and hourly rate for developing formative assessments that mirror FSA test specifications	Title II	5,000
<b>B2.S1.A3</b> - Substitutes for PD and for developing formative assessments that mirror FSA test specifications	Title II	3,000
<b>Total Goal 1</b>		<b>407,940</b>