



Manny Diaz, Jr., Commissioner of Education

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

08 - Charlotte

Mark Vianello, Superintendent
, Southwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

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

b. District Vision Statement

Student Success!

c. Link to the district's strategic plan (optional).

<http://yourcharlotteschools.net/parents/documents/15-16/DistrictPlan.pdf?t=1463491971533>

2. Supports for School Improvement

a. Alignment of Resources

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 the lead role in the alignment of curriculum and assessment, as well as interventions for ALL district 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, and III; this facilitates the coordination and inventory of supplemental resources for those schools.

Monthly meetings between District leaders and school leaders provide opportunities for discussion of issues that affect the entire district, or at grade-band levels. The grade band meetings are facilitated by the Directors of Elementary and Secondary Learning. The joint meeting is facilitated by the Superintendent.

All district schools utilize the 8 step problem solving process through a series of grade level/content team data 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. The information in the schools' SIPs provides the basis for the development of this District Improvement and Assistance Plan.

The Director of Elementary Learning visits each Focus school at least monthly, and usually 2-3 times/

month. She is highly involved in monitoring the instructional processes through classroom walkthroughs and meetings with the principals. The contractually mandated District Support Team for low performing schools meet with the school's teams at least semi-annually as a group, and individual members meet with the principal and/or team as needed/appropriate. Through these varied meetings, the alignment of resources and activities is discussed and adjustments are made if necessary. Preliminary data from the 2015 FSA is cautiously promising for the FOCUS schools. District schools appear to show growth in many content areas and grade levels.

District leaders engage in regular visits to schools, relative to their role and the ways in which they assist in the operation of the school and/or support for instructional leadership. These leaders include: Superintendent; Assistant Superintendents and Executive Directors; Directors of Elementary Learning, Secondary Learning, Exceptional Student Education, Professional Development, Intervention Services, Charlotte Technical Center; Coordinator of State and Federal Programs; and, Psychometrician.

b. School Allocation Process

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 constitutional 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 school's 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 project 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 annually or more often 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 school-based initiatives in their SIPs;
- ? Consultation process with private school administrators;
- ? Consultation with Homeless Education Project and Foster Care staff;
- ? Consultations with Division of Learning administrators regarding the strategic planning, budgeting,

and implementation to ensure alignment with LEA initiatives and priorities;

? Set Date Certain and pull poverty data; rank schools by poverty data to be served by per-pupil allocations;

? Set District Initiatives through school and district level consultation, 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.

Some TITLE II funds are allocated directly to the schools, while the majority of funds are allocated at the district level for district priorities and initiatives. 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 Edviate online PD management system. School based PD is established as a component of the SIP process. Review and monitoring is conducted at least monthly by the Director of Professional Development, in consultation with the LEA's Coordinator of State and Federal Programs.

TITLE III funds are not directly allocated to the schools. The ELL students attend their local schools rather than center programs. New this year, the LEA has used an ELL per pupil allocation to allow schools to select how to fund materials and resources for the ELL students. School may select materials or programs that the site-based teacher(s) believes will assist specific students, based on data and personal understanding of the student's needs for English language acquisition and academic content. A short review of how ELL funds were used at each school will be conducted. Program and budget 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.

TITLE X funds are managed by the Director of Intervention Services, and allocation is based on the needs of the students served by this grant. The Director collaborates with the Coordinator of State and Federal Programs and other district staff to maximize the benefits of these funds. The Director of Intervention Services also oversees programs and services to foster care children in collaboration with the Coordinator of State and Federal Programs.

IDEA funds are allocated to schools and/or reserved for the district 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.

All federal grant applications and amendments are reviewed and signed by the Superintendent prior to submission. The School Board approves also grant applications.

General Revenue Budget process follows all prescribed state statutes and regulations, and the

Finance Dept., under the leadership of the CFO, ensures that the expenditures of general and federal funds follow the statutes and regulations, and handles all of the fiscal reporting functions.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

Over the 2015-2016 school year, CCPS modified its practices for school improvement specifically to support school-based leadership and initiatives to effectively implement interventions for increased student achievement. This comprehensive approach to school improvement was encapsulated in the District Strategic Plan (DSP). The progress made towards the DSP goals begins with the classrooms, as the school-based Data Days facilitate teacher-driven data analysis, and barrier and strategy identification. The input from the Data Days specifically inform school-based improvement teams that formulate their SIPs through selected barriers and strategic actions. It is the common SIP barriers and actions that, in conjunction with Division of Learning initiatives, likewise formulate the DIAP for student achievement. The DIAP in turn serves as the annual plan for the attainment of the district goals of the DSP. The entire process, from inception and implementation, to reflection and modification, is essential in attaining the goal of the DSP. It is the collaborative efforts of classroom teachers, school administrators, Division of Learning members, and district staff that have advanced articulation throughout the district and made strides towards achieving the goal of our District Strategic Plan . . . that with One Voice, One Team, and One Message, CCPS will ascend to the #1 district in the state.

The Directors and Coordinator within the Division of Learning is responsible for supporting and guiding the implementation of the DIAP. As appropriate per role, DOL directors and the coordinator will monitor the action steps delineated in the DIAP and supervise the monitoring of the SIPs in support of school-based leadership teams as they implement school/district interventions. These efforts are done in collaboration with other Division of Learning leadership team members such as curriculum and instruction, and PD and technology specialists, in alignment with the district's Strategic Plan and the SIP goals and strategies of the LEA's schools. The strategies and actions steps are found in the Goals section of this document.

d. Operational Flexibility

Provide the district's definition of "operational flexibility"Â? 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

3. Sustainability of Improvement

a. 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 improvements will be maintained after the district no longer has schools in the Differentiated Accountability program, due to changes in the LEA's improvement process. The Problem Solving component of the DIAP will continue to be completed annually, as it is embedded as the annual component of the district's 10-year Strategic Plan. The DIAP will continue to be developed

from the information in the School Improvement Plans from all CCPS schools and centers. Like the SIPS, funding for initiatives will continue to be provided through a combination of local, state and federal budget sources.

Likewise, community organizations and partners are involved with schools and the district in numerous ways, and may or may not be tied to a specific program. The LEA receives grant funding at both the LEA and school level through the Suncoast Credit Union Foundation, the Charlotte County Arts Council, and local service organizations. Rather, they are a way that our community comes together to support one another. Since 2004 when Hurricane Charley devastated our community, this has become a part of the community culture.

The two schools identified as FOCUS schools for the 2013-2014 school year have made significant gains, with both school improving to C an B grades, and both close to the next letter grade up. Additional resources and support are provided to these schools is through the federal grant programs Title I Section 1003(a). The materials put in place this year via the SIG 1003(a) will remain sustainable after DA designations are officially removed.

The well established district and school Partnership and Performance Councils continue as the school-based organizational structure that provides for collaborative work in the improvement process. The PPC is the school based group that serves as the nucleus for writing and monitoring the implementation of the school's SIP, and will assist with mid-year and end-of-year reflections of the impact of school strategic actions in reducing the barriers to instructional effectiveness and student achievement.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

<https://www.floridacims.org/documents/361913>

2. Family and Community Engagement

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

The LEA facilitates a district PIPTs (Parent Involvement Planning Team), comprised of parents from Title I schools and representative of each school's demographics, school staff, and administration. Additionally, district staff including the Coordinator of State and Federal Programs and the Title I Resource and Family Engagement Liaison, collaborate with the school PIPTs to develop, implement, support, and review the school Parent Involvement Plans, as well as the District Parent Involvement Plan. Parents are encouraged and invited to participate in all levels of district and school planning as part of ongoing consultation with school stakeholders. Parent involvement and school improvement information is provided to the schools PIPTs, SAC, and PTO organizations. The district hosts a day in the spring for school PIPTs to meet together 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 as facilitated by the Title I Resource and Family Engagement Liaison, and the Coordinator of State & Federal programs.

SAC members for each school are representative of the school's and served area demographics. SAC members receive training about their roles and responsibilities from the district. School SAC committees meet monthly to review school data and provide input, and approve school improvement plans in the fall of each year. Additionally, SAC members review upcoming school events, current 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 calls or face-to-face invitations from administrators and parent specialists regarding 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?"

School improvement planning committees include parents, often SAC members, administrators, staff, and guidance counselor. In Title I schools, the committees also include the lead teacher/instructional coach. 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 School Improvement Plan.

The Title I team 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. Training topics include but not limited to Creating Family Friendly Schools, Effective Problem Solving Techniques, Using Student Data for Effective Parent Conferences, Conferencing Skills are offered to district staff to increase awareness and understanding of ways to support family engagement for student achievement. Non-Title I schools are invited to participate in these training opportunities also.

The Title I Resource and Family Engagement Liaison and the schools provide training throughout the year to parents regarding their important role as their child's most important teacher, their partnership with the school, SAC membership and responsibilities, school plans, district and state assessments, understanding the use of student data, and age-appropriate topics such as the transition from one school level to another, and the use of social media.

The LEA Title I set-aside funds for parental involvement are used to support the district's initiative of locating a Family Resource Center in each Title I school, which hosts the Family Reading Experience, and provides school and community resources and support to parents. Set-aside funds provide full time staff, including staff with translation skills as needed and as available. A Title I Paraprofessional Achievement and Family Associate (AFA) at each Title I school participates in a monthly training and PLC. This year's AFA PLC continues its focus identified last year on working with families through technology. The Title I Resource and Family Engagement Liaison supports this focus through training using FOCUS (the district's student information system), Microsoft Excel & Publisher (for informational letters, flyers, marketing, and record keeping), social media, and Title I Crate (the district's online program for Title I monitoring and compliance documentation). Funding purchases a variety of resources and materials for literacy and math, and training and supplies for parent communication. Funds also provide for the AFAs to coordinate family engagement training and activities. Funds provide for registration and transportation for all Title I AFAs and a parent from each school to attend the "Hooked on Family Engagement to Increase Student Achievement" Conference in St. Petersburg, FL in November of 2016. Title III funds provide for additional parents of ELL students to attend.

3. Engagement of School Leadership

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 meetings for Principals, Assistant Principals, and District Leadership Team that includes school and district leaders. The leaders within the Division of Learning meet weekly. All of these meetings listed involve the monitoring of district and school level school improvement initiatives. All CCPS schools use the 8 step problem solving

process through the state CIMS template. The 8 Step Problem Solving and SIP development direct the school level interventions. District leadership and staff assist as appropriate and needed in the interventions. School and district leadership work collaboratively on the mid and end-of-year school improvement reflections in identifying common barriers, sharing best practices for strategic actions, and driving the initiatives for the district improvement plan in continuous support of the district strategic plan.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

b. Employee's Title

c. Employee's Phone Number

d. Employee's Phone Extension

e. Supervisor's Name

f. Supervisor's Title

g. Employee's Role and Responsibilities

2. District Leadership Team:

Kisiday, Carmel, carmel.kisiday@yourcharlotteschools.net

Title Director

Phone (941) 255-0808

Supervisor's Name Steve Dionisio

Supervisor's Title Superintendent

Role and Responsibilities Carmel Kisiday is the Director of Elementary Learning. She works with elementary principals and assistant principals as well as the Division of Learning team to provide information and support to the ten elementary schools, the Pre-K center, and the center for exceptional student education as appropriate. She also oversees the EL/ESOL program K-12.

Murno, Christine, christine.murno@yourcharlotteschools.net**Title** Other**Phone** (941) 255-0808**Supervisor's Name** Steve Dionisio**Supervisor's Title** Superintendent

Role and Responsibilities Christine Murno is the Coordinator of State and Federal Programs. In this role she facilitates all aspects of Titles I Part A and 1003(a), II and III, oversees district grant administration and management , and facilitates the School Improvement and DIAP processes.

Prestipino, April, april.prestipino@yourcharlotteschools.net**Title** Assistant Superintendent**Phone** 941-255-0808**Supervisor's Name** Steve Dionisio**Supervisor's Title** Superintendent

Role and Responsibilities April Prestipino is the Assistant Superintendent for Student Support Services. She supervises 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.

Breiner, Chuck, chuck.breiner@yourcharlotteschools.net**Title** Assistant Superintendent**Phone** 941-255-0808**Supervisor's Name** Steve Dionisio**Supervisor's Title** Superintendent

Role and Responsibilities Chuck Breiner is the Assistant Superintendent of Human Resources and Employee Relations. In this role he works with directors and principals to provide information and support related to personnel issues.

Leonard, Mary, mary.leonard@yourcharlotteschools.net**Title** Director**Phone** 941-255-7675**Supervisor's Name** Steve Dionisio**Supervisor's Title** Superintendent

Role and Responsibilities As the Director of Professional Development, Mary Leonard 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, and that PD are implemented properly and evaluated for effectiveness.

Dionisio, Steve, steve.dionisio@yourcharlotteschools.net**Title** Superintendent**Phone** 941-255-0808**Supervisor's Name** Barbara Rendell**Supervisor's Title** Board Member

Role and Responsibilities The Superintendent is responsible for the supervision of all leaders, with direct oversight of those involved with the SIP/DIAP process. As the direct supervisor of all school principals, he visits schools, reviews data with school leaders, and completes their evaluations. He makes personnel appointments for school and district leaders, and all school and district leaders serve per the direction of the superintendent.

LaPorta Edwards, Cheryl, cheryl.edwards@yourcharlotteschools.net**Title** Director**Phone** 941-255-0808**Supervisor's Name** Steve Dionisio**Supervisor's Title** Superintendent

Role and Responsibilities Cheryl Edwards is the Director of Secondary Learning. She works with secondary principals and assistant principals as well as the Division of Learning team to provide information and support to the seven secondary schools, the alternative 6-12 center school, and the center for exceptional student education as appropriate. She also oversees assessment for K-12.

Botelho, Dawn, dawn.botelho@yourcharlotteschools.net	
Title	Other
Phone	941-255-0808
Supervisor's Name	Cheryl Edwards and Carmel Kisiday
Supervisor's Title	Director
Role and Responsibilities	Dawn Botelho 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. The Psychometrician conducts meticulous analysis of state assessment scores and learning gains, of progress monitoring targets and achievement, and of school grade accountability formulas and components. She also consults on multiple projects at both the school and district levels, and serves on the Division of Learning's team for the District Strategic Plan.

Owens, Karen, karen.owens@yourcharlotteschools.net	
Title	Director
Phone	941-255-0808
Supervisor's Name	Steve Dionisio
Supervisor's Title	Superintendent
Role and Responsibilities	Karen Owens is the Director of Exceptional Student Education. She works with elementary and secondary principals and assistant principals as well as the Division of Learning staff to provide information and support to the schools in order to support the achievement of SWD. She oversees the district's IDEA program and budget implementation.

3. Educator Quality

a. School Leadership Teams

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.

As of SY 2014-15, CCPS does not have any Focus schools. Thus the district has targeted Priority schools for significant improvement. The superintendent assigns school leaders with records of leading schools with strong achievement or improvement to lower performing schools to facilitate the movement towards higher levels of student achievement. For all schools, the superintendent has articulated specific, measurable goals for improvement on grade level or subject area state assessments, and for total points earned for school grades. Through principal evaluations, consideration of school grade and student assessment outcomes, and consultation with the appropriate District Leadership Team, the superintendent decides if school leadership team members need to be retained or replaced.

b. Instructional Staff

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.

As of SY 2014-15, CCPS does not have any Focus schools. Thus the district has targeted Priority schools for significant improvement. To determine whether to retain or replace teaching staff in Priority schools, school leaders review state assessment outcomes, student progress monitoring data, and teacher evaluations to measure teacher effectiveness in improved student achievement. Should school leaders determine that a teacher has not contributed directly or indirectly, the proper procedures per the Human Resources department and employee handbook are followed in releasing teachers, or reassigning them to roles better aligned with their abilities, and with support in improving them.

It may be noted that in the past, the former superintendent met in August 2014 with the faculties of both Focus schools to inform them that if the achievement of the students in the school did not increase significantly during SY2014-15 that the school would be reconstituted and all instructional staff will have to re-apply for their positions. Though both schools did improve to a school grade of C, the school principals - after data review and in consultation with the Director of Elementary Learning - made changes to the instructional staff at the end of SY2014-15. At the end of SY2015-2016, both schools again improved the total points earned, with one maintaining a high C, and the other earning a very high B.

D. Professional Capacity**1. Common Planning Time**

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.

As of the end of SY 2014-15, CCPS does not have any Focus schools. Thus the district has targeted Priority schools for significant improvement. The district offers support to schools in working with school administrative and instructional leaders on master schedules to provide for common planning time. Schools have been progressive and creative in their own strategies to facilitating these opportunities per grade level or subject area teams. Schools who have implemented common planning time have explicitly identified this as a key strategic action to improved instructional effectiveness and increased school achievement. The need for all schools to implement this initiative is reflected within the DIAP, as schools seek ways to reduce the barrier of limited opportunity for common planning.

2. Instructional Coaches

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.

As of the end of SY 2014-15, CCPS does not have any Focus schools. Thus the district has targeted Priority schools for significant improvement. Each of the LEA's Title I Priority schools has an on-site academic/reading coach that is titled Lead Teacher (elementary) or Instructional Coach (secondary). 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 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 district's Curriculum and Instruction Specialists (C&Is) within the Division of Learning are highly trained coaches and PD facilitators in their areas of expertise: ELA/Reading/Writing, Math, Science, Social Studies, and Arts/PE. They work with district and school leaders to facilitate coaching activities in their content areas for all schools and centers. The C&Is maintain calendar documentation of their work in various schools, which is shared with the Directors of Elementary and/or Secondary Learning, Professional Development, and the Coordinator of State & Federal Programs.

Through Titles I and II, all schools are being provided with funds for substitutes to facilitate 'instructional rounds'. This process provides the opportunity for teachers to visit other teachers' classrooms during the instructional day to observe high quality instruction of standards or pedagogy in which they need assistance. Instructional rounds provide the opportunity to discuss what was observed with the teacher, and subsequently return to their own classrooms to implement their new learning, with follow-up conversation afterwards. Instructional rounds are monitored by school leaders, who conduct follow up conversations with the participating teachers to evaluate the experience for the participants. School leaders will be looking for improved professional practice of the visiting teachers during walkthroughs and evaluations based on the instructional rounds experiences. School leaders have consistently prioritized instructional rounds as an effective school and district-level initiative through SIPs, the DIAP, and Title program needs assessments.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan.

Yes

District Reading Plans

https://www.floridacims.org/districts/charlotte?current_tab=reading

b. Writing

1. Description of Programs

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

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.

FSA Writing Prompts & Portfolio

Program Type Core

School Type Elementary School

Description Students in grades 3-5 practice their writing skills with FSA-aligned writing prompts designed to simulate those students may experience on the FSA reading assessment. Prompts are aligned with grade level LAFS standards in a spiral approach to develop student skill progression.

Secondary Writing Across the Curriculum

Program Type Supplemental

School Type Middle School, High School

Description 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 statement, historical perspectives, journals, the DBQ Project and more. Students are introduced to 9 tools intended to changing writing through a variety of media in which to write. The focus for grades 6-12 is 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.

Program Type

School Type

Description

c. Mathematics

1. Description of Programs

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
School Type	Elementary School
Description	<p>Core:</p> <ol style="list-style-type: none"> 1. Pearson enVision Mathematics <p>Supplemental:</p> <ol style="list-style-type: none"> 1. iReady Math Diagnostic & Instruction 2. CPALMS: MFAS, Lessons, Etc. <p>Intensive</p> <ol style="list-style-type: none"> 1. iReady personalized learning paths

Gr 6-8 Middle School Mathematics

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	<p>Core:</p> <ol style="list-style-type: none"> 1. McGraw Hill, Florida Math <p>Supplemental:</p> <ol style="list-style-type: none"> 1. iReady Math Diagnostic & Instruction 2. CPALMS: MFAS, Lessons, Etc... 3. USA Test Prep Algebra ! <p>Intensive Intervention:</p> <ol style="list-style-type: none"> 1. iReady Math personalized learning paths

Gr 9-12 High School Mathematics

Program Type	Core, Supplemental
School Type	High School
Description	<p>Core:</p> <ol style="list-style-type: none"> 1. Pearson Mathematics Geometry, 2. Houghton-Mifflin-Harcourt Algebra I & II <p>Supplemental:</p> <ol style="list-style-type: none"> 1. CPALMS: MFAS, USA Test Prep, Lessons, Etc. 2. Algebra Nation 3. Math XL

d. Science**1. Description of Programs**

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

Program Type	Core, Supplemental, Intensive Intervention
School Type	Elementary School
	Core:
	1. National Geographic
Description	Supplemental:
	1. AIMS
	2. CPALMS
	3. STEM Scopes

Gr 6-8 Middle School Science

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

Gr 9-12 Science

Program Type	Core, Supplemental
School Type	High School
	Core:
	1. Pearson, HMH, HSH,
Description	Supplemental:
	1. CPALMS

2. Instructional Alignment and Pacing**a. Program Monitoring**

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 with fidelity, as intended for effectiveness, and in alignment with Florida's standards through: school-level progress monitoring data; school Data Days scheduled to dig deeply into progress monitoring domains, skill level, and standards mastery; data analysis reports provided by the district's Psychometrician; school site visits including classroom walk-throughs by school and district leaders; reviewing pacing guides that are established on the C-maps system; professional evaluation data of teachers and school leaders; meetings between schools and the district to discuss the data and SIP strategies being implemented; and SIP review at the school level, including by grade level and content teams. It is

truly through CCPS' continuous school improvement model driven by school level analysis and initiatives that provide for monitoring of implementation and effectiveness.

A key event in the process is the School and District Improvement Plans and District Strategic Plan Mid-Year Review completed in February of 2016. The mid-year review was held after schools completed their Data Days to analyze progress monitoring data for student learning gains and other student performance indicators, as well as evaluate the implementation and impact of school-based strategic actions. The power of the review was the depth of the discussions that thrived among educators, describing how barriers are manifest in individual schools, the trends among schools and at different levels, and the strategic actions that were promoting positive change. The key strategic actions that were identified across schools and grade levels as the most impactful for instructional effectiveness were:

- Data Days
- Articulation – within and among schools
- Common Planning
- Thinking Maps

In June of 2016, an end-of-year reflection was done to analyze available student achievement data in evaluating student outcomes and the effectiveness of school improvement plan initiatives. Schools identified areas where student learning gains and achievement had improved through progress monitoring measures, and noted the barriers they believed had been reduced. Per collaborative reflection documents, schools reported that overall instructional effectiveness had improved due to strategic actions focused on developing teachers' understanding and instructional delivery of the Florida standards.

The improvement in this area as noted by the schools is reflected in the identification of barriers for school year 2016-2017. Though the same three barriers from 2015-2016 continue to be addressed, there is a shift in focus. Now that teachers are increasingly more knowledgeable and experienced with the standards, schools are focusing on the needs of individual learners through differentiated instructional techniques and student engagement approaches. It should also be noted that as schools have identified the need for common planning for teachers as critical, that the opportunity to provide common planning has been added as a barrier to overcome.

b. Supports for Student Transitions

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

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

No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address this question.

As of the end of SY2014-15, CCPS no longer has any Focus schools, and has targeted Priority schools for improvement. The students attending Priority schools will be supported as they transition from 5th grade to 6th grade in the middle school through vertical 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 speak with them about the classes that they will be taking and what their expectations are for classwork and homework. Middle school students have even provided entertainment in the form of a fashion show, to give the rising students a sense of appropriate clothing that meets dress code, or may do a skit that portrays appropriate behaviors, and

some that may not be acceptable. These activities serve younger students in acquiring a sense of culture of the school.

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 can ask questions about academic or social concerns, especially if it is their oldest child that is moving up to 6th grade. Additionally, the Title I Resource and Family Engagement Liaison leads a parent workshop on "Transitioning Your Student to Middle School" that is conducted in both the spring of students' 5th grade year, and fall of their 6th grade year. Additional middle school transition oriented workshops include Social Media, and Understanding the FSA.

Middle school teachers receive the previous performance data on their incoming students and may use it to determine instructional priorities. Teachers receive both state assessment scores and progress monitoring data with performance breakdowns per domain and standard.

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 as part of their academic and social articulation.

The MTSS process is expanding in serving students at all tiers for receiving interventions. Teachers can access the intervention information through EDIS School Portal, an online data program that blends student academic information with behavioral and performance indicators as a comprehensive early warning system.

c. Alignment of Pacing Guides to Florida Standards

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

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.
- G2.** The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychomatrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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	2017-18	100.0

Targeted Barriers to Achieving the Goal **3**

- Weak student engagement, motivation, and critical thinking skills
- Opportunities to provide for common planning
- Weak Curricular Cohesion and alignment to the Florida standards
- Lack of necessary rigor in standards-based instruction
- Insufficient application and technique applied to differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Motivated teachers, leaders, and support staff
- iReady and USA Test Prep programs and materials
- Improved technology and additional technology initiatives
- New leadership
- Core content materials
- Thinking Maps
- MTSS
- EDIS School and Family Portal
- Curriculum Maps and Pacing Guides
- Targeted professional development

Plan to Monitor Progress Toward G1. 8

The Executive Director of Learning, Director of Elementary 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 8/10/2017 to 5/25/2018

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 walk-through 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.

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students. **1a**

 G093421

Targets Supported **1b**

Focus	Indicator	Year	Target
0041 - Peace River Elementary School	ELA Achievement District Assessment	2017-18	70.0
0041 - Peace River Elementary School	Math Achievement District Assessment	2017-18	70.0
0041 - Peace River Elementary School	FSA Mathematics Achievement	2017-18	55.0
0041 - Peace River Elementary School	FSA ELA Achievement	2017-18	50.0
0041 - Peace River Elementary School	Science Achievement District Assessment	2017-18	50.0
0041 - Peace River Elementary School	ELA/Reading Gains	2017-18	55.0
0041 - Peace River Elementary School	ELA/Reading Lowest 25% Gains	2017-18	50.0
0041 - Peace River Elementary School	Math Gains	2017-18	62.0
0041 - Peace River Elementary School	Math Lowest 25% Gains	2017-18	53.0

Targeted Barriers to Achieving the Goal **3**

- Limited exposure to rigorous grade level standards in whole group instructional blocks
- Lack of time for planning rigorous instruction and developing progress monitoring assessments
- Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual needs

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady Diagnostic and Instructional Path
- Updated Curriculum Maps for ELA, Math, Science, and Social Studies
- Test Item Specs for FSA
- Thinking Maps
- Comprehensive Literacy Framework
- Curriculum and Instructional Specialists
- Targeted Support Monitoring Team
- Targeted Support Intervention Team
-

Plan to Monitor Progress Toward G2. 8

Data will be collected using USA Test Prep and i-ready diagnostic testing to monitor the progress toward reaching end of year achievement goals.

Person Responsible

Dawn Botelho

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

School reports will be created using the online student data system EDIS.


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 promoting student engagement in active learning such as Thinking Maps, Kagan Cooperative Learning Groups(K-8), Activities Integrating Math & Science (AIMS), Strategic Instructional Model (SIM) frameworks for learning, Comprehensive Literacy Framework (CLF), Argumentation Driven Inquiry (ADI), Document Based Questioning (DBQ), Modeling Eliciting Activities (MEA) Lesson Study, and 1:1 Technology Classrooms as district supported initiatives.

4

 S189622

Strategy Rationale

The instructional programs listed above are evidence based programs per research, case studies, and experiential application proven to develop critical thinking skills, writing abilities, science and math conceptual awareness, and interdisciplinary problem solving. The instructional design of these programs engages students as active learners, and the effective implementation of them promotes learner motivation.

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, Kagan Cooperative Learning Groups (K-8), SIM frameworks for learning, CLF, AIMS, Mindset, STEM Camp, and Google Classrooms; 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, Google Classrooms, and other STEM activities.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

The Executive Director of Learning, The Director of Elementary Learning and Professional Development oversee the viewing/collection of evidence of implementation of the programs with fidelity at the school levels, and the Director of Professional Development oversees the collection of evidence of district based PD in support of this strategy. Evidence will include documentation of the PD opportunities from MyPLC reports, walkthrough and observation/evaluation evidence from teachers and principals, and samples from grade level/content area Data Days.

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 and during Data Days, 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. School leaders will be looking for program implementation evidence during their school/classroom walk-throughs. 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

Cheryl LaPorta Edwards

Schedule

On 5/25/2018

Evidence of Completion

The Executive Director of Learning, The Director of Elementary 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, myPLC, as well as walkthrough and observation/ evaluation evidence from teachers and principals.

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

The Executive Director of Learning, The Director of Elementary 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 Executive Director of Learning who will report to the Superintendent.

Person Responsible

Steve Dionisio


Schedule

Monthly, from 9/5/2017 to 5/25/2018

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 Edvocate 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. The Coordinator of State & Federal Programs reviews with school administrative and district instructional leaders, at the mid and end of year school improvement reflections, the impact of program effectiveness for consideration of continuation of strategies.

G1.B1.S2 Implement tier 2 and tier 3 interventions as needed to support social, academic, and behavioral growth specifically in the lowest 25% of students. These interventions may include beyond-the-bell tutoring, small group instruction (pull-out and push-in), behavior plans, remedial courses, and direct instruction in phonics and vocabulary. **4**

 S260100

Strategy Rationale

Implementing these academic and behavioral interventions will help to provide tiered support for students who are below grade level and will help our county begin to close the achievement gap between students with and without disabilities while maintaining high standards for all students.

Action Step 1 **5**

School level teams will participate in MTSS training to utilize a uniform process for implementing, monitoring and documenting student behavior and academic interventions at their respective school sites.

Person Responsible

Kristy Johnson

Schedule

On 9/1/2017

Evidence of Completion

Sign-in sheets will be collected to document the participation of school level teams in MTSS training. Schools will document tier 2 and tier 3 interventions and will share data on the implementation of and the effectiveness of interventions with the guidance counselors, school psychologists and ESE liaisons which is overseen by Kristy Johnson.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

School based teams will monitor and report course failures through RtI and Focus School Portal.

Person Responsible

Kristy Johnson

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

School level RtI and intervention monitoring paperwork will be collected. Principals, school social workers, guidance counselors, and school psychologists will monitor the effect of interventions on student achievement and this evidence will be reflected in reports of course failures.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

School based teams will compare data for each semester to determine the effectiveness of interventions on student achievement based on course failures by semester.

Person Responsible

Dawn Botelho

Schedule

Semiannually, from 1/8/2018 to 7/6/2018

Evidence of Completion

Reports issued by schools through EDIS school portal showing course failures and the number of students with 2 or more early warning indicators will be provided to the Director of ESE.

G1.B10 Opportunities to provide for common planning 2

B220629

G1.B10.S1 School-based administrative and instructional leadership will strive to create opportunities for common planning for grade level and/or subject area teachers through adjusted master schedules, flexible scheduling, focused duty assignments, and similar collaborative approaches. Efforts are supported through inservice/training on scheduling, and mentoring from schools utilizing common planning. 4

S232942

Strategy Rationale

Schools that have been able to implement common planning, whether daily or weekly, have identified this strategy as having high impact on shared instructional effectiveness. This strategy is supported by the effectiveness of Data Day which support grade level/content area common time and planning, thus this opportunity is desired regularly. Common planning facilitates teacher collaboration on delivering instruction aligned with the rigor of the Florida standards, and on providing differentiated instruction to students.

Action Step 1 5

Schools will schedule opportunities for regular common planning per grade level/content area or as identified need. Common planning opportunities are specific per school site, subject to schedule, time, staff, and like variables.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

School schedules indicating common planning times for teachers per grade level/content area/identified need per school site.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

School principals and assistant principals monitor that common planning times are attended by all scheduled teachers and used collaboratively in support of instructional effectiveness and differentiated instruction.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

School team or department heads maintain documentation of topics, strategies, actions, or running agenda/outline addressed during common planning times.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

School principals and assistant principals consult with team or department heads to monitor the ongoing participation in, and effective use of, common planning times in support of instructional effectiveness and differentiated instruction.

Person Responsible

Carmel Kisiday

Schedule

On 5/25/2018

Evidence of Completion

Documentation from common planning times indicate the topics addressed by grade level or content area teams, and the collaborative strategies and actions that emerged from them. School principals and assistant principals may indicate observed evidence of instructional modifications from observations, walk-throughs, and evaluation processes.

G1.B15 Weak Curricular Cohesion and alignment to the Florida standards **2** B246774

G1.B15.S1 Provide time at each school for collaborative planning to strengthen teacher technique for differentiation and implementation or rigorous standards-based instruction and curriculum cohesion through team planning, PLCs, best practices and strategies shared at faculty meetings, facilitated collaborative planning, cross-curricular planning, and the formation of committees to develop consistency. **4**

 S260105**Strategy Rationale**

With the central theme of one voice, one team, one message, staff members will work together to develop exemplary lesson plans, resources, and common assessments that will lead Charlotte County toward a more cohesive team with the highest performing staff members working to elevate all staff.

Action Step 1 **5**

Facilitation of collaborative planning sessions to strengthen cohesion and alignment to the standards and increase the rigor of standards-based instruction.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Monthly, from 8/21/2017 to 4/20/2018

Evidence of Completion

Sign-in sheets, agendas and action plans or other curricular resources developed and shared during collaborative planning sessions will be collected at the school site. School leaders will share evidence through classroom walk-through data and student achievement data during school goal meetings with the Executive Director of Learning, the Director of Elementary Learning and the Superintendent.

Plan to Monitor Fidelity of Implementation of G1.B15.S1 6

School principals will consult with teams and department heads to monitor the implementation of Collaborative planning sessions as facilitated by the subject area teams and school staff.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

School teams and department heads maintain documentation of topics, strategies, resources, and action plans discussed and presented during collaborative planning sessions.

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

Schools will schedule opportunities for sharing of best practices as developed in collaborative planning sessions.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Quarterly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Schools will maintain documentation of these scheduled opportunities during faculty and staff meetings in the manner of sign-in sheets and agendas.

G1.B16 Lack of necessary rigor in standards-based instruction **2** B246775**G1.B16.S1** Use of curriculum maps in every subject area to ensure rigor and relevance of content and lessons. **4** S260128**Strategy Rationale**

The curriculum maps were designed by Charlotte County teachers and coaches using the CPALMS vetted lessons, Thinking Maps, textbook resources and the Florida standards to ensure complexity, critical thinking and higher level questions as are tested on the FSA.

Action Step 1 **5**

Teachers will use the curriculum maps created for their grade level/subject area to create a consistent rigorous and relevant curriculum to assist students in the mastery of standards.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Principals will collect evidence of the utilization of curriculum maps and resources in walk-through data and teacher lesson plans. The principals, in their meetings with the Director of Elementary Learning and the Executive Director of the Division of Learning, will share this evidence and its impact on student learning as shown in student achievement data.

Plan to Monitor Fidelity of Implementation of G1.B16.S1 **6**

School principals will monitor teacher lesson plans as requested to ensure the utilization of curriculum maps and pacing guides.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Evidence for implementation will be teacher lesson plan samples as collected by school principals.

Plan to Monitor Effectiveness of Implementation of G1.B16.S1 7

School achievement data will be collected and analyzed by school principals and assistant principals to monitor the effectiveness of lessons, standards, and activities addressed in the subject area curriculum maps.

Person Responsible

Cheryl LaPorta Edwards


Schedule

Triannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student achievement data from diagnostic testing during the beginning, middle, and end of year will be collected and shared during principal and assistant principal meetings with the Executive Director of Learning and the Director of Elementary Learning.

G1.B16.S2 Ongoing student achievement data review to celebrate areas of strength and to identify areas of weakness as they relate to the Florida Standards. 4

 S260240

Strategy Rationale

The collection and analysis of student data will drive the instruction to fill in learning gaps and to focus on areas of need for students. Using data to drive instruction will help teachers to move toward standards-based instruction.

Action Step 1 5

Teachers will participate in school level and district level data days in tested curriculum areas to collect and analyze student data and track progress toward standards mastery and proficiency as it relates to FSA, NGSS and EOCs.

Person Responsible

Cheryl LaPorta Edwards

Schedule

Semiannually, from 8/4/2017 to 3/30/2018

Evidence of Completion

Collection of student data reports created and dispersed by school level and district level coaches to assist teachers in classroom data analysis and structuring of lessons to address needs as shown in student achievement data.

Plan to Monitor Fidelity of Implementation of G1.B16.S2 6

Curriculum and Instructional Specialists will facilitate district level data days for FSA, NGSS, and EOC tested areas.

Person Responsible

Cheryl LaPorta Edwards

Schedule

On 2/23/2018

Evidence of Completion

Sign-in sheets, agendas, district data reports, and meeting minutes will be provided as evidence of district data days.

Plan to Monitor Effectiveness of Implementation of G1.B16.S2 7

District data reports will be pulled and presented to the Executive Director of Learning, the Director of Elementary Learning and other members of the district leadership team to monitor the effectiveness of data days on student achievement data.

Person Responsible

Dawn Botelho

Schedule

On 2/23/2018

Evidence of Completion

Following the middle of year testing, district student achievement results will be populated for analysis.

G1.B17 Insufficient application and technique applied to differentiated instruction **2** B246782

G1.B17.S1 Professional development in instructional strategies that assist in the differentiation of lessons, content, and delivery such as Kagan Cooperative Learning Groups, Thinking Maps, DBQs, Google Classroom, i-Ready, and Comprehensive Literacy Framework. **4**

 S260239**Strategy Rationale**

These are all research-based instructional strategies designed to engage learners and provide opportunities for success at varying levels simultaneously.

Action Step 1 **5**

Thinking Maps Train the Trainer and Middle School Kagan training will be provided to teachers to promote differentiation in the classroom.

Person Responsible

Mary Leonard

Schedule

On 8/4/2017

Evidence of Completion

The initial trainings will take place one time, but ongoing school level PLCs will be facilitated at each school site to support the implementation of these strategies. The evidence provided will be sign-in sheets, teacher exit slips, and MyPLC transcripts for the Thinking Maps Train the Trainer and Middle School Kagan trainings.

Plan to Monitor Fidelity of Implementation of G1.B17.S1 **6**

School principals will collect data during observations and walk-throughs for evidence of differentiated instruction during classroom lessons and teachers will maintain records of lesson plans including reference to differentiated instructional techniques.

Person Responsible

Carmel Kisiday

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher walk-through data and lesson plan samples showing evidence of the integration of differentiated instructional techniques.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

School principals will collect data during observations and walk-throughs for evidence of differentiated instruction during classroom lessons.

Person Responsible

Carmel Kisiday


Schedule

On 5/25/2018

Evidence of Completion

Teacher evaluations, student achievement data will be used to as evidence for the effectiveness of differentiated instructional techniques.

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students. 1

 G093421

G2.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks 2

 B250607

G2.B1.S1 Curriculum and Instructional Specialists for Math and ELA will provide targeted support through attending collaborative planning, beginning-of-year data chats, establishing curriculum for WIN groups, and data analysis to determine grade level and classroom level needs. 4

 S264217

Strategy Rationale

Math and ELA achievement data shows that improvement is needed in the areas of math and ELA.

Action Step 1 5

Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.

Person Responsible

Carmel Kisiday

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, agendas, and training materials will be collected.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected for each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected for each meeting.

G2.B1.S2 Curriculum and Instructional Specialist for Social Studies will facilitate collaborative planning sessions with talented and gifted teachers to implement DBQ(document based questioning) in elementary TAG classes. 4

 S264226

Strategy Rationale

DBQ will be used in social studies and reading blocks and is a research based strategy proven to increase student ELA achievement results.

Action Step 1 5

The curriculum and instructional specialist will create agendas and calendar dates for collaborative planning sessions.

Person Responsible

Donna Dunakey

Schedule

On 1/26/2018

Evidence of Completion

Sign-in sheets, training materials and agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday


Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected after each meeting.

G2.B1.S3 After school tutoring program. Provide after school tutoring to students working below grade level in math. We will target students in the lowest quartile as well as those students on the "cusp" of the next FSA level. **4**

 S264330

Strategy Rationale

Extending the school day for struggling students will provide time to remediate skills and close the gaps resulting in greater learning gains for all students involved.

Action Step 1 **5**

Establish program, hire teachers and identify students to be served 4 days a week.

Person Responsible

Jody Poulakis

Schedule

Annually, from 9/20/2017 to 10/13/2017

Evidence of Completion

Tutoring schedule and a list of student to be served.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Identification of students, hiring of tutors and creation of the schedule.

Person Responsible

Jody Poulakis

Schedule

On 10/20/2017

Evidence of Completion

PAFS for tutors, student lists, and tutor schedule

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Reports to show student learning gains on progress monitoring assessments will be monitored.

Person Responsible

Megan Moesching

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data (DRA, iready, standards mastery)

G2.B1.S4 Ongoing professional development in math. 4

 S264331

Strategy Rationale

School grade components indicate a need to improve math learning gains for all, for the lowest 25% and overall proficiency.

Action Step 1 5

CCPS will work with Math Solutions to provide professional development and coaching in math.

Person Responsible

Jody Poulakis

Schedule

On 5/25/2018

Evidence of Completion

Coaching logs, PD logs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Secure the quote for the partnership with Math Solutions and establish the timeline for professional development, classroom observation, etc.

Person Responsible

Vicki Polk

Schedule

On 11/1/2017

Evidence of Completion

Quote, Purchase Order and schedule of PD and classroom visits.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Monitor the scheduling of PD and classroom visits

Person Responsible

Jody Poulakis

Schedule

Weekly, from 10/2/2017 to 11/1/2017

Evidence of Completion

Schedule for PD and classroom visits

G2.B1.S5 Reading A-Z and Raz Kids licenses to improve reading gains and overall proficiency. 4 S264332**Strategy Rationale**

Support comprehensive literacy framework and Improve reading gains and proficiency. (phonemic awareness, phonics, fluency, vocabulary, comprehension)

Action Step 1 5

Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

Purchase Order.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Monitor Reading gains from beginning-of-year to end-of-year.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

School student achievement data report for ELA.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Monitor site license usage.

Person Responsible

Megan Moseching

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Classroom usage reports.

G2.B1.S6 Hire 2 additional para-professionals to support students in math and reading blocks. 4

 S264333

Strategy Rationale

Additional small group intervention will help close the gaps and improve learning gains.

Action Step 1 5

Provide 2 para-professionals in addition to the LEA's allocation to support small group intervention.

Person Responsible

Megan Moseching

Schedule

On 11/1/2017

Evidence of Completion

PAFs for each additional para hired.

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Monitor student learning gains using pre-post reading/math data.

Person Responsible

Megan Moesching

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Monitor student learning gains using pre-post reading/math data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Monitor student log to include minutes per week of small group instruction.

Person Responsible


Megan Moesching

Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Student Logs.

G2.B1.S7 Hire additional ESE VE Push-in teacher to support students in 4/5 inclusion model. 4 S264334**Strategy Rationale**

Students will benefit from extra ESE support, resulting in greater learning gains

Action Step 1 5

Hire ESE teacher to support 4/5 inclusion rooms

Person Responsible

Jody Poulakis

Schedule

On 11/1/2017

Evidence of Completion

PAF

Plan to Monitor Fidelity of Implementation of G2.B1.S7 6

Monitor the teacher's schedule and student groups.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Student list, lesson plans, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B1.S7 7

Monitor learning gains and progress monitoring assessments.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data

G2.B2 Lack of time for planning rigorous instruction and developing progress monitoring assessments 2

 B250608

G2.B2.S1 CCPS will create a monitoring team to monitor student achievement data and the progress toward learning gains for all students. 4

 S264324

Strategy Rationale

The FLDOE designated Peace River Elementary as a school in need of targeted support.

Action Step 1 5

The monitoring team will meet monthly to monitor and discuss student achievement data as it is related to learning gains and mastery of Florida standards.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 CCPS will create an intervention team to provide interest based problem solving and support to the school designated as in need of targeted support. 4

 S264325

Strategy Rationale

The FLDOE designated Peace River Elementary as a school in need of targeted support.

Action Step 1 5

The intervention team will meet monthly to discuss barriers and strategies to overcome barriers that arise as the school in need of targeted assistance implements their school improvement plan.

Person Responsible

Carmel Kisiday

Schedule


Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, and minutes will be collected at each meeting.

G2.B2.S3 The Director of Professional Development and Professional Development Specialist will provide monthly “Coaching Visit Days” at PRES, for teachers and/or support staff requesting assistance.

4

 S264373

Strategy Rationale

Increase the number of highly qualified and highly effective teachers at PRES.

Action Step 1 5

Monthly professional development visits to provide support in teacher certification and other topics of need.

Person Responsible

Mary Leonard

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion


Sign-in sheets

G2.B3 Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual needs **2**

 B250609

G2.B3.S1 The curriculum and instructional specialist for science will lead teachers of grades 3-5 in a deep dive into data from USA test prep to analyze grade level and classroom level areas of weakness.

4

 S264316

Strategy Rationale

USA test prep offers diagnostic testing for all tested standards during the beginning, middle, and end-of-year and provides student progress reports.

Action Step 1 **5**

Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.

Person Responsible

Carmel Kisiday

Schedule

Semiannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and school data reports will be collected after each meeting.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

The Monitoring Team will meet to discuss the ongoing implementation of these meetings.

Person Responsible

Carmel Kisiday

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas and minutes will be collected after each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The monitoring team will monitor the effectiveness of this strategy during the data chats that will take place in the middle and end of the year.

Person Responsible

Carmel Kisiday

Schedule

Semiannually, from 10/2/2017 to 5/25/2018








Evidence of Completion

















Sign-in sheets, agendas, and minutes will be collected from each meeting.









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M416863	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M416864	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M416862	[no content entered]		No Start Date		No End Date one-time
G1.B17.S1.A1 A342584	Thinking Maps Train the Trainer and Middle School Kagan training will be provided to teachers to...	Leonard, Mary	8/1/2017	The initial trainings will take place one time, but ongoing school level PLCs will be facilitated at each school site to support the implementation of these strategies. The evidence provided will be sign-in sheets, teacher exit slips, and MyPLC transcripts for the Thinking Maps Train the Trainer and Middle School Kagan trainings.	8/4/2017 one-time
G1.B1.S2.A1 A342351	School level teams will participate in MTSS training to utilize a uniform process for implementing,...	Johnson, Kristy	9/1/2017	Sign-in sheets will be collected to document the participation of school level teams in MTSS training. Schools will document tier 2 and tier 3 interventions and will share data on the implementation of and the effectiveness of interventions with the guidance counselors, school psychologists and ESE liaisons which is overseen by Kristy Johnson.	9/1/2017 one-time
G2.B1.S3.A1 A349936	Establish program, hire teachers and identify students to be served 4 days a week.	Poulakis, Jody	9/20/2017	Tutoring schedule and a list of student to be served.	10/13/2017 annually
G2.B1.S3.MA1 M372388	Identification of students, hiring of tutors and creation of the schedule.	Poulakis, Jody	10/2/2017	PAFS for tutors, student lists, and tutor schedule	10/20/2017 one-time
G2.B1.S4.MA1 M372422	Monitor the scheduling of PD and classroom visits	Poulakis, Jody	10/2/2017	Schedule for PD and classroom visits	11/1/2017 weekly
G2.B1.S4.MA1 M372392	Secure the quote for the partnership with Math Solutions and establish the timeline for...	Polk, Vicki	10/2/2017	Quote, Purchase Order and schedule of PD and classroom visits.	11/1/2017 one-time
G2.B1.S6.A1 A349989	Provide 2 para-professionals in addition to the LEA's allocation to support small group...	Moseching, Megan	10/2/2017	PAFs for each additional para hired.	11/1/2017 one-time
G2.B1.S7.A1 A349997	Hire ESE teacher to support 4/5 inclusion rooms	Poulakis, Jody	10/2/2017	PAF	11/1/2017 one-time
G2.B1.S2.A1 A349910	The curriculum and instructional specialist will create agendas and calendar dates for...	Dunakey, Donna	10/2/2017	Sign-in sheets, training materials and agendas.	1/26/2018 one-time
G1.B16.S2.MA1 M364702	District data reports will be pulled and presented to the Executive Director of Learning, the...	Botelho, Dawn	11/13/2017	Following the middle of year testing, district student achievement results will be populated for analysis.	2/23/2018 one-time
G1.B16.S2.MA1 M364699	Curriculum and Instructional Specialists will facilitate district level data days for FSA, NGSS,...	LaPorta Edwards, Cheryl	11/6/2017	Sign-in sheets, agendas, district data reports, and meeting minutes will be provided as evidence of district data days.	2/23/2018 one-time
G1.B16.S2.A1 A342589	Teachers will participate in school level and district level data days in tested curriculum areas...	LaPorta Edwards, Cheryl	8/4/2017	Collection of student data reports created and dispersed by school level and district level coaches to assist teachers in classroom data analysis and	3/30/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				structuring of lessons to address needs as shown in student achievement data.	
G1.B15.S1.A1  A342371	Facilitation of collaborative planning sessions to strengthen cohesion and alignment to the...	LaPorta Edwards, Cheryl	8/21/2017	Sign-in sheets, agendas and action plans or other curricular resources developed and shared during collaborative planning sessions will be collected at the school site. School leaders will share evidence through classroom walk-through data and student achievement data during school goal meetings with the Executive Director of Learning, the Director of Elementary Learning and the Superintendent.	4/20/2018 monthly
G2.B1.S1.MA1  M372100	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected for each meeting.	4/27/2018 monthly
G2.B1.S1.A1  A349709	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and training materials will be collected.	4/27/2018 quarterly
G1.MA1  M207803	The Executive Director of Learning, Director of Elementary Learning, Professional Development, ESE,...	Dionisio, Steve	8/10/2017	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 Edivate and the PD management system as well as walk-through 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.	5/25/2018 quarterly
G2.MA1  M372107	Data will be collected using USA Test Prep and i-ready diagnostic testing to monitor the progress...	Botelho, Dawn	10/2/2017	School reports will be created using the online student data system EDIS.	5/25/2018 semiannually
G1.B1.S1.MA1  M207798	The Executive Director of Learning, The Director of Elementary Learning, Professional Development,...	Dionisio, Steve	9/5/2017	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. The Coordinator of State & Federal Programs reviews with school administrative and district instructional leaders, at the mid and end of year school improvement reflections, the impact of program effectiveness for	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				consideration of continuation of strategies.	
G1.B1.S1.MA1  M207794	School principals and APs engage in discussions with teachers about their program implementation...	LaPorta Edwards, Cheryl	8/10/2017	The Executive Director of Learning, The Director of Elementary 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, myPLC, as well as walkthrough and observation/ evaluation evidence from teachers and principals.	5/25/2018 one-time
G1.B1.S1.A1  A230572	Instructional strategies and programs that will promote student engagement in active learning will...	LaPorta Edwards, Cheryl	8/10/2017	The Executive Director of Learning, The Director of Elementary Learning and Professional Development oversee the viewing/collection of evidence of implementation of the programs with fidelity at the school levels, and the Director of Professional Development oversees the collection of evidence of district based PD in support of this strategy. Evidence will include documentation of the PD opportunities from MyPLC reports, walkthrough and observation/ evaluation evidence from teachers and principals, and samples from grade level/content area Data Days.	5/25/2018 daily
G1.B10.S1.MA1  M302466	School principals and assistant principals consult with team or department heads to monitor the...	Kisiday, Carmel	10/2/2017	Documentation from common planning times indicate the topics addressed by grade level or content area teams, and the collaborative strategies and actions that emerged from them. School principals and assistant principals may indicate observed evidence of instructional modifications from observations, walk-throughs, and evaluation processes.	5/25/2018 one-time
G1.B10.S1.MA1  M302465	School principals and assistant principals monitor that common planning times are attended by all...	Kisiday, Carmel	9/11/2017	School team or department heads maintain documentation of topics, strategies, actions, or running agenda/ outline addressed during common planning times.	5/25/2018 monthly
G1.B10.S1.A1  A298342	Schools will schedule opportunities for regular common planning per grade level/content area or as...	Kisiday, Carmel	9/11/2017	School schedules indicating common planning times for teachers per grade level/content area/identified need per school site.	5/25/2018 monthly
G1.B15.S1.MA1  M364625	Schools will schedule opportunities for sharing of best practices as developed in collaborative...	LaPorta Edwards, Cheryl	10/9/2017	Schools will maintain documentation of these scheduled opportunities during faculty and staff meetings in the manner of sign-in sheets and agendas.	5/25/2018 quarterly
G1.B15.S1.MA1  M364623	School principals will consult with teams and department heads to monitor the implementation of...	LaPorta Edwards, Cheryl	10/2/2017	School teams and department heads maintain documentation of topics, strategies, resources, and action plans discussed and presented during collaborative planning sessions.	5/25/2018 quarterly
G1.B16.S1.MA1  M364643	School achievement data will be collected and analyzed by school principals and assistant...	LaPorta Edwards, Cheryl	10/2/2017	Student achievement data from diagnostic testing during the beginning, middle, and end of year will be collected and shared during principal and assistant principal meetings with the Executive Director of Learning and the Director of Elementary Learning.	5/25/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B16.S1.MA1  M364637	School principals will monitor teacher lesson plans as requested to ensure the utilization of...	LaPorta Edwards, Cheryl	8/10/2017	Evidence for implementation will be teacher lesson plan samples as collected by school principals.	5/25/2018 annually
G1.B16.S1.A1  A342582	Teachers will use the curriculum maps created for their grade level/subject area to create a...	LaPorta Edwards, Cheryl	8/10/2017	Principals will collect evidence of the utilization of curriculum maps and resources in walk-through data and teacher lesson plans. The principals, in their meetings with the Director of Elementary Learning and the Executive Director of the Division of Learning, will share this evidence and its impact on student learning as shown in student achievement data.	5/25/2018 daily
G1.B17.S1.MA1  M364706	School principals will collect data during observations and walk-throughs for evidence of...	Kisiday, Carmel	8/10/2017	Teacher evaluations, student achievement data will be used to as evidence for the effectiveness of differentiated instructional techniques.	5/25/2018 one-time
G1.B17.S1.MA1  M364705	School principals will collect data during observations and walk-throughs for evidence of...	Kisiday, Carmel	8/10/2017	Teacher walk-through data and lesson plan samples showing evidence of the integration of differentiated instructional techniques.	5/25/2018 annually
G2.B1.S1.MA1  M372102	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected for each meeting.	5/25/2018 semiannually
G2.B3.S1.MA1  M372355	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected from each meeting.	5/25/2018 semiannually
G2.B3.S1.MA1  M372352	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas and minutes will be collected after each meeting.	5/25/2018 monthly
G2.B3.S1.A1  A349916	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets and school data reports will be collected after each meeting.	5/25/2018 semiannually
G2.B2.S1.A1  A349923	The monitoring team will meet monthly to monitor and discuss student achievement data as it is...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G1.B1.S2.MA1  M364608	School based teams will monitor and report course failures through RtI and Focus School Portal.	Johnson, Kristy	10/2/2017	School level RtI and intervention monitoring paperwork will be collected. Principals, school social workers, guidance counselors, and school psychologists will monitor the effect of interventions on student achievement and this evidence will be reflected in reports of course failures.	5/25/2018 monthly
G2.B1.S2.MA1  M372339	The monitoring team will monitor the effectiveness of this strategy during the data chats that will...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected after each meeting.	5/25/2018 semiannually
G2.B1.S2.MA1  M372338	The Monitoring Team will meet to discuss the ongoing implementation of these meetings.	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G2.B2.S2.A1  A349932	The intervention team will meet monthly to discuss barriers and strategies to overcome barriers...	Kisiday, Carmel	10/2/2017	Sign-in sheets, agendas, and minutes will be collected at each meeting.	5/25/2018 monthly
G2.B1.S3.MA1  M372390	Reports to show student learning gains on progress monitoring assessments will be monitored.	Moesching, Megan	11/1/2017	Progress monitoring data (DRA, iready, standards mastery)	5/25/2018 monthly
G2.B2.S3.A1  A350001	Monthly professional development visits to provide support in teacher certification and other...	Leonard, Mary	10/2/2017	Sign-in sheets	5/25/2018 monthly
G2.B1.S4.A1  A349949	CCPS will work with Math Solutions to provide professional development and coaching in math.	Poulakis, Jody	10/2/2017	Coaching logs, PD logs, lesson plans	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S5.MA1  M372855	Monitor site license usage.	Moseching, Megan	10/2/2017	Classroom usage reports.	5/25/2018 monthly
G2.B1.S5.MA1  M372854	Monitor Reading gains from beginning-of-year to end-of-year.	Polk, Vicki	10/2/2017	School student achievement data report for ELA.	5/25/2018 one-time
G2.B1.S5.A1  A349965	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.	Polk, Vicki	10/2/2017	Purchase Order.	5/25/2018 one-time
G2.B1.S6.MA1  M372443	Monitor student log to include minutes per week of small group instruction.	Moesching, Megan	10/2/2017	Student Logs.	5/25/2018 biweekly
G2.B1.S6.MA1  M372441	Monitor student learning gains using pre-post reading/math data.	Moesching, Megan	10/2/2017	Monitor student learning gains using pre-post reading/math data and lesson plans.	5/25/2018 monthly
G2.B1.S7.MA1  M372449	Monitor learning gains and progress monitoring assessments.	Poulakis, Jody	10/20/2017	Progress monitoring data	5/25/2018 monthly
G2.B1.S7.MA1  M372448	Monitor the teacher's schedule and student groups.	Poulakis, Jody	10/20/2017	Student list, lesson plans, progress monitoring data	5/25/2018 monthly
G1.B1.S2.MA1  M364609	School based teams will compare data for each semester to determine the effectiveness of...	Botelho, Dawn	1/8/2018	Reports issued by schools through EDIS school portal showing course failures and the number of students with 2 or more early warning indicators will be provided to the Director of ESE.	7/6/2018 semiannually

V. Professional Development Opportunities

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 promoting student engagement in active learning such as Thinking Maps, Kagan Cooperative Learning Groups(K-8), Activities Integrating Math & Science (AIMS), Strategic Instructional Model (SIM) frameworks for learning, Comprehensive Literacy Framework (CLF), Argumentation Driven Inquiry (ADI), Document Based Questioning (DBQ), Modeling Eliciting Activities (MEA) Lesson Study, and 1:1 Technology Classrooms 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, Kagan Cooperative Learning Groups (K-8), SIM frameworks for learning, CLF, AIMS, Mindset, STEM Camp, and Google Classrooms; 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, Google Classrooms, and other STEM activities.

Facilitator

PD facilitators are from program organizations, district teachers completing "train the trainer" modules, and district level Curriculum & Instruction specialists; national trainers also provide for PD for SIM, Kagan, CLF and Thinking Maps

Participants

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

Schedule

Daily, from 8/10/2017 to 5/25/2018

G1.B1.S2 Implement tier 2 and tier 3 interventions as needed to support social, academic, and behavioral growth specifically in the lowest 25% of students. These interventions may include beyond-the-bell tutoring, small group instruction (pull-out and push-in), behavior plans, remedial courses, and direct instruction in phonics and vocabulary.

PD Opportunity 1

School level teams will participate in MTSS training to utilize a uniform process for implementing, monitoring and documenting student behavior and academic interventions at their respective school sites.

Facilitator

Chantal Phillips, Kristy Johnson, Mandy Van

Participants

School support staff, teachers, school leadership teams, district MTSS team

Schedule

On 9/1/2017

G1.B15 Weak Curricular Cohesion and alignment to the Florida standards

G1.B15.S1 Provide time at each school for collaborative planning to strengthen teacher technique for differentiation and implementation or rigorous standards-based instruction and curriculum cohesion through team planning, PLCs, best practices and strategies shared at faculty meetings, facilitated collaborative planning, cross-curricular planning, and the formation of committees to develop consistency.

PD Opportunity 1

Facilitation of collaborative planning sessions to strengthen cohesion and alignment to the standards and increase the rigor of standards-based instruction.

Facilitator

Curriculum and Instructional Specialists, principals, lead teachers, program planners, highly effective teachers

Participants

teachers, school leadership teams, support staff

Schedule

Monthly, from 8/21/2017 to 4/20/2018

G1.B16 Lack of necessary rigor in standards-based instruction

G1.B16.S2 Ongoing student achievement data review to celebrate areas of strength and to identify areas of weakness as they relate to the Florida Standards.

PD Opportunity 1

Teachers will participate in school level and district level data days in tested curriculum areas to collect and analyze student data and track progress toward standards mastery and proficiency as it relates to FSA, NGSS and EOCs.

Facilitator

Curriculum and Instructional Specialist, Lead Teachers, Assistant Principals, Principals, Psychomatrician, and Program Planners

Participants

Classroom teachers and classroom paras

Schedule

Semiannually, from 8/4/2017 to 3/30/2018

G1.B17 Insufficient application and technique applied to differentiated instruction

G1.B17.S1 Professional development in instructional strategies that assist in the differentiation of lessons, content, and delivery such as Kagan Cooperative Learning Groups, Thinking Maps, DBQs, Google Classroom, i-Ready, and Comprehensive Literacy Framework.

PD Opportunity 1

Thinking Maps Train the Trainer and Middle School Kagan training will be provided to teachers to promote differentiation in the classroom.

Facilitator

Contracted professional development facilitators from Thinking Maps and Kagan.

Participants

Teachers, support staff, school administrators, other district personnel, classroom paras

Schedule

On 8/4/2017

G2. The Division of Learning, including the Executive Director of Learning, the Director of Elementary Learning, Curriculum and Instructional Specialists, Director of Professional Development, Psychometrician, and the Coordinator for State and Federal Programs, will provide targeted support to and monitor Peace River Elementary School's efforts to increase percent proficient in ELA, math, and Science by targeting learning gains for all students.

G2.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks

G2.B1.S4 Ongoing professional development in math.

PD Opportunity 1

CCPS will work with Math Solutions to provide professional development and coaching in math.

Facilitator

Math Solutions and PRES Lead Teacher, Vicki Polk

Participants

K-5 Teachers

Schedule

On 5/25/2018

G2.B2 Lack of time for planning rigorous instruction and developing progress monitoring assessments

G2.B2.S3 The Director of Professional Development and Professional Development Specialist will provide monthly "Coaching Visit Days" at PRES, for teachers and/or support staff requesting assistance.

PD Opportunity 1

Monthly professional development visits to provide support in teacher certification and other topics of need.

Facilitator

Mary Leonard

Participants

K-5 Teachers at PRES

Schedule

Monthly, from 10/2/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	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, Kagan Cooperative Learning Groups (K-8), SIM frameworks for learning, CLF, AIMS, Mindset, STEM Camp, and Google Classrooms; 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, Google Classrooms, and other STEM activities.	\$0.00
2	G1.B1.S2.A1	School level teams will participate in MTSS training to utilize a uniform process for implementing, monitoring and documenting student behavior and academic interventions at their respective school sites.	\$0.00
3	G1.B10.S1.A1	Schools will schedule opportunities for regular common planning per grade level/ content area or as identified need. Common planning opportunities are specific per school site, subject to schedule, time, staff, and like variables.	\$0.00
4	G1.B15.S1.A1	Facilitation of collaborative planning sessions to strengthen cohesion and alignment to the standards and increase the rigor of standards-based instruction.	\$0.00
5	G1.B16.S1.A1	Teachers will use the curriculum maps created for their grade level/subject area to create a consistent rigorous and relevant curriculum to assist students in the mastery of standards.	\$0.00
6	G1.B16.S2.A1	Teachers will participate in school level and district level data days in tested curriculum areas to collect and analyze student data and track progress toward standards mastery and proficiency as it relates to FSA, NGSS and EOCs.	\$0.00
7	G1.B17.S1.A1	Thinking Maps Train the Trainer and Middle School Kagan training will be provided to teachers to promote differentiation in the classroom.	\$0.00
8	G2.B1.S1.A1	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	\$0.00
9	G2.B1.S2.A1	The curriculum and instructional specialist will create agendas and calendar dates for collaborative planning sessions.	\$0.00
10	G2.B1.S3.A1	Establish program, hire teachers and identify students to be served 4 days a week.	\$0.00
11	G2.B1.S4.A1	CCPS will work with Math Solutions to provide professional development and coaching in math.	\$0.00
12	G2.B1.S5.A1	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.	\$0.00
13	G2.B1.S6.A1	Provide 2 para-professionals in addition to the LEA's allocation to support small group intervention.	\$0.00
14	G2.B1.S7.A1	Hire ESE teacher to support 4/5 inclusion rooms	\$0.00
15	G2.B2.S1.A1	The monitoring team will meet monthly to monitor and discuss student achievement data as it is related to learning gains and mastery of Florida standards.	\$0.00

16	G2.B2.S2.A1	The intervention team will meet monthly to discuss barriers and strategies to overcome barriers that arise as the school in need of targeted assistance implements their school improvement plan.	\$0.00
17	G2.B2.S3.A1	Monthly professional development visits to provide support in teacher certification and other topics of need.	\$0.00
18	G2.B3.S1.A1	Curriculum and Instructional Specialists will calendar dates and create agendas for all meetings.	\$0.00
Total:			\$0.00