



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

08 - Charlotte

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

Table of Contents

Part I: Current District Status	3
Part II: Needs Assessment	17
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Technical Assistance Plan to Support Goals	0
Appendix 3: Budget to Support Goals	29

Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

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

District Vision Statement

Student Success!

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

The Learning Division staff, under the direction of the Assistant Superintendent, meets weekly and takes 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.

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 SIPs;
- ? Consultation process with private school administrators;
- ? Consultation with Homeless Education Project staff;
- ? Consultations with Division of Learning administrators regarding the planning and budgeting to ensure

alignment with other LEA initiatives and priorities;

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

- ? Set District Initiatives list and related expenses;

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

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

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

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

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

Some TITLE II funds are allocated directly to the schools, while some funds remain at the district level for district priorities. 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

True North Logic 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 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. In the past 3 years the LEA has provided for mini-grants to assist the ELL students, funded through the grant. The teachers apply through a very easy process for up to \$150. in materials or programs that the teacher believes will assist the specific student, based on data and personal understanding of the student's needs. At the end of the year a short evaluation is provided. Review and monitoring is conducted at least monthly by the LEA's ESOL Director, in consultation with LEA's Coordinator of State and Federal Programs.

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.

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 the grant applications as well.

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.

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

October 1, 2015 marked the change in superintendent for Charlotte County Public Schools, with Mr. Steve Dionisio taking the helm. This document is one of the initial items being modified in order to strengthen school based leadership teams. The District Improvement and Assistance Plan (DIAP) is being developed from the school improvement plans (SIPs) that were recently completed, rather than a "top down" approach. The rationale for this is a newly developing culture of collective responsibility whereby district staff work "with One Voice, as One Team, with One Message" for student success. The Assistant Superintendent for Learning (newly appointed and beginning in the role on November 1, 2015) is responsible for supporting and guiding the implementation of the DIAP. He 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. This is all being done in collaboration with the Division of Learning leadership team members, and 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.

The District will modify the focus on the Standards Based Instructional System (SBIS) that was implemented in SY2014-15. The reason for this is that while the SBIS is a well aligned program and remains as a structure that ensures the focus on all components of a strong educational system, the implementation was too theoretical in nature, rather than providing the leaders with tools that are needed to strengthen their school's educational program. It will remain as a framework that encompasses the various programs of our school system.

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

N/A

Sustainability of Improvement

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

The sustainability of the 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 being imbedded as the annual component of the district's 10 year Strategic Plan. It will continue to be developed from the information in the School Improvement Plans from all CCPS schools. Like the SIPS, funding for initiatives will continue to be derived for a combination of local, state and federal budget sources.

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

New leadership was appointed by the Superintendent at the Focus schools. Additional support is through district resources and federal grant programs, particularly Title I Section 1003(a) funds. Some of these resources remain sustainable forces for the schools once the DA designations are removed. Additional grant resources from federal and private sources will continue to be sought for fiscal sustainability purposes.

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

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275345>

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

The LEA utilizes the district's schools' PIPTs (Parent Involvement Planning Team), comprised of parents from Title I schools and representative of the school's demographics, school staff, and Title I school administrators. Additionally, district staff, the Coordinator of State and Federal Programs, the Title I Evaluator and the Family Engagement Supervisor collaborate with the PIPTs to develop, implement, support, and review the Student Success Plans, the District Parent Involvement Plan, and schools' Parent Involvement Plans. Also reviewed and revised: the School Improvement Plans (SIPs); and, budgets related to these plans. Parents are encouraged and invited to participate in all levels of district and school planning. There is ongoing consultation with these stakeholders in all aspects of information related to schools and the district. Information is provided to the schools' PIPTs, SAC, and PTO

organizations. The district provides a day in the spring for school PIPTs to meet to discuss, review, and provide input for revisions of the district PIP, including use of funds, barriers to parent involvement, best practices, and professional development opportunities regarding family engagement. As PIPT members leave the school teams new members are recruited and trained. Ongoing consultation to review the progress of the plan is held at individual schools and at the district level.

SAC members for each school are representative of the school's demographics. Members receive training from the district. School SAC committees meet monthly to review school data, provide input and approve school plans. Additionally, SAC members review upcoming school events, current issues, as well as concerns. SAC presidents from each school SAC committee comprise the District SAC. This committee meets semi-annually to review and provide input on district-level issues and concerns. Parents are notified through the Parent Guide, school newsletters, school and district websites, through PTO and SAC membership, invitations, letters sent home and personal phone or face-to-face invitations from administrators and parent specialists of opportunities to participate on the PIPT and other planning committees.

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

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

Schools' planning committees include parents, often SAC members, administrators, staff, and guidance counselor. In Title I schools, the committees also include: lead teacher/instructional coach, parent specialist and Title I Resource staff. Committee members review the school's Needs Assessment Survey, the annual Title I Parent Survey Report, the Family Reading Experience data and other data on student achievement and demographics to develop the School Improvement Plan.

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

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

The LEA Title I set-aside funds for parental involvement are used to support the district's initiative of locating a Family Center in each Title I school. These funds provide full time staff, including staff with translation skills. A Title I Paraprofessional Achievement and Family Associate (AFA) from each Title I school participates in a monthly training and PLC. The focus for this year's PLC is working with families through technology, a year-long training. Funding is also utilized to purchase a variety of resources, including materials for literacy, math, and parent training, and supplies for parent communication. Funds also provide for a parent involvement supervisor to coordinate family engagement training and activities. Funds are used to provide registration and transportation for Title I AFAs, parents, and school staff to the "Hooked on Family Engagement to Increase Student Achievement" Conference in St. Petersburg, FL on November 6, 2015. Funds may be used for translators, child care, and transportation on an as needed basis.

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

District and school level leaders meet multiple times during the month in Principal's meetings, Assistant Principal meetings, and District Leadership Team (include school & district leaders). The Learning

Division leaders meet weekly. All of these meetings over the past 2-3 years included components related to problem solving activities and strategic planning.

Beginning in SY 2013-14, all CCPS schools had implemented the 8 step problem solving process, and, in SY 2014-15 the state CIMS template was used. The 8 Step Problem Solving and SIP processes direct the school level interventions. District leadership and staff assist as appropriate and needed in the interventions. The DA schools are supported in their SIP development by district leaders and curriculum / instructional support team members.

Effective Leadership

District Leadership Team:

Kisiday, Carmel, carmel.kisiday@yourcharlotteschools.net	
Title	Director
Phone	(941) 255-0808
Supervisor's Name	Chuck Breiner
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Carmel Kisiday is the Director of Elementary Learning. In this role she works with elementary principals and assistant principals as well as the Learning Division staff to provide information and support to the elementary schools. She serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.
Murno, Christine, christine.murno@yourcharlotteschools.net	
Title	Other
Phone	(941) 255-0808
Supervisor's Name	Chuck Breiner
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Christine Murno is the district's psychometrician. Her role is to research data and provide data analysis to district and school leaders, and to teachers when requested through their leaders. She also consults on multiple projects at both the school and district levels. He serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

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

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

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

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

Breiner, Chuck, chuck.breiner@yourcharlotteschools.net**Title** Assistant Superintendent**Phone** 941-255-0808**Supervisor's Name** Steve Dionisio**Supervisor's Title** Assistant 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. He serves on the LEA's Differentiated Accountability Support Team, and meets as scheduled or requested with the DA schools.

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

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

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

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

Zimmer, Chris, zimmerc4@gmail.com**Title** Administrator**Phone****Supervisor's Name** Chuck Breiner**Supervisor's Title** Assistant Superintendent

Role and Responsibilities Dr. Zimmer 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, and also coordinates the School Improvement, DA and DIAP processes.

Edwards, Cheryl, cheryl.edwards@yourcharlotteschools.net

Title Director

Phone 941-255-0808

Supervisor's Name Chuck Breiner

Supervisor's Title Assistant Superintendent

Role and Responsibilities Cheryl Edwards is the Director of Secondary Learning. In this role she works with secondary principals and assistant principals as well as the Learning Division staff to provide information and support to the secondary schools.

Educator Quality

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

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

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

The former superintendent met in August 2015 with the faculties of both Focus schools to inform them that if the achievement of the students in the school does not increase significantly during SY2014-15 that he will reconstitute the school and all instructional staff will have to re-apply for their positions. As the FSA data was not available prior to the beginning of the school year, that did not happen. Progress monitoring data indicated that significant growth has occurred in the 2 Focus schools. 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. Some teachers were released; others were reassigned to duties that are believed to better align with their abilities. This will be revisited upon receipt of the 2015 FSA scores and the data will be used in making staffing decisions for SY 2016-17.

Public and Collaborative Teaching

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

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

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

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

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

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

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

The District's Curriculum and Instruction Specialists (C & Is) are highly trained coaches and PD facilitators in their areas of expertise: ELA/Reading/Writing, Math and Science. They are members of the District Support Team for the Focus schools, and work with District leaders to facilitate coaching activities in their content areas for the DA schools. The C & Is maintain calendar documentation of their work in various schools, which is provided to the Directors of Elementary and/or Secondary Learning. Through Titles I and II, the schools are being provided with funds for substitutes to facilitate 'instructional rounds'. This process will provide the opportunity for teachers to visit other teachers' classrooms during the instructional day to observe high quality instruction of a standard or of pedagogy in which they need assistance. The opportunity is provided to then discuss what was observed with the teacher, and subsequently return to their own classrooms to implement their new learning, with follow-up conversation afterwards. Instructional rounds will be monitored by the school leaders, who will be having follow up conversations with the participating teachers. Instructional Rounds follow-up is conducted by school leaders to evaluate the value of the experience for the participants. The leaders will be looking for improved professional practice during walkthroughs and evaluations based on the instructional rounds experiences, and noting that information as part of the process.

Ambitious Instruction and Learning

Instructional Programs

Reading

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

Writing

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

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

Program Type	Supplemental
School Type	Middle School, High School

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

Thinking Maps, Write From the Beginning and Response to Literature

Program Type	Supplemental
School Type	Elementary School

Description	<p>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.</p>
--------------------	--

Mathematics

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

K- 5 Mathematics

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

Gr 6-8 Middle School Mathematics

Program Type	Core, Supplemental, Intensive Intervention
School Type	Middle School
Description	Core: 1. McGraw Hill, Florida Math Supplemental: 1. iReady Math 2. CPALMS: MFAS, Lessons, Etc... 3. USA Test Prep Algebra ! Intensive Intervention: 1. iReady Math

Gr 9-12 High School Mathematics

Program Type	Core, Supplemental
School Type	High School
Description	Core: 1. Pearson Mathematics Geometry, 2. Houghton-Mifflin-Harcourt Algebra I & II Supplemental: 1. CPALMS: MFAS, USA Test Prep, Lessons, Etc...

Science

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

K-5 Science

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

Gr 6-8 Middle School Science

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

Gr 9-12 Science

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

Instructional Alignment and Pacing

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

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

The LEA had not had DA schools for several years. However, when the first school dropped into

Focus status about 5 years ago, the LEA and the teachers' union bargained language into the contract to ensure support for low performing schools at that time and for the future. That contractual language includes a list of district and school staff who are assigned to participate in Intervention and/or Monitoring teams who will work with the school and bring it back up to higher performance. This is the list of the teams' and roles:

Intervention Team by Role (Required)

Director, Elementary Learning.

Principal

CCPS SIP Contact

PPC Co-chair

CFEA Representative

CCSPA Representative

HR Representative

SAC Chair or designee

Lead Teacher

Assistant Principal

K -2 Teacher

3 - 5 Teacher

ESE Teacher

Psychometrician

Monitoring Team

Director, Elementary Learning.

Principal

CCPS SIP Contact

CFEA Representative

Psychometrician

At the beginning of SY2013-14 when Deep Creek Elementary School's points dropped significantly (even though the hold harmless provision kept the school grade at a C), the Superintendent made changes in the school leadership. In July 2014, he made leadership changes at Liberty Elementary School as well. The new leadership at those schools made significant changes reflected in progress monitoring gains in SY2014-15.

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

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

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

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

may have them nervous, especially if it is their oldest child that is moving up to 6th grade. For ESE/504 and ELL students, school ESE liaisons and ELL contacts at the elementary school transfer student files to the middle schools and meet with their colleagues to discuss specific student strengths and challenges.

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

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

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

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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:

.

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.

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 "why" or 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.

Strategic Goals Detail

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

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

G068642

Targets Supported 1b

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

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Steve Dionisio

Schedule

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

Evidence of Completion

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

District Action Plan for Improvement

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

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


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

 **G068642**

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

 **B178199**

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

 **S189622**

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Chuck Breiner

Schedule

On 5/27/2016

Evidence of Completion

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

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

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

Person Responsible

Chuck Breiner


Schedule

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

Evidence of Completion

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

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

 B178200

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

 S189630

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Mary Leonard

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

The formative assessments developed will be the evidence.

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

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

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

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

Person Responsible


Chuck Breiner

Schedule


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

Evidence of Completion

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

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

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

 S189971**Strategy Rationale**

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

Action Step 1 **5**

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

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

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Chuck Breiner

Schedule

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

Evidence of Completion

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

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

PD Opportunity 1

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

Facilitator

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

Participants

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

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

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

Participants

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

Schedule

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

PD Opportunity 2

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

Facilitator

Division of Learning staff

Participants

All CCPS stakeholders

Schedule

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

G1.B3 Insufficient differentiation, instructional application and technique

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

PD Opportunity 1

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

Facilitator

To be determined according to the professional learning programs

Participants

All stakeholders

Schedule

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

Budget**Budget Data**

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, AIMS, Mindset, and STEM Camp; school and district leaders will participate in the Language for Learning Thinking Maps training in order to effectively lead this initiative. School PLCs will actively lead the implementation of ADI, DBQ, Thinking Maps, MEAs, AIMS and other STEM activities.	\$0.00
2	G1.B2.S1.A1	Professional Learning activities will be made available at the district, school and individual levels (PLCs, Lesson Study groups, Data Days, Instructional Rounds, live PD activities by local, regional and national PD facilitators, and individualized online professional learning opportunities) that are specific to learning more about teaching and assessing the Florida Standards in our classrooms and through state assessments.	\$0.00
3	G1.B2.S1.A2	Curriculum mapping and pacing guide development is being spearheaded by the Division of Learning in collaboration with groups of classroom teachers. These documents provide professional learning and planning documents to guide teachers on implementing standards based instruction, assessments and reporting aligned with FSA specifications, including imbedded, appropriate Depth of Knowledge activities.	\$0.00

Budget Data			
4	G1.B2.S1.A3	As a parallel component of the curriculum maps and pacing guides, professional learning activities will occur that provide the knowledge, skills, and opportunities for teachers to develop formative assessments that mirror the FSA test specifications.	\$0.00
5	G1.B3.S1.A1	Focused, scheduled communication will take place regarding student achievement data and professional learning opportunities available to address specific needs and gaps in student achievement particularly related to the need for increased differentiation and improved instructional applications and techniques. The district level communications will include: Division of Learning weekly meetings and monthly newsletter to stakeholders; monthly meetings with principals'/assistant principals/lead teacher & academic coaches/ District Leadership Team; goal setting and evaluation discussions. School level communications will occur between school leaders and all instructional staff through staff meetings, Data Days, observation/evaluation process discussions, grade level/departments meetings, and individual conversations as appropriate.	\$0.00
Total:			\$0.00