

TITLE II, PART A
2018-19 Application Guidance



Optional Technical Assistance Document

This document is intended to be used as an **optional** tool to assist LEAs in completing the Title II, Part A application, and provides additional guidance and resources to support districts at the various stages of the process. Completion of this document is NOT required. Please reference the official Title II, Part A application to see required application elements.

Overview of the Title II, Part A Application

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

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

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

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

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Recommended Best Practice - Planning Process

Step 1: Assemble and Assess: Assemble a stakeholder team and assess progress toward strategic goals.

- Plan and prepare for the process;
- Collect and analyze data from a multitude of sources; and
- Identify needs and conduct a root cause analysis.

Step 2: Select Interventions: Research many sources to determine solutions to the identified district needs.

- Consider all the evidence for needed improvements;
- Research possible interventions; and
- Determine if staff has the capacity to implement possible interventions.

Step 3: Plan Implementation: Plan the implementation of solutions.

- Develop a team that will deeply understand the intervention and best ways to implement them;
- Identify resources and supports needed for implementation of the intervention;
- Identify roles and responsibilities of those implementing the intervention;
- Develop the implementation timeline, including periodic progress checks; and
- Develop a plan for monitoring the implementation of the intervention.

Step 4: Implement Plan: Carry out the plan to implement promising solutions, making real-time adjustments when needed.

- Collect information to monitor the quality of supports being provided for the intervention;
- Consider what additional information is needed to determine if interventions are working;
- Assess the degree to which the implementation plan is being followed;
- Identify ways to break down any barriers; and
- Build capacity of others to facilitate the improvement process now and in the future.

Step 5: Examine Progress: Determine whether the implementation of promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field;
- Monitor implementation and progress against defined goals;
- Define reasonable expectations for success;
- Identify and track progress and performance;
- Develop a plan for how knowledge about the intervention will be shared with others; and
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued.

Title II, Part A: Needs Assessment

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

Recommended Best Practice - Strategic Planning Team

Creating a comprehensive strategic planning team to review data and make strategic decisions helps to ensure that different voices are represented. The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A single team member may perform multiple roles. It is recommended that documentation of team member involvement be maintained by the LEA.

Recommended Team Members:

Superintendent	
Federal Programs Director	
Curriculum Director	
School Leaders (#1), (#2)	
Teacher Representatives (#1), (#2)	
Neglected and Delinquent (N&D) Coordinator	
Rural Education Coordinator	
Special Education Director	
Title I Director	
Title II, Part A Coordinator	
Professional Development Director	

Recommended Stakeholders:

Assistant Superintendent	
Testing Director	
Finance Director	
Other Federal Programs Coordinators	
Student Support Personnel	
Principal Representatives	
High School Counselor or Academic Counselor	
Early Childhood or Head Start Coordinator	
Teacher Representatives	
ESOL Teacher	
Local School Governance Team Representative (charter systems only)	

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Board of Education Members or SACS Committee Members	
Private School Representatives	
Parent Representatives	
Student Representatives	
Other	

How did the LEA ensure that the selection of team members created an inclusive group with varied perspectives?

How will the LEA ensure that team members are able to provide meaningful feedback throughout the needs assessment process?

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Data Collection and Analysis

LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below.

Data related to state-wide strategic goals

- View the State Board of Education’s Strategic Plan [here](#)
- District and school report cards*

Data to inform student achievement needs

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

Data to inform teacher and principal supply needs

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

Data to inform teacher and principal effectiveness needs

- Value-Added Model (VAM) data; Red-Green Sheets
- Instructional or leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([16-17 data](#) and [15-16 data](#))
- Teacher and principal needs assessment survey results
- Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I schools by school and subject area
- Individual professional development plans

Other data

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



* When visiting edstats.fldoe.org, please click on the green “PK-12” box at the bottom section of the home page in order to access the data points mentioned in the list above.

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Recommended Best Practice – PROFESSIONAL CAPACITY:

Teacher Retention (%)		
	2015-16	2016-17
District		
State Average	57%	report not available yet
Source: Five-year Retention Rates: percentage teaching or employed as an administrator five years later in the same district. 2010-11 to 2015-16		

Teachers Out-of-Field (%)		
	2015-16	2016-17
District		
State Average	7.7%	8.3%
Source: 2015-16 and 2016-17 In-Field and Out-of-Field Teachers Reports		

Principal Retention (%)		
	2015-16	2016-17
District		
State Average	not available	not available
Source: not available		

Inexperienced Teachers (Less than 4 Years) (%)		
	2015-16	2016-17
District		
State Average	not available	not available
Source: not available		

Teachers Teaching with Temporary Certs (%)		
	2015-16	2016-17
District		
State Average	not available	not available
Source: not available		

Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher and leader needs?

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Recommended Best Practice – TEACHER and PRINCIPAL EVALUATIONS:

Teacher Instructional Practice Evaluation Scores				
	2015-16 District	2015-16 State Average	2015-16 District	2016-17 State Average
Highly Effective		<i>not available</i>		<i>not available</i>
Effective		<i>not available</i>		<i>not available</i>
Needs Improvement		<i>not available</i>		<i>not available</i>
3 Years - Developing		<i>not available</i>		<i>not available</i>
Unsatisfactory		<i>not available</i>		<i>not available</i>
<i>Source: not available</i>				

Teacher Summative Evaluation Scores				
	2015-16 District	2015-16 State Average	2016-17 District	2016-17 State Average
Highly Effective		45.9%		51.1%
Effective		52.0%		47.1%
Needs Improvement		1.2%		0.9%
3 Years - Developing		0.7%		0.6%
Unsatisfactory		0.2%		0.2%
<i>Source: 2015-16 and 2016-17 District Educator Evaluation Ratings Reports</i>				

Teacher Value-Added Model (VAM) Scores				
	2015-16 District	2015-16 State Average	2016-17 District	2016-17 State Average
Highly Effective		19.5%		18%
Effective		50.9%		52%
Needs Improvement		14.1%		14%
Unsatisfactory		15.5%		15%
<i>Source: 2015-16 Annual Legislative Report on Teacher Evaluation and 2016-17 internal FLDOE report.</i>				

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Administrator Summative Evaluation Scores				
	<i>2015-16 District</i>	<i>2015-16 State Average</i>	<i>2016-17 District</i>	<i>2016-17 State Average</i>
Highly Effective		36.1%		41.5%
Effective		60.0%		56.9%
Needs Improvement		3.4%		1.5%
3 Years – Developing		0.1%		0.0%
Unsatisfactory		0.4%		0.1%
<i>Source: 2015-16 and 2016-17 District Educator Evaluation Ratings Reports</i>				

Summarize the teacher and principal evaluation trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher and leader needs?

Recommended Best Practice – STUDENT DATA (NON-ASSESSMENT):

Graduation Rate - 4-Year Cohort (2012 - 2017) (%)		
	District	State
All Students		82.3%
Racial and Ethnic Subgroups		
Asian or Pacific Islander		93.2%
Black or African American		74.8%
Hispanic		81.3%
White		86.2%
Multi-Racial		83.1%
Minority **		84.9%
Other Subgroups		
Economically Disadvantaged		not available
English Learners		not available
Migrant		not available
Students with Disabilities		not available
<i>Source: Florida's High School Cohort Graduation Rates, 2016-17</i>		

** The minority student group includes all racial and ethnic categories except white

Drop Out Rate (2016-17) (%)		
	District	State
All Students		4.0%
Racial and Ethnic Subgroups		
Asian or Pacific Islander		not available
Black or African American		not available
Hispanic		not available
White		not available
Multi-Racial		not available
Minority **		not available
Other Subgroups		
Economically Disadvantaged		not available
English Learners		not available
Migrant		not available
Students with Disabilities		not available
<i>Source: Florida's High School Cohort Graduation Rates, 2016-17</i>		

** The minority student group includes all racial and ethnic categories except white.

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Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher and leader needs?

Recommended Best Practice – STUDENT DATA (ASSESSMENT):

English Language Arts						
Elementary School (grades 3-5) Florida Standards Assessment (FSA)						
	<i>Year</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<i>All Students</i>	<i>2015-16</i>					
	<i>2016-17</i>					
Racial and Ethnic Subgroups						
<i>American Indian</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Asian or Pacific Islander</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Black</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Hispanic</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>White</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Multi-Racial</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Minority **</i>	<i>2015-16</i>					
	<i>2016-17</i>					
Other Subgroups						
<i>Economically Disadvantaged</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>English Learners</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Foster</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Homeless</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Migrant</i>	<i>2015-16</i>					
	<i>2016-17</i>					
<i>Students with Disabilities</i>	<i>2015-16</i>					
	<i>2016-17</i>					

** The minority student group includes all racial and ethnic categories except white.

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The chart on the previous page can be duplicated for use with other subjects and levels including, but not limited to:

English Language Arts

Elementary School (grades 3-5) Florida Standards Assessment (FSA)

Middle School (grades 6-8) Florida Standards Assessment (FSA)

High School (grades 9-10) Florida Standards Assessment (FSA)

Mathematics

Elementary School (grades 3-5) Florida Standards Assessment (FSA)

Middle School (grades 6-8) Florida Standards Assessment (FSA)

High School (grades 9-10) Florida Standards Assessment (FSA)

Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher and leader needs?

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Title II, Part A: Program Strengths and Areas for Growth

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

Student Achievement	
<i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher and leader needs?</i>	
<i>Areas of Strength</i>	<i>LEA has submitted a response that demonstrates understanding of areas of strength based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to student achievement, but the LEA may choose to give detailed responses if they would like.</i>
<i>Challenges</i>	<i>LEA has submitted a response that demonstrates understanding of challenges based on data reviewed during a needs assessment. The response should be a summary of “big picture” challenges related to student achievement, but the LEA may choose to give detailed responses if they would like.</i>

Teacher and Principal Supply	
<i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	<i>LEA has submitted a response that demonstrates understanding of areas of strength based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to teacher and principal supply, but the LEA may choose to give detailed responses if they would like.</i>
<i>Challenges</i>	<i>LEA has submitted a response that demonstrates understanding of challenges based on data reviewed during a needs assessment. The response should be a summary of “big picture” challenges related to teacher and principal supply, but the LEA may choose to give detailed responses if they would like.</i>

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Teacher Effectiveness

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

<i>Areas of Strength</i>	<i>LEA has submitted a response that demonstrates understanding of areas of strength based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to teacher effectiveness, but the LEA may choose to give detailed responses if they would like.</i>
<i>Challenges</i>	<i>LEA has submitted a response that demonstrates understanding of challenges based on data reviewed during a needs assessment. The response should be a summary of “big picture” challenges related to teacher effectiveness, but the LEA may choose to give detailed responses if they would like.</i>

Principal and Other School Leader Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?

<i>Areas of Strength</i>	<i>LEA has submitted a response that demonstrates understanding of areas of strength based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to principal and other school leader effectiveness, but the LEA may choose to give detailed responses if they would like.</i>
<i>Challenges</i>	<i>LEA has submitted a response that demonstrates understanding of challenges based on data reviewed during a needs assessment. The response should be a summary of “big picture” challenges related to principal and other school leader effectiveness, but the LEA may choose to give detailed responses if they would like.</i>

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Other Data Sources, Including Private School Data	
<i>Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher and leader needs?</i>	
<i>Areas of Strength</i>	<i>This response is optional for LEAs that do not have participating private schools included in their Title II, Part A award for the 2017-18 school year. If applicable, LEA has submitted a response that demonstrates understanding of areas of strength based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to other data sources, including private school data, but the LEA may choose to give detailed responses if they would like.</i>
<i>Challenges</i>	<i>This response is optional for LEAs that do not have participating private schools included in their Title II, Part A award for the 2017-18 school year. If applicable, LEA has submitted a response that demonstrates understanding of challenges based on data reviewed during a needs assessment. The response should be a summary of “big picture” strengths related to other school data sources, including private school data, but the LEA may choose to give detailed responses if they would like.</i>

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Title II, Part A: Identification of Most Prominent Needs

Need vs. Strategy:

A need is a situation where something should be addressed, while a strategy is a method for achieving a particular goal, usually over a long period of time. Be careful to distinguish between these. For example, LEAs will sometimes list “Class Size Reduction” as a prioritized need. Class Size Reduction is not a need. An LEA’s data may show that math test scores drop between eighth and ninth grade and that class sizes increase from one grade to the next. The need is to provide interventions to improve student achievement in math in ninth grade. You might use strategies like class size reduction (Title II, Part A), tutorial (Title I, Part A), and PLCs (State Professional Learning Funds) in order to address this need.

Cause Analysis:

Cause analysis is a class of problem solving methods designed to help identify not only what and how an event occurred, but also why it happened. Causes are underlying, reasonably identifiable, controllable, and allow for generation of recommendations. Cause analysis allows an LEA to determine what needs to be changed or sustained.

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

Overarching Need	Focus Area	Is the need trending better or worse over time?	Can cause(s) be identified?	Additional Considerations (optional)
<i>The LEA will list a minimum of 2 overarching needs, determined as a result of the data review completed during the needs assessment.</i>	<i>Choices include: (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)</i>	<i>Choices include: (better or worse)</i>	<i>Choices include: (yes or no)</i>	<i>This section is optional, but LEAs may use this area to communicate any additional information to the state agency regarding the overarching need in the corresponding row.</i>
	Choose an item.	Choose an item.	Choose an item.	

Note: LEAs may add rows as needed.

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Title II, Part A: ESSA Regulation Responses

Please respond to each question.

1. How will the LEA prioritize funds to schools implementing comprehensive or targeted support and improvement activities [section 2102(b)(2)(C)]?

2. Section 2102(b)(3) outlines the consultation requirements for LEAs for Title II, Part A funds:

(3) *CONSULTATION.*—*In developing the application described in paragraph (2), a local educational agency shall—*

“(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

“(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and

“(C) coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

How will the LEA use data and ongoing consultation with stakeholders to continually update and improve activities [section 2102(b)(2)(D)]?

*Responses should include specific information explaining the process for **how** the LEA plans to execute the requirements outlined in each ESSA regulation question.*

Title II, Part A: Equitable Services (if applicable)

The amount an LEA must reserve to provide equitable services for private school teachers and other educational personnel for Title II, Part A services is based on the LEA's total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student's residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Using the LEA's most recent allocation amount, please complete the following equitable services allocation calculation:

Example of Formula to Determine Amount for Title II, Part A Equitable Services	
A. Number of Students	
A1. LEA Enrollment	
A2. Participating Private Schools Enrollment	
A3. Total Enrollment = A1 + A2	
B. Title II, Part A Allocation	
B1. Total LEA Allocation	\$
B2. Administrative Costs (for public and private school programs)	\$
B3. LEA Allocation Minus Admin Costs = B1 - B2	\$
C. Per Pupil Rate	
C1. B3 divided by A3	\$
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	\$

For this section, LEAs will fill in the numeric information in the second column of the chart.

LEAs may choose to obtain private school contact information from <http://www.floridaschoolchoice.org/information/privateschooldirectory/>.

LEAs must contact private schools directly for student enrollment numbers.

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Title II, Part A: Strategic Activities

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

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

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

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

Each expenditure item on the LEA's budget form must be included/described within the program narrative application. The narrative must align with the budget. It is highly recommended that LEAs include corresponding budget line numbers with strategic activity descriptions.

In addition, any salaried positions funded with Title II, Part A funds should be addressed. If positions are fully funded (1.0 FTE), please also include a description of how this use of funds does not violate the "supplement, not supplant" assurance on page 2 of this application. Additional "supplement, not supplant" information can be found in section 2301 and page D-23 of the green book.

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

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

For the following section, the LEA will explain:

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<ul style="list-style-type: none"> ➤ <i>What is the strategic activity? The LEA should provide a 2-3 sentence narrative that includes a description of how the activity will impact teaching and learning.</i> ➤ <i>What costs associated with this activity will be paid for with Title II, Part A funds?</i> ➤ <i>The activity should be in accordance with the purpose of Title II, Part A (ESSA section 2001), and can be one of the 16 authorized uses of funds (ESSA section 2103(b)).</i> ➤ <i>If the activity includes salaries, the LEA should list the number of positions for each of these titles and the FTE number for each. The LEA should also give a position description/description of responsibilities for each.</i> ➤ <i>The activity should not violate the “supplement, not supplant” law.</i> <p><i>It is highly recommended that LEAs include corresponding budget line numbers with strategic activity descriptions.</i></p> <p>Budget line items:</p>	<p><i>Person or persons within the LEA responsible for this activity.</i></p>	<p><i>This section is optional, but if LEAs plan to leverage other funding sources to cover the cost of this activity, they should list the other funding source(s) here.</i></p>	<ul style="list-style-type: none"> ➤ <i>What does the district hope to achieve as a direct result of the activity? What will improve in the district once the activity is complete?</i> ➤ <i>The intended outcome or goal should be specific to the activity in the corresponding row (e.g., “increase reading scores by 2%” should not be the response for every single activity).</i> ➤ <i>The intended outcome or goal should also be specific, measurable, achievable, results-focused, time-bound (can be measured within the 2018-19 school year and/or is a lagging indicator – like FSA data, which may take into the next school year to receive scores), and data-driven. At least one outcome must be measurable within the school year.</i> ➤ <i>Intended outcomes or goals should not be related to attendance, participation, completion, or satisfaction of participants.</i> 	<ul style="list-style-type: none"> ➤ <i>What data sources will be used to measure the goal you listed in the “Intended Outcome or Goal” column? Please be specific (for example, when listing “teacher evaluations,” please detail which the district plans to use: Instructional Practice Observations? Summative evaluation scores? VAM scores?). Keep these specifics in mind when listing “student achievement data” as well.</i> ➤ <i>Data sources should be relevant to the type of activity (for example, if the activity is about recruitment, the data sources used to measure the impact of the recruitment activity should be related to recruitment [not an unrelated data source, like FSA data]).</i> ➤ <i>Data sources should not be related to attendance, participation, or satisfaction of participants.</i>

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Title II, Part A: Strategic Activity Samples

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Job Fairs and Teacher Recruitment In an effort recruit and expand the district’s applicant pool with state certified teachers to fill vacancies within the system, the LEA will participate in job fairs, advertise widely, and create partnerships with colleges and universities. The LEA will participate in regional job fairs that are hosted by NEFEC and national job fairs that are virtual. Advertisements for positions that are more specialized will be posted on a broader scale through regional and national job listing sites. Funds for travel and recruitment materials will be provided for Human Resource staff and school-based leadership to participate in job fairs at least twice a year and more often as needed to fill critical teaching vacancies.</p> <p>Budget line items 1-3</p>	<p>Human Resources Staff</p>	<p>N/A</p>	<p>Decrease the percentage of non-state certified teachers hired by 3%.</p>	<p>LEA will examine Human Resources records to determine the percentage of non-state certified teachers hired for the 2017-18 school year and compare that data to Human Resources records of non-state certified teachers hired in the 2018-19 school year.</p> <p>An analysis of Human Resources records will be conducted to determine trends. Then discussions will be held on the results amongst leadership to determine barriers and next steps to further decrease the percentage of non-state certified teachers being hired.</p>

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Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Instructional Coaches to Support All Teachers –</p> <ul style="list-style-type: none"> ✓ 2 Instructional Coaches @ .75 FTE each (1.5 FTE total) ✓ 2 Instructional Coaches @ .25 FTE each (.50 FTE total) <p>The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job-embedded professional learning to all teachers regardless of where each teacher’s skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA-wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on</p>	<p>Instructional Services Staff Federal Projects Staff</p>	<p>District Reading Allocation Funds</p>	<p>The LEA will increase the percent of students scoring proficiency on FSA assessments in English Language Arts and Math by 3% from 2017-18 to 2018-19.</p> <p>The percentage of teachers receiving an effective or higher on the final summative evaluation will be 75% or higher.</p>	<p>LEA-wide FSA scores from 2017-18 will be compared to the LEA-wide FSA scores from 2016-17. Comparison of scores and strand analysis occur each year to look for areas that need strengthening, develop professional learning activities and to find trends through longitudinal data.</p> <p>The LEA will examine the final instructional practices evaluations of all teachers across the district and do an analysis to determine the percentage of teachers receiving an effective or higher. The data will be analyzed and reported by each school and the district as a whole. Through the analysis of the teacher instructional practices data, discussions with district and school level leadership will occur to determine the various obstacles that were in place and next steps to improve.</p>

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<p>the learning needs of students that are unique to each school. For teachers who are struggling, the school-based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Copeland) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring. The Instructional Coaches will be actively engaged in these professional learning activities daily throughout the 2017-18 school year.</p> <p>Budget line items 14-17 and 19-21</p>				
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Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Certification Exam and Endorsement Fees Waived/Reimbursed - Teachers of gifted and talented, ESE, ELL students, and students in the lowest 25% in FSA ELA are supported in attaining highly qualified status through the gifted, ESE, ESOL, and reading add-on endorsement certification programs provided through the district's add-on program (Beacon Educator), Florida Gulf Coast University and other approved state universities and colleges, and/or specific content area certification(s) per previous gifted certification. Teachers who seek additional endorsements also have the opportunity to earn certifications within the LEA. Teachers work at their own pace to complete certifications and courses are available to begin each month.</p> <p>Budget line items 25 and 32</p>	<p>Director of Professional Development; Professional Development Specialist</p>	<p>Title I, Part A for Title I schools selecting this training</p>	<p>By the end of SY2018-19, out-of-field and not highly qualified teachers will decrease by 5%.</p> <p>All participating teachers will become or remain HQ through testing and/or coursework by the end of the 2018-19 school year.</p>	<p>Successful participant completion rates Participant program certification exit surveys HQ/Infield Certification report from Human Resources Placement data of teachers earning endorsements Subgroup data of students with teachers with endorsements Teacher evaluations Professional Learning Needs Assessment Survey</p>

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Salaried positions funded by Title II, Part A:				
Description of Specific Positions	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Position

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

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Increasing the retention of effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Prioritizing effective teachers, principals, and other school leaders for high-needs students:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities

Note: LEAs are not required to choose action steps for each strategy. LEAs may add rows as needed.