

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

Student Achievement <i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
<i>Areas of Strength</i>	<p>The Putnam County School District reviewed a broad array of data to determine a focus for our goals, objectives, and strategies to support core area teachers, administrators and resource teachers as personnel work collaboratively to meet Florida’s college and career ready academic achievement standards.</p> <p>Baseline data from FLDOE indicates Putnam’s overall state assessment scores as follows: 38% ELA achievement, 46% ELA learning gains, 40% ELA lowest quartile gains, 42% math achievement, 42% math learning gains, 32% math lowest quartile gains, 40% science achievement, 60% social studies achievement, 69% middle school participation in acceleration programming, 64% 2015-2016 graduation rate, and 42% college and career acceleration. The District grade is a C. The District grade for the prior three years was also a C.</p>
<i>Challenges</i>	<p>All core academic areas need to be strengthened academically both from an overall achievement perspective and in regards to learning gains. The overall achievement for the lowest quartile is low for all core academic areas.</p>

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>	
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<i>Areas of Strength</i>	The LEA reviewed FY17 survey 2 data for out-of-field teachers. Data indicated that every school in the district had teachers out of field. Particularly interesting were the trends of large numbers of teachers out of field for reading and ESOL at the elementary school level and Math and Science at the secondary school level. 82 teachers were out of field for ESOL, 8 teachers were out of field for reading, 12 teachers were out of field for math, and 7 teachers were out of field for science. Secondary math and science have been identified as a hard to staff area for the district. All principals have necessary state credentials.
<i>Challenges</i>	The LEA would like to ensure that more teachers are appropriately credentialed to teach coursework in alignment to Florida standards.

Teacher Effectiveness	
<i>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>	
<i>Areas of Strength</i>	<p>In FY17, there were 200 teachers with a three-year aggregate VAM who taught a 1617 VAM-related subject. Of these 200 teachers, 15% were rated as highly effective, 45% were effective, 22% were needs improvement, and 19% were unsatisfactory. All principals in the LEA were categorized as effective or highly effective through the Marzano Evaluation system.</p> <p>School-based personnel completed a professional learning needs survey in May of 2017. Results indicate that 29.96% of teachers believed that they need more professional development to increase their understanding of the Marzano evaluation system, 31.39% of teachers believed that they need more professional development to increase understanding of Florida standards, and 66.15% of teachers believe that they need more professional development to support the use of CPALMS.</p>
<i>Challenges</i>	With 41% of teachers with a needs improvement or unsatisfactory state-assigned VAM, there is a need to increase teacher effectiveness.

Principal and Other School Leader Effectiveness	
<i>Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school</i>	

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>	<p>The FY17 Florida 5Essentials survey summarizes student and teacher perception data and identifies ways in which the school is organized for school improvement. The goal of district and school leaders is for each school to move toward strong and very strong organization to maximize the potential for sustainable improvement.</p>																			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Student Response Rate</td> <td colspan="2">51.7%</td> </tr> <tr> <td>Teacher Response Rate</td> <td colspan="2">73.9%</td> </tr> </table>			Student Response Rate	51.7%		Teacher Response Rate	73.9%												
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<p>School-based personnel completed a professional learning needs survey in May of 2017. Results indicate that 63.5% of personnel believed that their principal’s feedback helped them improve their instructional practice and 51.18% believed that working with resource teacher coaches helped them improve their instructional practice.</p>																				
<i>Challenges</i>	<p>The low categorization of schools as it relates to ambitious instruction, effective leadership, collaborative teachers, involved families, and supportive environment points to a need for school leader training in the described areas.</p>																			
	<p>Additional data was captured for principals and school leaders that tracks leaders with school grades for the previous 6 school years. There are 2 out of 19 principals who led a school to a school grade of A in FY17 and no schools with a grade of B for FY17.</p>																			

Other Data Sources, Including Private School Data

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>Areas of Strength</i>	All private schools in Putnam County were invited to a meeting on June 1 st , 2017 to discuss district data and private school eligibility for federal education services. All private schools opted out of participation.
<i>Challenges</i>	There are zero private school students identified.

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

Overarching Need	Focus Area	Is the need trending better or worse over time?	Can cause(s) be identified?	Additional Considerations (optional)
Reading, Math, and Science data in Putnam County shows a definite need for professional development for teachers and school leaders across all grade levels as all grade levels scored below state averages.	Student Achievement	Does Not Change	Yes	N/A
Based upon survey results, there is a need to continue to support teachers at the school level via resource teachers to act as instructional coaches to enhance teacher instructional alignment to state standards and appropriate student engagement strategy implementation.	Teacher and Principal Effectiveness	Does Not Change	Yes	N/A

Based upon the out of field data presented above as well as identified hard-to-staff areas, there is a need to provide incentives for teachers to become state certified, recruit teachers for hard-to-staff areas, and provide incentives for hard-to staff schools with large numbers of high-needs students.	Teacher and Principal Supply	Does Not Change	Yes	N/A
	Choose an item.	Choose an item.	Choose an item.	
	Choose an item.	Choose an item.	Choose an item.	
	Choose an item.	Choose an item.	Choose an item.	
	Choose an item.	Choose an item.	Choose an item.	

Note: LEAs may add rows as needed.

Title II, Part A: Strategic Activities

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

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

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

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

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

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

Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Based upon the out of field data presented above, the first activity is to provide <u>incentives</u> for recruiting teachers for hard-to-staff areas.	Laura France, Assistant Superintendent	N/A	The number of teachers teaching in hard-to-staff areas will decrease by 10% by the end of the 2017-2018 school year.	Out of field report
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 (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Since many teachers come to Putnam County without college preparation to become teachers, the second activity	Resource Teachers to serve as Instructional	N/A	65% of teachers who teach a state-aligned VAM course will be	State-assigned teacher VAM scores Professional Development Survey

<p>will be to provide support via <u>resource teachers</u> to serve as coaches to work collaboratively with teachers on planning and implementing lessons that engage students and align to state standards with the ultimate goal of standards mastery for all students.</p>	<p>Coaches</p>		<p>rated as effective or highly effective by the end of the 2017-2018 school year.</p> <p>50% of teachers surveyed at the end of the 2017-2018 school year will note that they believe their school-based resource teacher's coaching assisted them in improving their teaching practice.</p>	

<p>Increasing the retention of effective teachers, principals, and other school leaders:</p>				
<p>Description of Specific Activities to be Implemented</p>	<p>Person(s) Responsible</p>	<p>Other Programs or Funding Sources to be Leveraged (optional)</p>	<p>Intended Outcome or Goal (specific, measurable, data-driven)</p>	<p>Description of Data Sources and Method(s) Used to Measure Impact of Activities</p>
<p>The third activity is to provide <u>professional development</u> to K-12</p>	<p>Laura France, Assistant Superintendent</p>	<p>N/A</p>	<p>By the end of the 2017-2018 school year, there will be an increase of at</p>	<p>FLDOE state assessment data</p>

<p>teachers and leaders in order to improve standards implementation including additional teacher professional learning community collaboration time, substitutes, consultants, professional and technical services and travel for personnel to attend professional development events.</p>			<p>least 3% in Reading, Math, or Science overall average achievement data on state assessments in Putnam County.</p>	

Prioritizing effective teachers, principals, and other school leaders for high-needs students:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Based upon the identified hard-to-staff areas, the fourth activity is to provide <u>incentives</u> to recruit teachers for hard-to staff schools with large numbers of high-needs students.</p>	<p>Laura France, Assistant Superintendent</p>	<p>N/A</p>	<p>At the end of the 2017-2018 school year, there will be less than a 35% difference in the number of teachers with effective or highly effective state-assigned VAM scores at A, B, and C-rated schools as</p>	<p>State-assigned teacher VAM scores</p>

			<p>compared to the number of teachers with effective or highly effective state-assigned VAM scores at D and F-rated schools</p>	

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