

# Title II-A Needs Assessment and Planning

## Georgia Professional Standards Commission

REVISED: May 2007

The attached worksheets can be used to fulfill the annual needs assessment and plan requirements for Title II-A. It is important that the school system include all those individuals required to be involved in the needs assessment—teachers, paraprofessionals, parents, and private school administrators—in addition to the Title II-A contact and other key personnel in the central office.

This revised instrument provides guidance on how to include the equity indicators in Title II-A needs assessment and planning. Beginning in 2007 Title II-A of NCLB requires that all students, including poor and minority students, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. The "Poor and Minority Student Equity Rubric" should be used in conjunction with this instrument to assess the extent to which the school system is providing equity for poor and minority students as part of annual improvement processes.

This instrument is provided as an *option* for the school system's use; it is not required. However, it is required that you conduct an annual needs assessment that results in a plan for meeting the Title II-A goals. School systems are *encouraged* to connect this needs assessment and plan with the needs assessments and planning done for Title I, school improvement, and professional learning. Do not replicate efforts but recognize the close supportive relationship between Title II-A and the other initiatives. The needs assessment instrument provided here is designed to help you make those connections.

The material provided may be revised and adapted as needed by the school system. It is recommended that the word "Suggested" be omitted from the title "Suggested data source" in each section and that the system list all data sources that it used in determining needs for each of the categories. The column titled "Impact on Teacher Quality Goals" requires a subjective rating of 0-5 based on the impact that the need and required action to address the need has on increasing your percentage of highly qualified teachers and the number engaged in high quality professional development. The column titled "Priority" requires a subjective rating of 1-3 stars based on priority of addressing the specific need in relation to overall teacher quality, Title I and student achievement concerns.

The needs assessment and resulting plan will guide the school system's actions and expenditure of funds. Make sure that expenditures, including class size reduction, are reflected in the needs identified in the needs assessment. Please note that beginning in the 2007-2008 school year Title II-A funds *must* be applied to support equity needs as they are identified in the areas of teacher quality, teacher experience, class size, teacher ability to teach diverse students, and recruitment and retention of highly qualified teachers for all students. A complete needs assessment and plan for Title II-A must provide a rationale for all expenditures and must be maintained on file in the LEA central office.

### **Please remember the following:**

⇒ NCLB places a major emphasis upon teacher quality as a major factor in improving student learning (Title I Section 1119). Title II-A requirements exist in order to improve student achievement and meet Title I goals.

- ⇒ Teacher quality goals require that all teachers teaching core academic subjects must be “highly qualified” by the end of the 2005-06 school year.
- ⇒ School systems must establish annual measurable objectives that demonstrate progress in meeting the 2005-06 goal: (a) increase percentage of “highly qualified” teachers teaching core subjects, disaggregated by Title I and non-Title I schools; and (b) increase in the number of teachers receiving “high quality professional development.”
- ⇒ School systems must develop an annual Title II-A plan based on a current assessment of their needs.
- ⇒ The focus of Title II-A activities is recruitment, training/preparation, retention, and professional development. Beginning in 2007, LEAs must also implement an equity plan as part of their Title II-A plan to ensure that all students have equitable opportunities in the areas of teacher quality, teacher experience, class size, teacher ability to teach diverse students, and recruitment and retention of highly qualified teachers for all students.
- ⇒ Title II-A affects teachers of core academic subjects, principals, and paraprofessionals. It also affects those who work with assigning teachers, evaluating teachers and principals, recruitment and hiring, staff development/professional learning, student achievement and test data, Title I, and school improvement. All stakeholders should be represented in the Title II-A planning process.

Consider the following when assessing Title II-A needs and developing the school system’s plan:

- |   |   |
|---|---|
| - Georgia Implementation Guidelines & HOUSSE  | - Student achievement test data                   |
| - Title II-A policies on needs assessment and use of funds  | - School improvement plans                        |
| - HiQ information   | - School profiles/restructuring plans             |
| - Title I SWP/TAP lists   | - Staff development/professional learning plans   |
| - AYP reports   | - Staff development/professional learning records |
| - SACS plans and other plans such as REA, PRISM   | - Teacher and principal evaluations               |
| - Recruitment needs and efforts to date   | - Retention concerns and efforts to date          |
| - Equity data including the following. The Georgia PSC will provide equity data by school and system to LEAs in the areas of highly qualified teachers, teaching experience and teacher retention/attrition using student demographic data. |   |
| Access of students by demographic factors (including poverty and minority status) to  |   |
| (a) highly qualified teachers and paraprofessionals;  |   |
| (b) teachers with equivalent teaching experience;   |   |
| (c) teachers with training to meet the diverse needs of students  |   |
| (d) equitable class sizes across schools and within schools   |   |
| (e) the recruitment and retention of teachers (including teacher attrition and school staff/leadership turn-over data)  |   |

**NEW→ Note: For assistance with developing your LEA equity plan, see sample outline on page 8 of this section.**

**The process:**

1. Identifying teacher quality needs (including that of principals and paraprofessionals) using:
  - HiQ and other teacher/principal/paraprofessional data
  - AYP and other test score data

- School improvement and other available plans
  - Retention information  
paraprofessionals, principals,
  - Equity data  
administrators
  - Recruitment information
  - Input from teachers,  
parents, and private school
2. Brainstorm possible actions to address identified needs.
    - Consider activities in the areas of recruitment, training/preparation, professional development/learning, retention.
    - Consider actions for teachers, paraprofessionals, and principals
    - Review existing plans for strategies that address the identified needs.
    - Brainstorm other actions/strategies that will be effective and do-able.
  3. Consider implications and impacts of each possible action.
  4. Prioritize! Determine where efforts should be focused for the upcoming year. What does the data tell you? *What matters the most toward reaching Title II-A goals? Remember that Title I schools and schools with the highest percentage of non-highly qualified teachers should be given priority and that equity needs should be targeted as a priority.*
  5. Collect input from others regarding needs and possible actions. Identify exactly where in the process this should be done. Consider using existing opportunities for gathering this input (i.e. school councils, leadership teams), focus groups, surveys, school meetings, etc.
  6. Develop an action plan for the upcoming year with timelines, resources needed, etc. for each action. Verify that each action/strategy incorporated into the action plan is research-based and, if previously tried, is deemed an effective strategy. Articulate an “equity plan” for implementation as part of the Title II-A action plan.
  7. Continue school system team planning to finalize and adjust plans as needed and to guide implementation. Make your plan a working document that guides your efforts and expenditures.
  8. Evaluate (a) outcomes based on how well the identified needs were addressed, (b) outcomes based on what will be reported (increased percentage of highly qualified teachers, equity accomplishments, number of teachers engaged in high quality professional development, etc.), and (c) the effectiveness of the needs assessment, the plan, and the process used. *Evaluate effectiveness of strategies used to inform decisions regarding continued use in future Title II-A plans.*

**Timeline for the process:**

January – June	Complete needs assessment and develop Title II-A plan
July	Begin implementation of the plan for upcoming 12 months
February-March	Review status and action plan for spring/summer
June-August	Complete consolidated application
October	Complete CPI reporting
December/January	HiQ available; begin needs assessment

## **Guidance for Developing LEA Equity Plan (Year)**

### **Introduction**

*Provide brief overview of LEA and its efforts to meet Title II A goals*

### **Annual Needs Assessment**

*Provide a summary of the needs assessment that was conducted to obtain information for the LEA's Equity Plan.*

- *Describe how the annual needs assessment is conducted*
- *Identify sources of information/data used for the needs assessment*
- *Provide a general summary of findings that shows where possible inequities exist with brief contextual information for each area, if needed. Address these areas as they specifically relate to the LEA data:*
  - *highly qualified teacher status*
  - *highly qualified paraprofessional status*
  - *average number of years teaching experience*
  - *teacher retention rates*
  - *average class size for each school*

### **Equity of Stakeholder Involvement**

*Provide a brief summary of stakeholder involvement in the planning process.*

- *Describe how internal and external stakeholders are involved in the planning process, including needs assessment, prioritization of needs, and planning to ensure equity at the system and school levels.*
- *Identify what group or individuals are included.*
- *Identify any specific strategies that were contributed to the plan based on stakeholder involvement, if possible.*

### **Highly Qualified Teacher Equity**

*Provide a brief summary of how the LEA plans for and ensures highly qualified teacher equity.*

- *Describe how the LEA systematically monitors HQ assignment of teachers based on student demographics.*
- *Describe how the LEA develops and implements a written remediation plan for each non-HQ teacher (i.e. identifying strategies to be used).*
- *Describe how Title IIA funds or other appropriate funds are used to support highly qualified teacher equity.*

### **Teacher Experience Equity**

*Provide a brief summary of how the LEA plans for and ensures teacher experience equity.*

- *Describe how the LEA addresses teacher experience equity in its annual needs assessment.*
- *Describe how the LEA plans to address any identified inequities in teacher experience across schools and classrooms in the system and within its schools (i.e. identifying strategies to be used).*

### **Class Size Equity**

*Provide a brief summary of how the LEA plans for and ensures class size equity.*

- *Describe how the LEA addresses class size equity in its annual needs assessment.*
- *Describe how the LEA plans to address any identified inequities in class sizes across schools in the system and within its schools (i.e. identifying strategies to be used).*

### **Meeting Diverse Needs of Students**

*Provide a brief summary of how the LEA plans for and ensures that teachers are prepared and able to meet the diverse needs of students.*

- *Describe how the LEA addresses teacher preparation and ability to differentiate instruction based on the diverse needs of students in its annual needs assessment.*

- *Describe how the LEA plans to address any deficiencies or inequities in this area through continued professional learning (i.e. identifying strategies to be used).*

### **Retention of Highly Qualified Teachers**

*Provide a brief summary of how the LEA plans for and ensures that highly qualified, effective teachers are retained.*

- *Describe how the LEA addresses retention of highly qualified, effective teachers in its annual needs assessment.*
- *Describe how the LEA plans to implement a retention program to ensure that highly qualified, effective teachers are retained in all schools and in all programs (i.e. identifying strategies to be used).*
- *Describe how Title IIA funds or other appropriate funds are used to support the retention of highly qualified, effective teachers.*

### **Recruitment and Placement of Highly Qualified, Effective Teachers**

*Provide a brief summary of how the LEA plans for and ensures that teachers are recruited and placed so that all students are taught by highly qualified, effective teachers.*

- *Describe how the LEA addresses recruitment and placement of highly qualified, effective teachers in its annual needs assessment.*
- *Describe how the LEA plans to recruit highly qualified, effective teachers and, if needed, actively implement a recruitment and placement program (i.e. identifying strategies to be used).*
- *Describe how Title IIA funds or other appropriate funds are used to support the recruitment and placement of highly qualified, effective teachers.*

**Append Georgia Professional Standards Commission Equity Data for the LEA by School. Other summative data that the LEA has collected may also be appended to support the LEA's Equity Plan.**

## Needs Assessment Worksheet:

**System:**

**Participants:**

**Date:**

### PART A: Needs Identification

You need:

- Georgia Implementation and other Title II-A guidance documents (i.e. Use of II-A Funds)
- HiQ teacher and parapro data, as well as other available information on teacher assignments, effectiveness, transcripts, annual evaluations etc.
- Equity data
- AYP reports
- Student achievement test data – CRCT, High School Graduation Test, etc.
- School improvement plans
- School profiles for restructuring plans
- Title I SWP and TAP lists
- Staff development plans and records
- Recruitment needs and efforts to date
- Retention needs and efforts to date

#### I. Teachers assigned to teach a core academic subject/s but do not meet requirements for being “highly qualified” in the subject.

*Suggested data sources: HiQ,*

Number of Teachers	Subject/ Level/ Schools	Identified Need	Title I (Y/N)	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to Resolve by Reassignment (Y/N)	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
5	6 <sup>th</sup> grade Math	MG certified teachers do not have the math concentration	Y	Y	>Take additional math courses for the concentration >MG Math GACE >Get MG endorsement for Sec Math teachers and reassign >Reassign MG cert teachers	Yes, to some degree	5	***	Confer with principals Confer with the teachers Check into math course availability

**II. Classrooms/schools that have a disproportionate number of teachers who do not meet the “highly qualified” requirement for the subject/s they teach:**

*Suggested data source: HiQ and Equity data*

Classes/ Schools	Identified Need / Data Evidence	Title I (Y/N)	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to Resolve by Reassignment (Y/N)	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
Friendly Middle School – Science and Math	Non-AP math and science classes in this high minority school have 3 non-HQ teachers	Y	Y	>Develop a plan with each teacher to take courses needed to pass GACE exam >Support teachers with GACE preparation and test fee >Redistribute teachers, if needed to ensure equity among middle school math/science classes	Yes, if teachers do not meet HQ requirement by next school year	5	***	Confer with MG principals Confer with the three MG M/S teachers Check into math/science course availability Determine how to help teachers with GACE preparation

**III. Classrooms/schools that have an inequitable number of teachers with little or no teaching experience:**

*Suggested data source: Equity data*

Classes/ Schools	Identified Need / Data Evidence	Title I (Y/N)	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to Resolve by Reassignment (Y/N)	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
Appleaday Primary School	School has 25% of its teachers with less than 3 years teaching experience	Y	Y	>Develop system plan for placing newly recruited teachers to evenly distribute among schools >Investigate high attrition rate of teachers in this school to address any	Yes	5	***	Confer with P-5 school principals Develop support plan with induction/ professional learning

				contributing factors >Provide intensive mentoring assistance for the new teachers in this school with release time for planning, observation and consultation >Provide additional paraprofessionals to the new teachers in this school				coordinator Determine what II-A funds can be used to support intensive mentoring program
Munchkin Middle School	New school with over 50% newly hired staff	N	Y	>Consider incentive-based reassignment of experienced teachers within middle schools for next year >Develop system plan for placing newly recruited teachers to evenly distribute among schools >Provide intensive mentoring assistance for the new teachers in this school with release time for planning, observation and consultation >Provide additional paraprofessionals to the new teachers in this school	Yes	5	***	Confer with P-5 school principals Develop support plan with induction/professional learning coordinator Determine what II-A funds can be used to support intensive mentoring program

**IV. Paraprofessionals who teach in Title I schools/programs and do not meet requirements for being “highly qualified”:**  
*Suggested data source: HiQ*

Number of Parapros	Schools	Identified Need	Title I (Y/N)	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to Resolve by Reassignment (Y/N)	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
3	Merry Elem, Jolly Middle	Have not passed ETS exam and no college credits	Y	N	>Take/retake exam >Enroll at local tech college > Enter Destination	Y	2	**	Confer with principals about reassignments Confer with parapros about test/college options

					Teaching Program >Reassign to non-Title I schools				

**V. Title II-A needs to support Title I AYP academic concerns/targets: (Could address class size reduction needs here.)**

*Suggested data sources: AYP reports, achievement test data such as CRCT and High School Graduate Test reports, other teacher effectiveness data*

Title I – Related Issue	Subject/ Level	School/s	Title I (Y/N)	Teacher Quality Need Related to Concern	Possible Actions	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
Geology & meteorology deficiencies – CRCT (not on AYP list)	Science 8 <sup>th</sup> Grade	Allen MS Betsy MS Carol HS	Y N Y	>4 teachers do not have science concentration (training) >Lack of professional development >Need more MG Science teachers (recruitment)	>Plan staff development >Take courses >Form professional learning group for 8 <sup>th</sup> grade science teachers >Recruit MG Science teachers >Have HS Science teachers to obtain MG Endorsement; reassign	4	***	Confer with 3 principals Confer with teachers Check on MG endorsement program availability Confer with HR regarding recruitment possibilities

**VI. Inequity in class sizes across schools in the system or within schools that are not justified by Title I AYP academic targets:**  
*Suggested data sources: Class size data, Equity data*

Classes/ Schools	Identified Need / Data Evidence	Title I (Y/N)	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to Resolve by Reassignment (Y/N)	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
EZ High	School has significantly smaller class sizes in English and Math than other high schools in the system – higher SES school	N	N	>Investigate impact of class size on student learning and determine if smaller class sizes should be provided for other high schools >Modify class sizes to ensure equity across the high schools in these subjects	N	5	***	>Discuss class size decision-making processes and equity issues with high school principals >Develop procedure for ensuring class size equity across the high schools

**VII. Professional development needs to support teacher effectiveness in meeting Title I goals/targets and ensure equity in learning opportunities for all students:**  
*Suggested data sources: School improvement plans, restructuring plans, teacher annual evaluations, parent surveys, teacher professional development plans*

Number of Teachers	Subject/ Level	Specific Need	Number in Title I Schools/ Programs	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
260 (60%) of all	Various	Training in differentiating/	50%	Y	>Hire consultant to conduct targeted and intensive	4	***	>Confer with PL coordinator and principals on content and process

teachers		adapting instruction to meet diverse student needs			professional development to teachers over the next 3 years >Have PLTs in schools investigate student diversity and strategies for differentiating/adapting instruction to meet individual student needs			for delivering this training >Purchase books and video sets for use by PLTs and school leaders. >Investigate best practices and research findings in teaching for diversity to share with school leaders and teachers.
12 (4 ECE, 4 MG, 4 HS)	Various	Classroom mgt problems – (parents, evaluations, test scores)	8	Y	>Provide targeted professional development >Enroll in college course >Assign mentor teachers >Form professional learning groups	3	**	>Identify other teachers who could benefit from additional training in classroom management >Confer with professional learning coordinator to plan training support >Identify teacher leaders/mentors who can help >Check on possible courses/PLU workshops

**VIII. Teacher recruitment and placement to ensure the employment and equitable placement of highly qualified, effective teachers with equivalent teaching experience for all students and all programs:**  
*Suggested data sources: HR records, Principal input, HiQ, Equity data*

Number of Teachers	Subject/ Level	Specific Need	Number in Title I Schools/ Programs	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Ability to resolve with reassignments and/or additional training of current staff?	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
1	Physics/ Chemistry	Dickens HS assigning Biology	1	Y	>Course work or GACE test for current teacher &	Not likely	5	***	>Confer with principals

	HS	certified teacher			hire new biology teacher >Reassign MG teacher who has BS in Chemistry w/ courses or test >Focus on hiring HQ teacher				>Check on course availability >Check colleges for interested graduates >Have HR prioritize in their recruitment
15	EIP Teachers	EIP teachers are primarily new teachers with little/no teaching experience	5	Y	>Reconsider policy for placing new teachers in EIP positions >Reassign teachers as needed to reduce number of new teachers in EIP >Provide professional learning support to new EIP teachers	Yes	5	***	>Discuss situation and placement policy issues with HR director and principals >Confer with PL Coordinator and Principals on providing PL support to the new EIP teachers

**IX. Teacher retention to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all students:**  
*Suggested data sources: HR records, Equity data, exit or former employee surveys, teacher group surveys/focus group reports, TSS mentor records*

Number of New Teachers Leaving System	Schools, Subjects, or Levels Affected	Reasons for Leaving System	Number in Title I Schools/ Programs	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
3	Ellen Elem	Work env't-2 Husband	3	N	>Study school environment >Address in School	4	**	>Suggest surveys/focus groups >Work with RESA/consultants

		transferred-1			Improvement Plan >Improve mentoring program >TSS training/assign mentors			>Arrange for TSS training >Work with principals on mentoring support/time
<b>Number of Veteran Teachers Leaving System</b>	<b>Schools, Subjects, or Levels Affected</b>	<b>Reasons for Leaving System</b>	<b>Number in Title I Schools/ Programs</b>	<b>Related to AYP/School Improvement Plan (Y/N)</b>	<b>Possible Actions</b>	<b>Impact on TQ Goals (0-5)</b>	<b>Priority * ** ***</b>	<b>Notes</b>
10	Mickle MS	Unknown – second year of unusually high attrition	10	Y	>Contact teachers who left in past two years to determine reasons >Conduct workplace satisfactory survey of current teachers in all middle schools to identify attrition factors >Analyze equity data in conjunction with attrition data to identify possible connections >Develop study group to analyze data and propose retention plan for this school	5	***	>Determine how surveys will be developed and conducted >Determine who should serve on study group
<b>Retention Needs of Existing Teachers</b>	<b>Teacher Category (New, Alt Prep,</b>	<b>Schools, Subjects, or Levels</b>	<b>Information Source/s</b>	<b>Related to AYP/School Improvement Plan</b>	<b>Possible Actions</b>	<b>Impact on TQ Goals (0-5)</b>	<b>Priority * ** ***</b>	<b>Notes</b>

	Veteran, etc			(Y/N)				
Excessive retention rate (35%) and no formal retention plan in place	Primarily teachers with 1-5 years experience and alternative prep teachers; vocational teachers	Middle and high school; not Best HS; includes Elbert Elem	Equity data; HR, principals	Y	<p>&lt; Develop team to study the data to determine trends, explanations, etc. and target areas of concern.</p> <p>&lt; Conduct confidential survey of teachers to identify problem areas.</p> <p>&lt; Develop system-wide retention plan with school-specific flexibility to address identified supports needed to retain teachers</p> <p>&lt;Develop comprehensive induction plan for teachers in their first 3 years; with full mentor support</p>	5	***	<p>&gt;Investigate research on retention and develop comprehensive induction &amp; retention programs</p> <p>&gt;Investigate use of consultant to guide work in this area</p>

**X. Other teacher quality needs as identified by teachers, paraprofessionals, and parents.**  
*Suggested data sources: Teacher, paraprofessional and parent surveys or focus group reports*

Teacher Quality Need	Source of Input	Schools/ Subjects/ Levels Affected	Number in Title I Schools/ Programs	Related to AYP/School Improvement Plan (Y/N)	Possible Actions	Impact on TQ Goals (0-5)	Priority * ** ***	Notes
Parent involvement	Parent survey, complaints	Famous HS Giddy MS	Y N	Y	<p>&gt;Bring in consultant</p> <p>&gt;School-wide staff development</p>	2	**	


**XI. Private school professional development needs.**

*Suggested data sources: Reports from meetings with private school administrators from school district's attendance zone*

<b>Professional Development Need</b>	<b>Source of Private School Admin Input</b>	<b>Schools/ Subjects/Levels Affected</b>	<b>Number of Teachers Involved</b>	<b>Possible Actions</b>	<b>Notes</b>
<b>Using assessment data to target instruction</b>	<b>Meeting with administrators on 1/15/04</b>	<b>Hobby Academy Jolly School Elementary/ Reading</b>	<b>14</b>	<b>&gt;Joint staff development with LEA's elementary teachers &gt;RESA workshop for private teachers &gt;On-line course</b>	<b>Private school personnel to investigate possibilities LEA to identify resources available for a joint workshop Check with RESA</b>

**PART B: Prioritizing Needs** – Using the needs assessment information from Part A, identify the most important needs in order to meet Title II-A goals and annual targets. Then decide which actions will be most effective and the LEA will be most able to accomplish during the upcoming year. Evaluate impact on Title I schools and AYP, then adjust priority listing to place those with Yes/Yes Impacts to the top of the list.

Priority 1 Needs	Actions	Impact on Ensuring Equity (Y/N)	Impacts on Title I Schools? (Y/N)	Impacts AYP Criteria? (Y/N)	Notes
1.	a. b. c.				
2.	a. b. c.				
3.	a. b. c.				
4.	a. b. c.				
5.	a. b.				

	<b>c.</b>				
<b>6.</b>	<b>a.</b> <b>b.</b> <b>c.</b>				
<b>7.</b>	<b>a.</b> <b>b.</b> <b>c.</b>				
<b>8.</b>	<b>a.</b> <b>b.</b> <b>c.</b>				
<b>9.</b>	<b>a.</b> <b>b.</b> <b>c.</b>				
<b>10.</b>	<b>a.</b> <b>b.</b> <b>c.</b>				


**Annual LEA Title II-A Plan**

**School System:**

**Date:**

Priority Action (* if Equity-related)	Focus (Training, Professional Development, Recruitment, Retention)	Name of Participating Groups or Individuals	Persons Responsible for Implementation	Implementation Activities	Timeframe	Resources Needed	Funding Estimate & Source/s	Expected Outcomes by End of Year (March 2005)	Methods to be Used for Evaluation
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									