

**POLK COUNTY SCHOOLS**  
**Strategic Plan Goals**  
**2011-12 through 2013-14**

**Vision: Every Polk student will be prepared for success in college or career after graduation.**  
**The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.**

**Achievement**

| Goal   | Objectives  | Strategy  | Evidence   | Target   |
|--|---|---|--|--|
| <p><b>1.</b><br/> <b>By 2013-14, Polk County public schools will increase the graduation rate (Federal Uniform Graduation Rate) to within 3 percentage points of the State rate.</b></p> | <p>1.a<br/>           Increase overall graduation rate</p>              | <ul style="list-style-type: none"> <li>• Implement a tiered systemic approach that includes an early warning system (EWS) focused on:               <ul style="list-style-type: none"> <li>○ enforcing a consistent attendance policy</li> <li>○ enforcing a consistent behavior policy</li> <li>○ monitoring of student course performance</li> <li>○ increasing student college and career readiness</li> <li>○ reducing over-age students at the middle and elementary grade levels.</li> </ul> </li> <li>• Increase the percent of students passing End of Course (EOC) exams (Algebra I, etc.)</li> <li>• Increase in the number and percent of students graduating with a standard diploma, college ready in math and reading</li> <li>• Increase in the number and percent of students graduating with Industry Certification or Ready to Work Credentials</li> <li>• Increase the number and percent of students reading on grade level or above at grades 1, 3, 5 and 8.</li> <li>• Build multi-sector collaborations with the community</li> <li>• Develop and implement parent engagement strategies for prompt notification of academic, behavioral, attendance, or other problems</li> </ul> | <ul style="list-style-type: none"> <li>• Early warning system indicators reported <b>two times per month</b> including the following:               <ul style="list-style-type: none"> <li>○ chronic absenteeism rate 10% or higher by school and grade</li> <li>○ ISS and OSS discipline referrals by school and grade</li> <li>○ Progress monitoring 3 times per year</li> <li>○ Monitoring of acquired credits each semester</li> <li>○ Count of over-age students at middle and elementary grade levels (last week of October)</li> </ul> </li> <li>• Number and percent of students meeting EOC criteria by race, gender, ethnicity and school</li> <li>• Number and percent of students graduating with a standard diploma by race, gender, ethnicity, disability and school</li> <li>• Number and percent of students graduating college ready in math and reading</li> <li>• Number and percent of students graduating with Industry Certification or Ready-to-Work Credentials</li> <li>• Number and percent of students reading on grade level or above at grades 3, 5 and 8 by race, gender, ethnicity and school</li> <li>• List of multi-sector collaborations with the community by school</li> <li>• Sample parent engagement communications</li> </ul> | <ul style="list-style-type: none"> <li>• Full implementation of EWS in 2011-12</li> <li>• At or above the State passing rate for EOCs</li> <li>• At or above the State passing rate for graduation rate (SWD grad rate at or above 53% in 13-14)</li> <li>• Reading (on grade level)               <ul style="list-style-type: none"> <li>○ Gr. 1 – 80%</li> </ul> </li> <li>• Each school adds at least 2 new collaborations with the community yearly</li> </ul> |
|  | <p>1.b<br/>           Increase at-risk and minority graduation rate</p> | <ul style="list-style-type: none"> <li>• Identify and monitor entering 9<sup>th</sup> grade students in at-risk cohort</li> <li>• Implement early warning system (EWS)</li> <li>• Increase the percent of students passing Algebra I EOC</li> <li>• Increase participation in Career Academies</li> <li>• Increase student participation in co and extra-curriculum activities</li> <li>• Provide credit recovery options</li> <li>• Increase virtual opportunities for course completion</li> <li>• Increase career and technical education opportunities and graduation pathways</li> </ul>   | <ul style="list-style-type: none"> <li>• Early warning indicators (EWS)</li> <li>• Number and percent of students meeting Algebra I EOC criteria</li> <li>• Number and percent of students participating in Career Academies</li> <li>• Number and percent of student participation in co and extra-curriculum activities</li> <li>• Number and percent of student participation in credit recovery options</li> <li>• Number and percent of student completions of virtual coursework</li> <li>• Number and percent of participation in career and technical courses</li> </ul>   | <ul style="list-style-type: none"> <li>• Full implementation of EWS in 2011-12</li> <li>• At or above the State passing rate for EOCs</li> <li>• 3% annual increase in participation in:               <ul style="list-style-type: none"> <li>○ Career Academies</li> <li>○ co and extra-curricular activities</li> <li>○ credit recovery</li> <li>○ virtual coursework</li> <li>○ career and technical courses</li> </ul> </li> </ul>                             |

| Goal   | Objectives  | Strategy  | Evidence  | Target  |
|--|---|---|---|---|
| <p><b>2.</b><br/>By 2013-14, Polk County public schools will be designated an "A" district.</p>  | <p>2.a<br/>Increase the number of schools obtaining increases in the</p> <ul style="list-style-type: none"> <li>• % Meeting High Standards in Reading, Math, Writing and Science</li> <li>• % Making Learning Gains in Reading and Math</li> <li>• % of Lowest 25% Making Learning Gains in Reading and Math</li> </ul> | <ul style="list-style-type: none"> <li>• Implement a concept of "community clusters" of intervention and professional development</li> <li>• Develop and implement an early reading program</li> <li>• Integrate reading in the content areas - Social Studies, Science, Language Arts</li> <li>• Implement differentiated reading literacy blocks</li> <li>• Focus on extended passages to develop cognitive endurance</li> <li>• Focus on text complexity</li> <li>• Integrate the Arts and PE into the curriculum</li> <li>• Increase course rigor at the middle school level</li> <li>• Implement an elementary to middle and middle to high school transition plan</li> <li>• Implement and monitor Problem Solving/Response to Intervention (PS/RtI)</li> <li>• Increase rigor by participation and performance in STEAM areas</li> <li>• Conduct on-going progress monitoring of student achievement</li> <li>• Expand VPK and Head Start offerings (contingent on funding)</li> </ul> | <ul style="list-style-type: none"> <li>• Performance data in reading, math, writing and science as reported on: <ul style="list-style-type: none"> <li>• FCAT (reading, math, writing and science)</li> <li>• FCAT End of Course Exams (EOC)</li> <li>• Alternate Assessment</li> <li>• SAT10</li> <li>• Advanced Placement exams</li> <li>• IB exams</li> <li>• ACT/SAT/PSAT</li> <li>• Progress monitoring data</li> <li>• Kindergarten Readiness rate</li> <li>• School Grades</li> <li>• AYP Designation</li> </ul> </li> <li>• Complexity Inventory of what students are reading by grade</li> <li>• Performance data on the % Making Learning Gains in Reading and Math</li> <li>• Performance data on the % of Lowest 25% Making Learning Gains in Reading and Math</li> </ul> | <ul style="list-style-type: none"> <li>• At or above the State mean in: <ul style="list-style-type: none"> <li>• FCAT (reading, math, writing and science)</li> <li>• FCAT End of Course Exams (EOC)</li> <li>• Alternate Assessment</li> <li>• Advanced Placement exams</li> <li>• IB exams</li> <li>• ACT/SAT/PSAT</li> <li>• Kindergarten Readiness rate</li> </ul> </li> <li>• "A" District grade by 13-14 <ul style="list-style-type: none"> <li>○ Increase in percentage points: <ul style="list-style-type: none"> <li>○ Learning gains – 8</li> <li>○ Lowest 25% - 5</li> </ul> </li> </ul> </li> <li>• AYP -80% of criteria met</li> </ul> |
| <p><b>3.</b><br/>By 2013-14, Polk County public schools will increase the percentage of 'A' and 'B' schools from 56% to 70% (using the 2009-10 School Grading criteria and scale).</p> | <p>3.a<br/>Increase the number and percent of <u>elementary</u> and <u>middle</u> schools obtaining an "A" or "B" letter grade.</p>   | <ul style="list-style-type: none"> <li>• Increase the number and percent of students scoring proficiency levels in: reading, math, writing, and science</li> <li>• Increase the percent of students making learning gains in reading and math</li> <li>• Increase the number and percent of students making learning gains in the lowest 25% in reading and math</li> <li>• Increase the number of schools meeting 80% or more of the AYP criteria</li> </ul>   | <ul style="list-style-type: none"> <li>• Performance data in reading, math, writing and science as reported on FCAT 2.0</li> <li>• Performance data on the % Making Learning Gains in Reading and Math</li> <li>• Performance data on the % of Lowest 25% Making Learning Gains in Reading and Math</li> <li>• Number of schools meeting 80% or more of the AYP criteria</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase proficiency in reading, math, writing, and science by 3 percentage points annually</li> <li>• Increase in percentage points: <ul style="list-style-type: none"> <li>○ Learning gains – 8</li> <li>○ Lowest 25% - 5</li> </ul> </li> <li>• AYP -80% of criteria met</li> </ul>   |
|  | <p>3.b<br/>Increase the number and percent of <u>high</u> schools obtaining an "A" or "B" letter grade.</p>   | <ul style="list-style-type: none"> <li>• Increase the number and percent of high school students making learning gains in the lowest 25% in reading and math</li> <li>• Increase in the number and percent of students in accelerated coursework (AP, IB, DE and industry certification)</li> <li>• Increase in the number and percent of students scoring college ready in accelerated coursework (AP, IB, DE and industry certification)</li> <li>• Increase the number and percent of students meeting the college ready criteria in reading and math</li> <li>• Increase in the number and percent of students in the AP Pipeline at middle schools</li> </ul>  | <ul style="list-style-type: none"> <li>• Number and percent of students making learning gains in the lowest 25% in reading and math</li> <li>• Participation and performance counts and percents in accelerated coursework (AP, IB, DE and industry certification)</li> <li>• Number and percent of students that are college ready in reading and math <ul style="list-style-type: none"> <li>• ACT/SAT/CPT/PERT data by school</li> </ul> </li> <li>• Number and percent of students in the AP Pipeline at middle schools</li> </ul>  | <ul style="list-style-type: none"> <li>• Increase in percentage points: <ul style="list-style-type: none"> <li>○ Lowest 25% - 5</li> </ul> </li> <li>• Increase in participation and performance by 3 percentage points annually</li> <li>• Increase in college readiness by 3 percentage points annually</li> <li>• Increase in the Number and percent of students in the AP Pipeline at middle schools by 3 percentage points annually</li> </ul>   |

## Support Resources

### Aligned Human Capital Management programs, policies, practices and resources to support achievement

| Action   | Task   |
|--|--|
| Ensure high quality educators by attracting, recruiting, and retaining high quality candidates.              | <ul style="list-style-type: none"> <li>• Attract, assess, recruit, and facilitate selection of high quality teachers and administrators to reflect school demographics</li> <li>• Facilitate the selection of high quality teachers and administrators</li> <li>• Ensure a strong pool of candidates and support the selection processes for teachers and principals</li> <li>• Assist departments in the recruitment and selection of high quality personnel and support staff</li> </ul> |
| Provide human capital support to principals and school personnel.  | <ul style="list-style-type: none"> <li>• Analyze school and human resources data</li> <li>• Identify school human capital needs</li> <li>• Advise principals in handling disciplinary matters</li> <li>• Support principals through evaluation processes</li> <li>• Decrease use of leave through tracking, management, and reporting</li> </ul>   |
| Design data driven, research-based human capital strategies and programs to increase educator effectiveness. | <ul style="list-style-type: none"> <li>• Develop data-driven human capital strategies for recruitment and retention</li> <li>• Implement a regular reporting system</li> <li>• Analyze the reporting systems and support mechanisms for decision-making</li> </ul>   |

### Enhanced Parent Engagement to support achievement

| Action   | Task  |
|--|---|
| Create collaborative partnerships with parents and families to develop and deliver communications on the factors that influence student success. | <ul style="list-style-type: none"> <li>• Develop a roadmap to guide effective parent engagement strategies to communicate with families regarding student academic achievement and incorporate it into the School Improvement Plan (SIP).</li> <li>• Involve parents in decisions about their children’s academic success</li> <li>• Establish a parent engagement support network so that schools can share ideas, and strategies to strengthen parent engagement efforts</li> <li>• Ensure that engaged parents reflect the diversity of community members</li> <li>• Provide technical assistance, trainings, materials, and professional development opportunities on parent engagement to district, school administrators, and parent involvement liaisons.</li> </ul> |

### Multi-sector and Community Based Efforts to support achievement

| Action   | Task  |
|--|---|
| Develop a system of linkages for supporting areas of broad-based concerns. | <ul style="list-style-type: none"> <li>• Increase Community and Business partnerships at each school</li> <li>• Build an effective collaborative infrastructure related to planning, implementation, sustainability, and accountability</li> <li>• Increase the pool of community-based organizations and civic groups interested in collaborating with the district</li> <li>• Increase the number and percent of students participating in career-related learning experiences, such as internships and service learning opportunities</li> <li>• Increase the number and percent of men participating in mentoring of minority males (Men Mentoring Men)</li> <li>• Provide technical assistance and professional development support to build, expand, and sustain collaborations with multi-sector and community based efforts.</li> </ul> |

## **Glossary of Terms and Acronyms**

|  |  |
|--|--|
| At-risk Cohort                                       | Group of students that have been identified as students who scored a Level 2 or lower on both FCAT Reading and Mathematics.  |
| Early Warning System (EWS)                           | A system of key indicators (attendance, failing grades, discipline, etc.) used to help identify warning signs in students who are falling behind and are in danger of potentially dropping out of school.  |
| End of Course (EOC)                                  | The examination students must take at the end of a course in order to demonstrate mastery and receive credit for the course.   |
| Human Capital Management                             | Management of all employee-related issues that impact the operational objectives, including employees, resources and services.   |
| Industry Certification                               | A designation earned by a person to assure qualification to perform a specific job or task.  |
| Multi-sector / Community Based                       | Resources within the community (service organizations, churches, retired citizens and/or businesses) that may partner with the system to provide assistance and support to students, schools, and the district.  |
| Problem Solving / Response to Interventions (PS/RtI) | System utilizing universal screenings to identify the success of core instruction. Also, used to identify students needing additional instructional or behavioral tailored interventions, applied on a tiered system based on identified individual needs. |
| Ready-to-Work Credentials                            | Florida Ready-to-Work is a new employee credentialing program that tests, scores and reports job skills. This credential provides employers an assurance that the student possesses the skills and attitude for a specific job.                            |
| STEAM  | Science, Technology, Engineering, Arts and Math.   |

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