

Strategic Plan Progress Report

School Year 2006–2007
(Second Year)

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Superintendent
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“The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.”

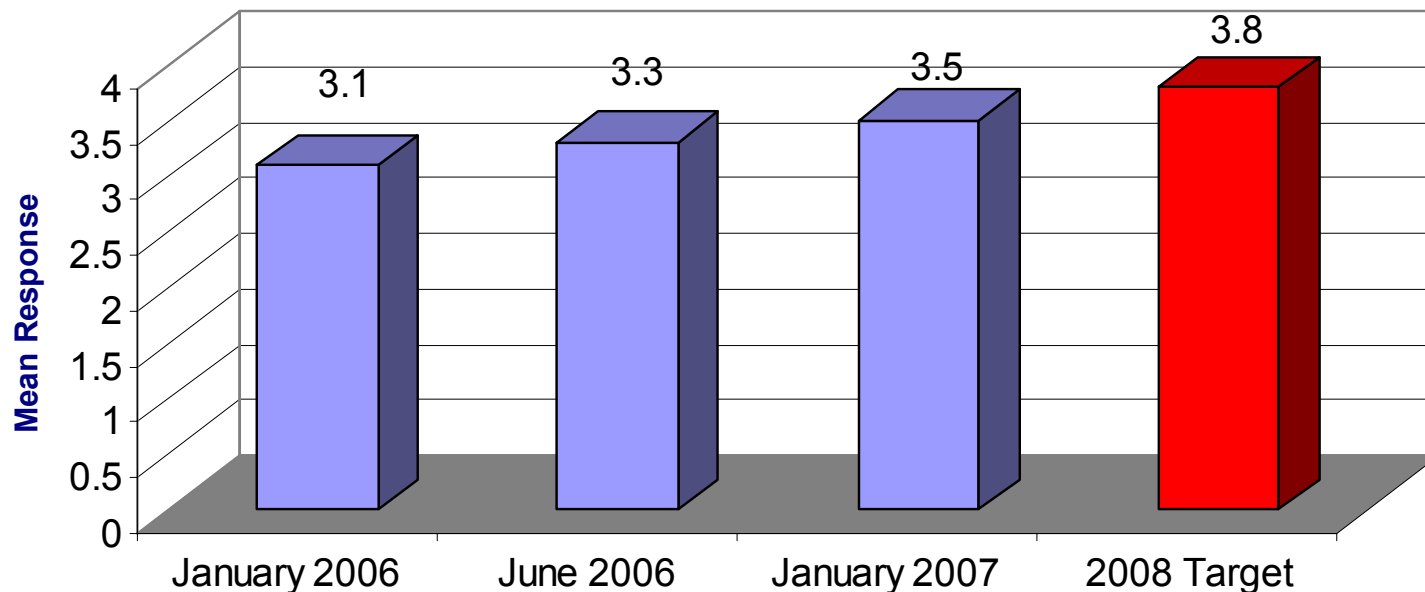
Goal 1: Clear School/ District Mission

We will create a professional culture of articulation to accomplish our mission.

Objective 1: We will create a highly professional culture that will foster a tradition of pride and respect.

a) *Utilize the district mission statement to create a common theme to be used by all shareholders.*

Perceived Level of Staff Utilization and Knowledge of District Mission Statement



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with four items on a scale of one to four with four being most favorable.

Finding: *The perceived level of staff utilization and knowledge of district mission statement has increased slowly over time.*

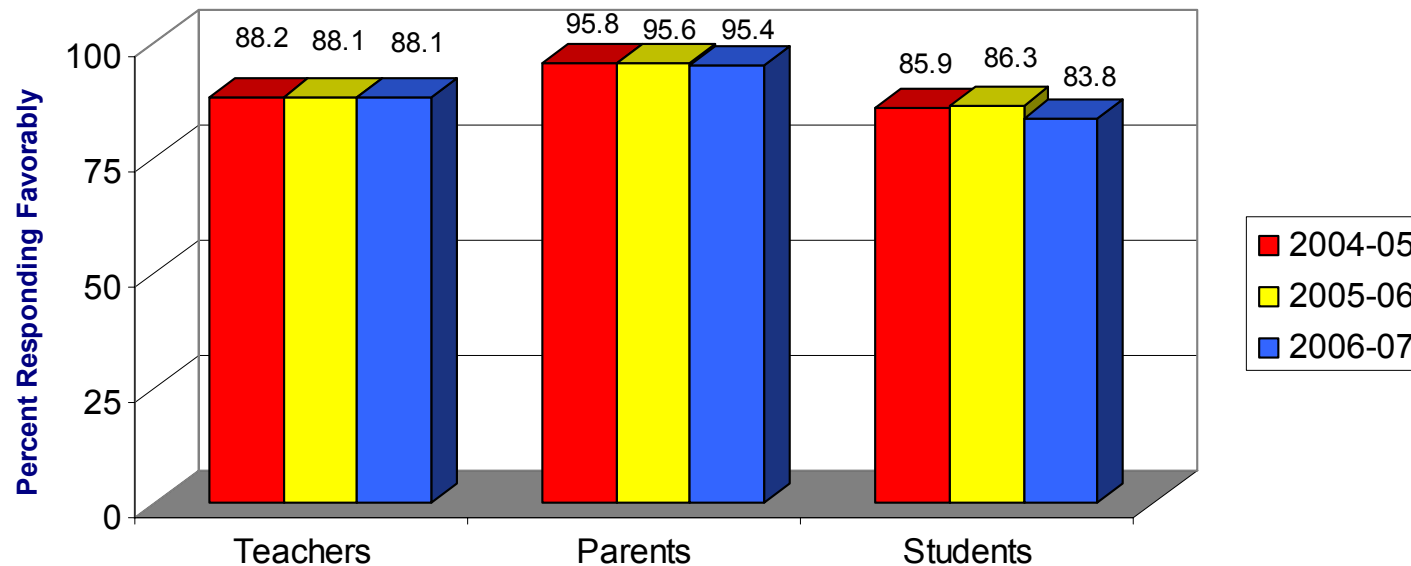
Goal 1: Clear School/ District Mission

We will create a professional culture of articulation to accomplish our mission.

Objective 1: We will create a highly professional culture that will foster a tradition of pride and respect.

b) *Communicate to employees that their individual contributions add to the entire district's success or failure.*

Response to Clear Mission on School Climate Surveys



SOURCE: School Climate Survey administered to teachers, parents, and secondary students. Construct measured with four items on a scale of one to five with five being most favorable.

Target for 2007-08: Maintain at least an 85% favorable rating among teachers, parents and students.

Finding: Over the past three years the percent responding favorably to clear mission on the School Climate Survey for teachers has remained the same but dropped slightly for parents. However, students have decreased by 2.1 percentage points.

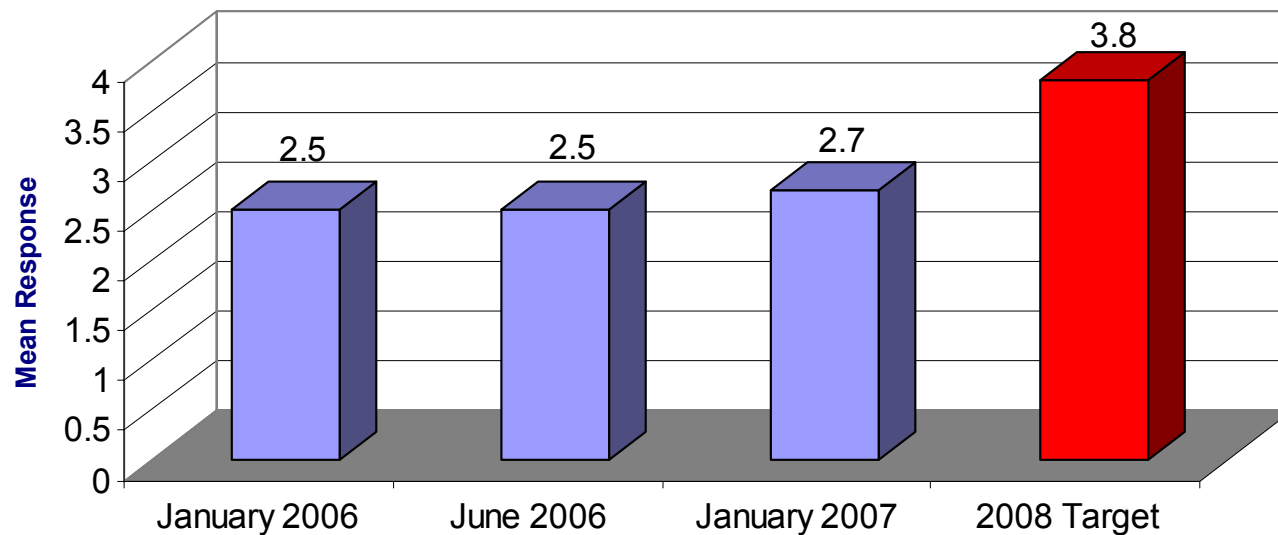
Goal 1: Clear School/ District Mission

We will create a professional culture of articulation to accomplish our mission.

Objective 2: Maintain a keen awareness of how traditions, customs, events, and calendars are impacted by the broad diversity of a changing community.

a) *Promote awareness of multi-cultural events and calendars.*

Perceived Level of Staff Awareness of Multi-Cultural Events and Calendars



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with five items on a scale of one to four with four being most favorable.

Finding: *The perceived level of staff awareness of multi-cultural events and calendars has increased slightly over time.*

Goal 1: Clear School/ District Mission

We will create a professional culture of articulation to accomplish our mission.

Objective 2: Maintain a keen awareness of how traditions, customs, events, and calendars are impacted by the broad diversity of a changing community.

a) *Promote awareness of multi-cultural events and calendars.*

Number of Multi-cultural Events with Students Impacted				
	2005-2006		2006-2007	
Event Type	Count of Events	Students Impacted	Count of Events	Students Impacted
African American Awareness Events	75	24,929	126	6,210
Hispanic Events	89	14,790	71	7,350
Other Cultural Groups' Events	282	60,281	59	28,148
Minority Parents' Events	69	10,801	29	5,172

SOURCE: Office of Diversity Management Report. Schools/Departments Reporting in 2005-06 = 77; Schools/Departments Reporting in 2006-07 = 64.

Target for 2007-08: A 3% increase over 2005-06 baseline year.

Finding: *The number of multi-cultural events and the number of students impacted for each year does not reflect all the schools in the district. However, a new system of monthly reporting has been put in place to ensure a complete and thorough report of events and number of students impacted.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

a) *Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.*

	Attendance								
	Population *			Absent 21+ days Count**			Absent 21+ days Percent		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	6,412	5,703	5,533	14%	12%	12%
Black	17,785	18,122	18,743	2,350	2,111	2,287	13%	12%	12%
Hispanic	13,713	15,710	18,086	2,071	2,093	2,267	15%	13%	13%
ESE n/L	11,377	11,384	11,306	2,378	2,250	2,284	21%	20%	20%
Non-ESE	70,324	72,966	76,255	8,729	7,979	8,178	12%	11%	11%
ELL	4,504	5,538	6,750	593	711	783	13%	13%	12%
Not ELL	77,197	78,812	80,811	10,514	9,518	9,679	14%	12%	12%
Non F/R Lunch	40,845	36,369	37,959	3,755	2,663	2,974	9%	7%	8%
F/R Lunch	40,856	47,981	49,602	7,352	7,566	7,488	18%	16%	15%
Male	42,242	43,507	45,131	5,836	5,449	5,451	14%	13%	12%
Female	39,459	40,843	42,430	5,271	4,780	5,011	13%	12%	12%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: *Population = Survey 2 and 3 match; therefore, students not present for both Survey 2 and 3 are not included. **Counts are unduplicated counts. ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: Over the past three years the number of White students in the district has decreased slightly, while the number of Blacks has increased by 5% and the Hispanic students have increased significantly (32%). Also, the percent of students receiving free/reduced lunch has increased significantly (21%). However, the percent of students absent 21+ days has decreased for all sub-groups from the baseline year (2004-05).

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

a) *Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.*

	Discipline: All Incidents								
	Population			All Incidents Count *			All Incidents Percent *		
	2004-05	2005-06	2006-07	2004-05**	2005-06**	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	51,273	51,731	43,726	108%	110%	93%
Black	17,785	18,122	18,743	41,493	44,702	39,980	233%	247%	213%
Hispanic	13,713	15,710	18,086	15,764	19,698	19,018	115%	125%	105%
ESE n/L	11,377	11,384	11,306	27,687	28,992	26,244	243%	255%	232%
Non-ESE	70,324	72,966	76,255	82,794	89,738	79,458	118%	123%	104%
ELL	4,504	5,538	6,750	2,550	3,748	4,544	57%	68%	67%
Not ELL	77,197	78,812	80,811	107,931	114,982	101,158	140%	146%	125%
Non F/R Lunch	40,845	36,369	37,959	32,247	32,553	28,210	79%	90%	74%
F/R Lunch	40,856	47,981	49,602	78,234	86,177	77,492	191%	180%	156%
Male	42,242	43,507	45,131	76,257	82,879	73,852	181%	190%	164%
Female	39,459	40,843	42,430	34,224	35,851	31,850	87%	88%	75%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Population = Survey 2 and 3 match, * Multiple incidents per student are reflected in the counts and percentages (e.g., a percentage of 200 would indicate 2 incidents per student). ** All Incidents Count for 2004-05 and 2005-06 have been recalculated based on corrections to report. ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced.

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: While the number of White students has decreased, Blacks and Hispanics have increased, and the percent of all incidents by subgroups has decreased from the baseline year; especially for Blacks and F/R lunch students (20 and 35 percentage points, respectively).

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

a) *Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.*

	Discipline: In-School Suspensions								
	Population			In-school Suspensions Count *			In-school Suspensions Count *		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	8,041	9,060	7,694	17%	19%	16%
Black	17,785	18,122	18,743	6,859	8,035	7,026	39%	44%	37%
Hispanic	13,713	15,710	18,086	2,655	3,141	3,155	19%	20%	17%
ESE n/L	11,377	11,384	11,306	5,895	6,675	5,873	52%	59%	52%
Non-ESE	70,324	72,966	76,255	11,927	13,985	12,499	17%	19%	16%
ELL	4,504	5,538	6,750	405	579	745	9%	10%	11%
Not ELL	77,197	78,812	80,811	17,417	20,081	17,627	23%	25%	22%
Non F/R Lunch	40,845	36,369	37,959	4,580	5,164	4,399	11%	14%	12%
F/R Lunch	40,856	47,981	49,602	13,242	15,496	13,973	32%	32%	28%
Male	42,242	43,507	45,131	12,643	14,911	12,871	30%	34%	29%
Female	39,459	40,843	42,430	5,179	5,749	5,501	13%	14%	13%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Population = Survey 2 and 3 match, * Multiple incidents per student are reflected in the counts and percentages (e.g., a percentage of 200 would indicate 2 incidents per student). ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced.

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: The number of White students has decreased, Blacks and Hispanics have increased; and the percent of In-school Suspensions has decreased from the baseline year for White, Black, Hispanic, Non ESE, Not ELL, F/R Lunch and Male sub-groups. ELL and Non F/R lunch has increased slightly, and both ESE n/L and Female subgroups remained unchanged.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

a) *Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.*

	Discipline: Alternative Placement								
	Population			Alternative Placement Count *			Alternative Placement Percent *		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	338	362	342	1%	1%	1%
Black	17,785	18,122	18,743	232	269	247	1%	1%	1%
Hispanic	13,713	15,710	18,086	122	120	160	1%	1%	1%
ESE n/L	11,377	11,384	11,306	87	103	97	1%	1%	1%
Non-ESE	70,324	72,966	76,255	622	657	674	1%	1%	1%
ELL	4,504	5,538	6,750	7	16	29	0.2%	0.3%	0.4%
Not ELL	77,197	78,812	80,811	702	744	742	1%	1%	1%
Non F/R Lunch	40,845	36,369	37,959	203	232	205	0%	1%	1%
F/R Lunch	40,856	47,981	49,602	506	528	566	1%	1%	1%
Male	42,242	43,507	45,131	502	575	570	1%	1%	1%
Female	39,459	40,843	42,430	207	185	201	1%	0.5%	0.5%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Population = Survey 2 and 3 match, * Multiple incidents per student are reflected in the counts and percentages (e.g., a percentage of 200 would indicate 2 incidents per student) and reflect only discipline actions, which are direct results of a referral. They do not include other alternative placements resulting from other causes, such as expulsions and DJJ.
ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced.

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: *The number of White students has decreased, while the Blacks and Hispanics have increased, but the percent of alternative placement by sub-group has remained almost unchanged from the baseline year.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

b) Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.

	Discipline: Out-of-School Suspensions (1 - 3 Days)								
	Population			Out-of-school Suspensions Count *			Out-of-school Suspensions Percent *		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	8,820	8,611	8,409	19%	18%	18%
Black	17,785	18,122	18,743	8,197	8,601	8,558	46%	47%	46%
Hispanic	13,713	15,710	18,086	2,877	3,554	3,800	21%	23%	21%
ESE n/L	11,377	11,384	11,306	5,282	5,493	5,623	46%	48%	50%
Non-ESE	70,324	72,966	76,255	14,958	15,751	15,702	21%	22%	21%
ELL	4,504	5,538	6,750	446	743	925	10%	13%	14%
Not ELL	77,197	78,812	80,811	19,794	25,501	20,400	26%	32%	25%
Non F/R Lunch	40,845	36,369	37,959	4,998	5,500	5,341	12%	15%	14%
F/R Lunch	40,856	47,981	49,602	15,242	15,744	15,984	37%	33%	32%
Male	42,242	43,507	45,131	14,604	15,319	15,481	35%	35%	34%
Female	39,459	40,843	42,430	5,636	5,925	5,844	14%	15%	14%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Population = Survey 2 and 3 match, * Multiple incidents per student are reflected in the counts and percentages (e.g., a percentage of 200 would indicate 2 incidents per student). ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced.

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: The number of White students has decreased, while the Blacks and Hispanics have increased, but the percent of Out-of-School Suspensions (1 - 3 Days) for Black, Hispanic, Non ESE, and Female subgroups has remained unchanged from the baseline year, while White, Not ELL, F/R Lunch and Male subgroups have decreased and ESE n/L ELL and Non F/R Lunch have increased.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

a) *Assess each school to determine systemic barriers for minority, challenged, and/or economically disadvantaged students.*

	Discipline: Out-of-School Suspensions (4 - 10 Days)								
	Population			Out-of-school Suspensions Count *			Out-of-school Suspensions Percent *		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	47,441	47,201	46,800	1,565	1,608	1,609	3%	3%	3%
Black	17,785	18,122	18,743	1,457	1,476	1,656	8%	8%	9%
Hispanic	13,713	15,710	18,086	605	692	839	4%	4%	5%
ESE n/L	11,377	11,384	11,306	431	534	605	4%	5%	5%
Non-ESE	70,324	72,966	76,255	3,242	3,310	3,599	5%	5%	5%
ELL	4,504	5,538	6,750	86	111	197	2%	2%	3%
Not ELL	77,197	78,812	80,811	3,587	3,733	4,007	5%	5%	5%
Non F/R Lunch	40,845	36,369	37,959	952	1,002	999	2%	3%	3%
F/R Lunch	40,856	47,981	49,602	2,721	2,842	3,205	7%	6%	6%
Male	42,242	43,507	45,131	2,509	2,686	2,886	6%	6%	6%
Female	39,459	40,843	42,430	1,164	1,158	1,318	3%	3%	3%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Population = Survey 2 and 3 match, * Multiple incidents per student are reflected in the counts and percentages (e.g., a percentage of 200 would indicate 2 incidents per student). ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced.

Target for 2007-08: The gap between subgroups in each category will be reduced to within 2%.

Finding: While the number of White students has decreased, Blacks and Hispanics have increased, but the percent of Out-of-School Suspensions (4 - 10 Days) by sub-group has either remained unchanged or increased slightly.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

b) Develop and implement individual school's Plan of Action to be included in the School Improvement Plan to eliminate systemic barriers for all students.

School Year 2005-06:

- 130 Polk County Schools were required to complete a School Improvement Plan.
- 100% have written specific objectives or strategies to reduce the achievement gap by targeting subgroups that did not make AYP, students scoring Level 1 and 2 on FCAT, or students scoring in the lowest 25% in reading in their school.

School Year 2006-07:

School Level	Number of SIPs 2006-07	Schools Incorporating Strategies to Eliminate Systemic Barriers
Elementary	62	62
Middle	19	19
Senior	14	14
Combination	6	6
Adult & Career Center	4	4
DJJ	7	7
Specialized (BEST/MWC/Teen Parent)	4	4
Charter	6	6
ESE	5	5
Alt. Ed. (BDOC/Don Woods)	2	2
Total*	125	125

SOURCE: Office of Assessment, Accountability, and Evaluation.

Note: *There were five less SIPs submitted in 06-07 than 05-06 due to closing of four schools/programs: Live Oak Academy, Central Florida Marine Institute, Apple, Haines City Literacy Learning Academy. Daniel Jenkins Senior, students are accounted for in other senior high FTE counts. Anna Woodbury and Lewis Elementary schools were combined into a single SIP for 06-07 and Lake Marion Creek Elementary was a new school in 06-07.

Target for 2007-08: At least 75% of the approved School Improvement Plans will contain action steps to eliminate systemic barriers for all students.

Finding: *The schools are incorporating strategies in their School Improvement Plans to help eliminate systemic barriers for all students.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

c) Develop and implement a Transition Plan to successfully progress students between elementary, middle, and high school.

2005-06

Elementary School to Middle School

- To assist in transition to middle school, fifth grade students visited middle schools during the 2005-06 school year.
- Parent nights were held at middle schools for incoming sixth graders.
- The Senior Director of Middle Schools addressed transitioning to middle school with elementary principals during the 2005-06 school year.
- At some schools, incoming 5th grade students are assigned a 6th grade student “pen pals”, 5th grade students shadow 6th graders, and articulation meetings are held among administrators and teachers to discuss curriculum continuity from elementary to middle school.
- A survey was administered to elementary and high school principals to capture data on current transitional practices between elementary/middle schools and middle/high schools. Data was shared with Sr. Directors at all levels to aid in the planning of future transition plans.
- Middle schools invite elementary students to attend extra curricular activities and to visit the school sites. Elementary parents are also invited to attend middle school parent events.

SOURCE: Senior Director Report

2006-07

Elementary School to Middle School

- To assist in transition to middle school, fifth grade students visited middle schools during the 2006-07 school year.
- Parent nights were held at middle schools for incoming sixth graders.
- At some schools, incoming 5th grade students were assigned a 6th grade student “pen pals”, 5th grade students shadowed 6th graders.
- Articulation meetings were held among administrators and teachers to discuss curriculum continuity from elementary to middle school.
- Middle schools invited elementary students to attend extra curricular activities and to visit the school sites. Elementary parents were also invited to attend middle school parent events.

SOURCE: Senior Director Report

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 1: Detect and eliminate any systemic barriers to minority, challenged and/or economically disadvantaged students reaching their academic and personal goals.

c) *Develop and implement a Transition Plan to successfully progress students between elementary, middle, and high school.*

2005-06

Middle School to High School

- All high schools conducted meetings with their respective feeder pattern middle schools to discuss and disseminate information relative to scheduling eighth grade students for their ninth grade year.
- College Board Vertical Team Training was conducted by College Board personnel in the areas of math and Language Arts for several high schools (George Jenkins, Kathleen, Mulberry, Haines City, Ridge Community, Daniel Jenkins and Auburndale) and their identified feeder middle schools. The training was to initiate articulation efforts in these disciplines between the high schools and their feeder middle schools to ensure the early identification of potential Advanced Placement students and to establish a dialogue between the schools relative to expectations, policies and procedures for the AP program.
- Several high schools have implemented 9th Grade or Freshman Academies as a means of further addressing the unique needs of their incoming 9th grade students.
- Learning Communities have been established within high schools. These may be in the form of departments, interdisciplinary or planning period teams, or a combination of these. Topics discussed range from cross-curricular concerns and expectations to a focused implementation of a specific school improvement strategy or initiative.
- Vertical team meetings to address curriculum and instructional issues between both middle and high school have begun among some high schools and their feeder schools.
- Articulation meetings were held with K-8 fine arts schools and Harrison School for the Arts. Harrison's principal discusses auditions and admissions procedures during visits to all middle schools.
- High school music departments met with prospective students in the 8th grade regarding continued music instruction at their high school.

2006-07

- Prior to the Winter Break, high school guidance counselors met with 8th grade students in feeder schools. Some high schools arranged for the 8th graders to visit the high school campus.
- Weekly meetings of teams and curriculum departments were held to discuss curriculum, behavior issues, teacher concerns, etc. and their findings were brought to the APC and Principal and issues addressed and actions taken accordingly.
- Funding was provided for the high schools to cover subs for 6 teachers for 2 days to teach 8th graders (incoming 9th graders) 2- reading, 2- math, and 2- science teachers.
- 8th grade reading and math teachers moved to 7th grade classes
- 7th grade reading and math teachers moved to 6th grade classes

SOURCE: Senior Director Report

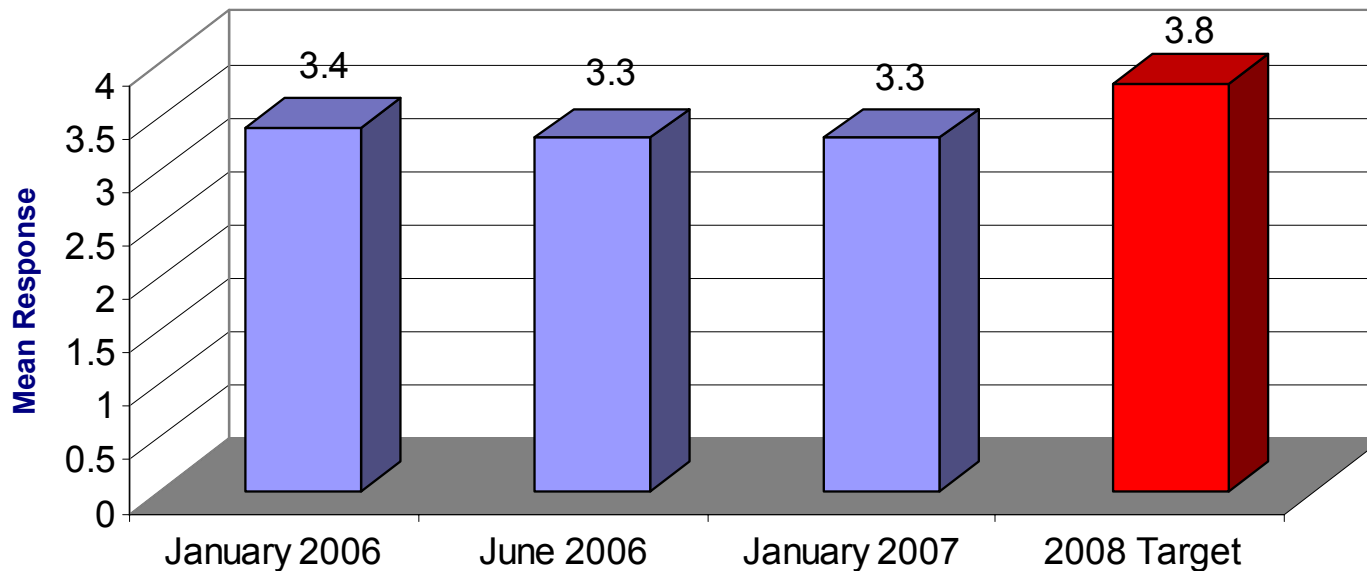
Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 2: Increase student use of effective interpersonal and decision-making skills.

- a) *Implement an effective curriculum/program/plan for social skills, problem solving, conflict resolution, character education, and goal setting of students in all grade levels.*

Perceived Level of Student Opportunity and School Utilization of Interpersonal and Decision-Making Curricula/Programs/Plans



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with five items on a scale of one to four with four being most favorable.

Finding: *The perceived level of student opportunity and school utilization of interpersonal and decision-making curricula/programs/plans has remained unchanged for the last two years.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 2: Increase student use of effective interpersonal and decision-making skills.

a) Implement an effective curriculum/program/plan for social skills, problem solving, conflict resolution, character education, and goal setting of students in all grade levels.

2005-06

- Student services department has developed and implemented a variety of training programs to assist teachers in promoting the use of social skills, problem solving, behavior management, etc. in the classroom.
- In addition to school-based training, county-wide social skills workshops were delivered to more than 100 teachers and administrators during the 2005-06 school year.
- Bullying Prevention (online Black Board course) and Crisis Intervention courses were also developed for roll out during the 2006-07 school year.

SOURCE: Student Services Department

2006-07

- Student Services staff continued training efforts across the district in the areas of behavior management, the use of social skills, and problem solving for school personnel.
- Approximately 150 teachers (predominantly new teachers) attended social skills training in September, 2006.
- The DOE approved, Keys to Character Curriculum Guide was updated monthly and distributed via e-mail to all staff and school based personnel.
- The district's health, substance abuse, and violence prevention curriculum addresses conflict resolution, problem solving and social skills was implemented in grades K-9.
- Peer mediation training was offered to all schools. Approximately 19 schools participated in the trainer of trainer model.
- "Too Good For Violence," an evidenced-based, conflict resolution/violence prevention curriculum (9 lessons) was implemented in ten schools.

SOURCE: Student Services Department

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 3: Provide opportunity and support for all students to reach their full academic potential.

a) *Develop a rigorous and relevant curriculum that will challenge students at all academic levels.*

2005-06

- In Florida public schools, the curriculum is comprised of the Sunshine State Standards. Through the work of Robert Marzano (2003) and the meta-analysis conducted by the Mid-continent Research for Education and Learning (McREL) Lab, those Standards would take a minimum of 21 years to teach effectively. In that regard, Florida is in the process of narrowing the curriculum, but Polk County educators determined that the multi-year process undertaken by the state will not serve immediate instructional needs. Therefore, starting in the spring of 2006, over 200 Polk teachers have been engaged in developing Curriculum Maps.
- Through the mapping process, educators have prioritized the curriculum by determining which standards are taught on the Florida Comprehensive Assessment Test (FCAT), as well as which standards are critically important for students to master.
- If a standard did not fit in either of these two categories, it was determined to be ranked third in importance, and optional for teachers to teach.
- Polk's Curriculum Maps are posted on the district's web-site, and sample lesson plans are being added periodically to assist teachers in sharing and accessing "best practices" lessons for their students.
- Throughout the 2006-2007 school year, Curriculum Maps will be field tested to determine if the time allocated to each Standard is adequate or if adjustments are needed. Those modifications will be done during the summer of 2007.

SOURCE: Report generated by PCSB's Learning Division

2006-07

- Teachers continued the development and refinement of the Curriculum Maps.
- Polk's Curriculum Maps were posted on the district's web-site, and sample lesson plans were added to assist teachers in sharing and accessing "best practices" lessons for students.
- Curriculum Maps were implemented and time allocations to each Standard adjusted as needed.
- Kaplan Planning Guide and on-going assessments were implemented in pilot schools as an instructional and monitoring device to assist optimal learning for students.
- Learning Focused Strategies were implemented during 2006-07 school year in Title I Corrective Action Schools.
- Professional development in Learning Focused Strategies was provided for the instructional staff at those schools.

SOURCE: Report generated by PCSB's Learning Division

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 3: Provide opportunity and support for all students to reach their full academic potential.

b) Provide training in successful differentiated instructional strategies to support student learning.

2005-06

- In 2005-06, the 24 Title I schools identified for Corrective Action planned intensive professional development in Learning Focused Solutions (Dr. Max Thompson). Learning Focused Solutions provides a model for school improvement and professional development in research-based successful strategies. The professional development is for classroom teachers, resource teachers, and school administrators.
- Title I schools identified as being “in need of improvement” are required by federal law to expend a minimum of ten percent of their Title I allocation for professional development to address areas in which their students are not making Adequate Yearly Progress. This professional development varies by school and can be for reading, math, or writing.
- The behavioral requirements of differentiated instruction are often an obstacle to effective implementation. Student Services has developed, in conjunction with the Reading First Reading Coaches, training for teachers that targets the skills necessary for students to successfully access learning centers while their teacher provides differentiated instruction to other groups.
- Successful implementation of differentiated instruction also requires that teachers identify the specific skill deficits and requirements of each child. Student services personnel are continuously assisting teachers identify the skill deficits of their at risk students.
- One “D” school piloted the School Turnaround Program successfully, improving their School Grade to an “A”. School Turnaround will be considered for Title I Corrective Action schools for the 2006-07 school year.

SOURCE: PCSB’s Title I Office and Office of Student Services

2006-07

- In 2006-07, the 24 Title I schools identified for Corrective Action participated in intensive professional development in Learning Focused Solutions (Dr. Max Thompson).
- Title I schools identified as being “in need of improvement” were required by federal law to expend a minimum of ten percent of their Title I allocation for professional development to address areas in which their students did not make Adequate Yearly Progress. This professional development varied by school for reading, math, and/or writing.
- Fourteen Title I schools participated in the School Turnaround Program. Thirteen were first year schools and one was a second year school. Most schools made significant progress with the goals set for the program.

SOURCE: PCSB’s Title I Office and Instructional Services

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 3: Provide opportunity and support for all students to reach their full academic potential.

c) *Implement differentiated instructional strategies in the classroom.*

2005-06

- In the baseline year of 2005-06, when asked to rate the use of differentiated instructional strategies in the classrooms of the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 70.4% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

2006-07

- When asked to rate the use of differentiated instructional strategies in the classrooms of the schools they supervise during the 2006-07 school year, Sr. Directors with school supervision responsibilities responded with a 88.0% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Target for 2007-08: At least a 95% favorable rating regarding differentiated instruction implementation.

Finding: Differentiated instructional strategies in the classrooms as rated by Senior Directors on the Classroom Walk-Through instrument has increased.

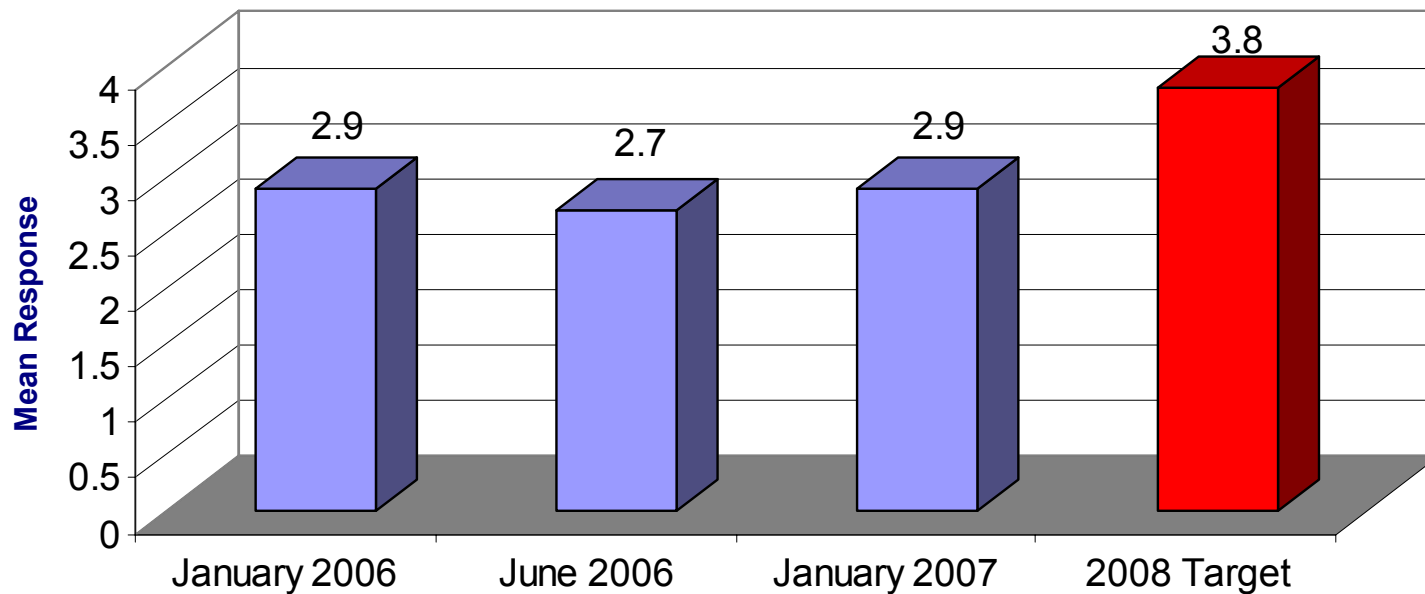
Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 4: Increase student participation and success in career and technical education.

a) *Assess and inform students regarding career and educational opportunities.*

Perceived Level of Student Opportunity and School Utilization of Career Exploration, Assessment, Planning and Preparation



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with four items on a scale of one to four with four being most favorable.

Finding: *The perceived level of student opportunity and school utilization of career exploration, assessment, planning and preparation has returned to the prior year level.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 4: Increase student participation and success in career and technical education.

b) Assist in planning and preparing for career/educational goals.

	Career/Technical Course Enrollment and Pass Rates*								
	2004-05 Enrolled		Passed	2005-06 Enrolled		Passed	2006-07 Enrolled		Passed
	Count	Percent	Percent	Count	Percent	Percent	Count	Percent	Percent
White	9,848	61%	93%	9,845	59%	93%	9,273	55%	94%
Black	3,262	53%	90%	3,503	54%	92%	3,304	48%	91%
Hispanic	1,918	49%	88%	2,255	49%	91%	2,468	46%	91%
ESE n/L	1,855	38%	87%	2,013	40%	88%	1,858	36%	87%
Non-ESE	13,520	61%	93%	13,995	59%	93%	13,625	55%	94%
ELL	342	43%	84%	424	42%	88%	494	38%	89%
Not ELL	15,033	57%	92%	15,584	57%	93%	14,989	52%	93%
Non F/R Lunch	10,043	60%	94%	9,690	58%	94%	9,006	54%	95%
F/R Lunch	5,332	52%	88%	6,318	53%	90%	6,477	49%	90%
Male	7,651	54%	91%	8,038	54%	91%	7,701	50%	92%
Female	7,724	60%	94%	7,970	58%	94%	7,782	54%	94%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Counts are per course. Students in more than one course are counted multiple times. ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

* All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: At least a 90% passing rating for all subgroups.

Finding: The percent of students enrolled in career/technical courses has decreased for all sub-groups from the baseline year. In 2006-07, the State removed the graduation requirement for a practical arts course. However, the percent passed has increased very slightly or remained unchanged.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 4: Increase student participation and success in career and technical education.

b) Assist in planning and preparing for career/educational goals.

2006-07

Industrial and Technology Education

- Began the process of updating and standardizing all Polk County Drafting and Illustrative Design programs by purchasing Autodesk Design Academy and new Gateway servers
- Developed an Engineering Academy at Ridge Community High School and a Graphic communications/Marketing Academy at Lake Region High School with AIM grants
- Opened new middle school Technology Education course at Davenport School of the Arts
- Developed new Technology Education course for the 2007-2008 school year at Mulberry Middle School
- Developed new Automotive Technology Academy at Mulberry High School for the 2007-2008 school year
- Received a CHOICE Grant to implement a construction academy at Kathleen High School for the 2007-2008 school year
- Received a Workforce Innovation Matchmaker Grant to implement a construction academy at Frostproof Middle Senior for the 2007-2008 school year
- 140 Students from 14 middle schools and high schools participated in the annual Florida Technology Student Association (TSA) State Conference and Competition
- At the 2007 Florida Technology Student Association (TSA) State Conference and Competition, Polk County TSA chapters placed 1st in 23 events, 2nd in 16 events, and 3rd in 7 events
- The 2007-2008 Florida TSA State Vice President and State Treasurer are from Polk County
- 60 students from 11 middle schools and high schools participated in the annual National Technology Student Association (TSA) Conference and Competition in Nashville, Tennessee
- At the 2007 National Technology Student Association (TSA) Conference and Competition, Polk County TSA chapters placed 1st in 3 events, 2nd in 4 events, and were finalists in 14 events
- The 2007-2008 SkillsUSA Region 3 Vice President is from Polk County

Family and Consumer Science

- Plan for new culinary facility at Traviss Career Center to open in January
- Created a Academy of Arts, Design, and Technology at Lakeland High School which includes the Fashion Design program through a Succeed Grant
- Developed a Early Childhood Education Academy, Academy of Children's and Educational Studies (ACES) at Haines City High School through an AIM Grant
- Haines City High School opened the doors to its new Happy Hornet Early Childhood Academy to recruit teachers to the Haines City area.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 4: Increase student participation and success in career and technical education.

b) Assist in planning and preparing for career/educational goals.

Family and Consumer Science (Continued)

- George Jenkins High School Early Childhood Program implemented a \$25,000 Choice Grant in which a program was developed with Polk Community College that will eventually offer graduates 12 credits upon graduation.
- Polk County Family Career and Community Leaders of America had 35 state winners.
- Polk County Family Career and Community Leaders of America had 9 students attend the National Leadership Conference, 8 received a gold medal and 1 attended as a Florida State Vice President.
- George Jenkins High School Culinary Students participated in 3 events: Waiter's Relay, 3rd place, 3 students, 1 alternate; Gourmet Meal, 7th place, 4 students; and the Knowledge Bowl, 4 students at the Florida Restaurant and Lodging Association Educational Foundation ProStart Culinary Competition.
- Seven teachers attended the FRLA Education Foundation ProStart training at Johnson and Wales University in Miami in June 2007.
- District V State Vice President of FCCLA from Polk County

Health Science Education

- Implemented CHOICE grant at three of five chosen high schools to begin development of Medical Academies: Auburndale High School, Bartow High School, and George Jenkins High School
- Hired a new Senior Coordinator for the Health Science Education students through a Department of Labor grant in partnership with Polk Community College
- Increased programs at Auburndale High School and Lake Gibson High School one unit by the end of year
- Planned for new programs at Lake Region High School and Winter Haven High School opened August 2007
- Polk County HOSA students held the first annual HOSA Rally with 60 in attendance.
- Over one hundred Polk County HOSA students participated in the Regional competitions
- Over fifty Polk County HOSA students participated in the State Leadership Conference
- Thirty Polk County HOSA students attended the National Leadership conference with two first place and one third place awards received.

Business, Marketing and Diversified Education

- Developing Curriculum Maps for each of the Programs
- Held professional development training over the summer for the Business teachers to become MOS and IC3 certified-This means that the teachers have qualified to certify their students for Industry Certification in these areas.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 4: Increase student participation and success in career and technical education.

b) Assist in planning and preparing for career/educational goals.

Business, Marketing and Diversified Education (Continued)

- Developed the Polk Academy of Business and Technology (Lake Gibson Senior High)-This is the only Academy that offers CTE honors courses-Pursuing National Accreditation- Member of the National Career Academy Coalition
- Developed the Academy of Legal Studies (George Jenkins High School)-Pursuing National Accreditation-Member of the National Career Academy Coalition
- Offers the Academy of Finance (Lake Gibson Senior High) Member of the National Academy of Finance
- Offers the Imagination Inc. Academy (Lake Region High) Member of the National Career Academy Coalition
- Two of our students placed in the National FBLA competition
- Academy of Legal Studies was chosen for the SUCCEED Florida Career Paths Planning Grant
- We have been working on Programs of Study that has articulated credit for each program area

Agriscience, Natural Resources and Public Service Education

- Criminal Justice Academy was implemented at Kathleen Sr. High School using SUCCEED, Perkins AIM grants, and budgeted funds.
- Partnership was formed with Lakeland Electric to develop and implement a Power Academy at Tenoroc High School.
- Partnership was formed with Division of Environmental Protection for joint use of the Homeland Farm Property.
- Dialog began to establish an Agricultural and Food Science Academy at Tenoroc High School.
- Three high schools jointly submitted and received grant funding from USDA for 07-08 to implement industry certification, teacher recruitment, and agri-science research projects.
- Students exhibiting projects in the Polk County Youth Fair received \$432,084.86 in premiums and sales.
- Over 5500 fourth graders participated in the Agrifest – a joint effort between PCSB and Polk County Farm Bureau.

Tech Prep Accomplishments

- Increased number of Articulation Agreements for all program areas with Polk Community College, Hillsborough Community College and South Florida Community College
- Changes in reporting procedures have provided the opportunity to track students in Tech Prep Programs. Therefore, the number of students enrolled in Tech Prep Programs increased overall.
- Professional Development was co-facilitated during the summer in the areas of Curriculum Mapping and End of Year Exams
- Plans to expand the use of Distance Learning in Career and Technical Program courses
- Developmental stages - Creating Marketing materials for all CTE programs

SOURCE: Office of Workforce Education

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 5: Implement a balanced reading program at every grade level in every school.

a) *Provide training and facilitate incorporation of the K-12 Reading Program.*

2005-06

- In Florida public schools, the curriculum is comprised of the Sunshine State Standards. Through the work of Robert Marzano (2003) and the meta-analysis conducted by the Mid-continent Research for Education and Learning (McREL) Lab, those Standards would take a minimum of 21 years to teach effectively. In that regard, Florida is in the process of narrowing the curriculum, but Polk County educators determined that the multi-year process undertaken by the state will not serve immediate instructional needs. Therefore, starting in the spring of 2006, over 200 Polk teachers have been engaged in developing Curriculum Maps.
- Through the mapping process, educators have prioritized the curriculum by determining which standards are taught on the Florida Comprehensive Assessment Test (FCAT), as well as which standards are critically important for students to master.
- If a standard did not fit in either of these two categories, it was determined to be ranked third in importance, and optional for teachers to teach.
- Curriculum Maps are posted on the district's web-site, and sample lesson plans are being added periodically to assist teachers in sharing and accessing "best practices" lessons for their students.
- Throughout the 2006-2007 school year, Curriculum Maps will be field tested to determine if the time allocated to each Standard is adequate or if adjustments are needed. Those modifications will be done in the summer of 2007.

SOURCE: Report generated by PCSB's K-12 Reading Department.

2006-07

- Through the explicit and systematic work of many teachers the Reading curriculum maps were easily accessible for use by all teachers of reading. Grade specific maps are currently posted on the district's website under "Quick Links". The maps contain built in recommended time lines for purposeful, explicit, systematic instruction related to the assessed (FCAT) Sunshine State Standards.
- Many modifications to the maps and the timelines were made based on teacher feedback.
- Components of the curriculum maps were identified in a user friendly curriculum map Overview. Components include: Key Learning(s), Unit Essential Question(s), Optional Instructional Tools, Concepts, Lesson Essential Questions, and Vocabulary.
- Attachment documents were provided to assist the teachers as content is being taught.
- To ensure that individual teachers had the level of intensity needed for professional growth, based on student achievement data; professional development activities were individualized.
- The district's professional development schedule was accessible to teachers on the K-12 Reading website. The focus is on explicit and systematic reading instruction grounded in the principles of scientifically-based reading research (SBRR).
- All research-based activities were aligned with the Florida Formula for Success.

SOURCE: Report generated by PCSB's K-12 Reading Department.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 5: Implement a balanced reading program at every grade level in every school.

b) Provide appropriate assessment, placement and reading instruction for students.

2005-06

- Screening, progress monitoring and outcome instruments are being administered and data reported through several tracking mechanisms.
- Students' progress is monitored three/four times each year and through data analysis efforts instructional decisions are made for individual students and groups of students.
- Through progress monitoring efforts the teacher is informed about the students' progress in learning to read at grade level throughout the school year. Reports provide specific data showing how students are doing school wide and district wide.
- Data elements also show how students in the district are doing in comparison to the set benchmark for achieving grade-level reading and addressing gaps in achievement.

SOURCE: Report generated by PCSB's K-12 Reading Department.

2006-07

- The district tracked screening, progress monitoring and outcome measures data through the Progress Monitoring & Reporting Network, Kaplan, Odyssey and the Student Automated Data Base.
- Progress monitoring of student achievement continued to take place three/four times each year. The data was used to adjust instruction for whole group and/or small group instruction to meet the individual needs of all students.
- Whole group reading instruction was presented to students at grade level; but small group instruction was differentiated.
- Immediate intensive intervention (iii) was provided to students as determined by progress monitoring and other forms of assessment.
- Students had access to leveled reading text.
- Content area teachers incorporated the use of instructional strategies that focused on vocabulary and comprehension skills.
- Classroom libraries included an assortment of non-fiction leveled text.
- Tutoring and mentoring activities were linked to reading instruction in the classroom.

SOURCE: Report generated by PCSB's K-12 Reading Department.

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 6: Enhance the effectiveness of Alternative Education.

- a) *Identify and secure funding to provide salaries and incentives to attract and retain highly qualified staff, to encourage new approaches, and to evaluate programs in meeting the needs of students.*

Highly Qualified Instructional Personnel at Alternative Education Schools

	Applicable Courses	Applicable Courses with Highly Qualified Staff	Percent
2004-05	729	342	46.9%
2005-06*	700	566	80.9%
2006-07*	1,065	893	83.8%

SOURCE: Report Human Resources Department

NOTES: *Excludes Bill Duncan and Don Woods Centers.

Target for 2007-08: Increase the percent of highly qualified staff at alternative education schools to at least 85%.

Finding: *The number of applicable courses as well as the number of applicable courses with highly qualified staff has increased significantly from the baseline year.*

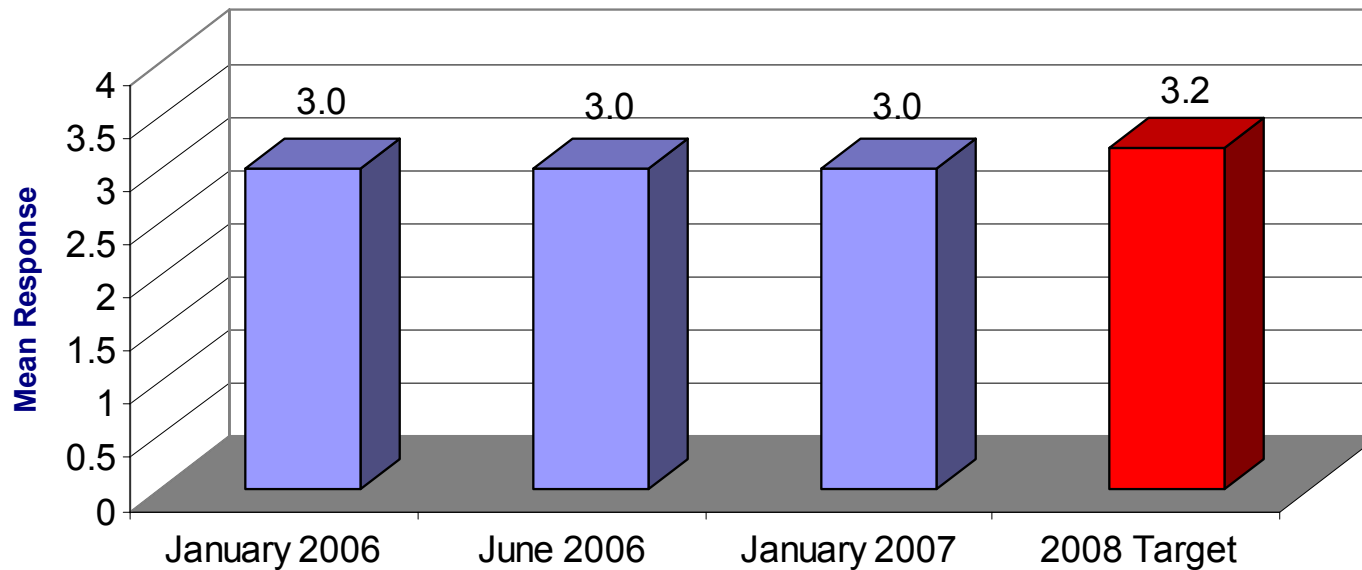
Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 6: Enhance the effectiveness of Alternative Education.

- a) *Identify and secure funding to provide salaries and incentives to attract and retain highly qualified staff, to encourage new approaches, and to evaluate programs in meeting the needs of students.*

Perceived Level of Student Opportunity and School Utilization of New and Innovative Approaches to Alternative Education



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with four items on a scale of one to four with four being most favorable.

Finding: *The perceived level of student opportunity and school utilization of new and innovative approaches to alternative education has remained unchanged over time.*

Goal 2: Opportunity to Learn

We will ensure students realize their highest potential.

Objective 7: Implement a bell/transportation schedule for schools that is consistent with optimum student performance research concerning daily beginning and ending times for students.

a) Develop, implement, and evaluate a research-based bell/transportation schedule for optimum student performance.

2005-06

- After evaluating research-based bell/transportation schedules for optimum student performance, it was determined to be cost prohibitive under current conditions.

SOURCE: PCSB's Learning Division.

2006-07

- This objective was not addressed in 2006-07 because of cost.

SOURCE: PCSB's Learning Division.

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 1: Drive the teaching/learning process based on the goals, objectives, strategies, and evaluations in the School Improvement Plans.

a) *Develop and approve School Improvement Plans according to DOE template and guidelines.*

2005-06

- The 2005-06 school year is the baseline year.
- All “F”, “D” and Title I Schools In Need of Improvement (SINI) have incorporated the Continuous Improvement Model (CIM) in their School Improvement Plans.
- While schools are at different levels of implementation, they have all been trained either by the DOE or Mary Barksdale on the CIM process and are customizing the model to meet the needs of their school.
- School Improvement plans for Non Title I and non “F” schools were approved by the board on July 26, 2005.
- School Improvement Plans for Schools in Need of Improvement were approved by the board on November 8, 2005.
- To improve the quality of School Improvement Plans, a peer review process was developed and implemented in September 2005. It provided feedback to schools regarding each component of their plan as well as training to evaluate plans.

SOURCE: Office of Assessment, Accountability, and Evaluation.

2006-07

- “D” schools used the Continuous Improvement Model (CIM) with the exception of Ridge Community Senior High and Lake Wales Senior High (Charter School). Ridge Community Senior re-structured the school into four-small learning communities based upon the benefits supported by research in “An Overview of Smaller Learning Communities in High Schools”, conducted by the U.S. Department of Education in 2001 which shows that high school students are more successful when they attend small schools.
- All Title I SINI schools incorporated the Continuous Improvement Model in their School Improvement Plan.
- Every school that used the Continuous Improvement Model (CIM) received professional development for the implementation of CIM.
- The greatest number of School Improvement Plans was approved by the Board of Education on 10/24/06. DJJ and other specialized programs were approved on 11/21/06.
- A peer review process was used to check each school’s School Improvement Plan and suggestions were offered to make the plan more complete and efficient.

SOURCE: SOURCE: Office of Assessment, Accountability, and Evaluation.

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 1: Drive the teaching/learning process based on the goals, objectives, strategies, and evaluations in the School Improvement Plans.

b) Use of School Improvement Plans to drive teaching/learning.

2005-06

- In the baseline year of 2005-06, when asked to rate the incorporation of the Continuous Improvement Model (CIM) in the School Improvement Plans of the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 45.5% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

2006-07

- In 2006-07, when asked to rate the incorporation of the Continuous Improvement Model (CIM) in the School Improvement Plans of the schools they supervise, Sr. Directors with school supervision responsibilities responded with an 84.1% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Target for 2007-08: At least a 90% of the schools will receive a favorable rating regarding CIM implementation.

Finding: *Incorporation of the Continuous Improvement Model (CIM) in the School Improvement Plans as rated by Senior Directors on the Classroom Walk-Through instrument has increased.*

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 2: Align curriculum that reflects the knowledge and skills students are expected to master at each level, K through 12, based on Sunshine State Standards.

a) *Review, revise, and align a rigorous and relevant curriculum based upon Sunshine State Standards.*

2005-06

- A meta-analysis conducted by the Mid-continent Research for Education and Learning (McREL) Lab revealed that a guaranteed and viable curriculum ranked first in terms of having the most impact on student achievement.
- Five action steps were recommended to assist school districts in their quest to provide this most critical of assurances for a quality education.
 - Identify and communicate the content considered essential for all students versus that considered supplemental.
 - Ensure that the essential content can be addressed in the amount of time available for instruction.
 - Sequence and organize the essential content in such a way that students have ample opportunity to learn it.
 - Ensure that teachers address the essential content.
 - Protect the instructional time that is available.
- In the spring of 2006, over 200 Polk teachers were engaged in developing Curriculum Maps. These Maps provide a scope and sequence for the curriculum.
- The revised curriculum will focus the energies of Polk's teachers into teaching the most important standards in a prioritized fashion, resulting in a less-fragmented, better defined curriculum.

SOURCE: PCSB's Learning Division.

2006-07

- Teachers continued the development and refinement of the Curriculum Maps.
- The revised curriculum maps and timelines focused the energies of Polk's teachers into teaching the most important standards in a prioritized fashion, resulting in a less-fragmented, better defined curriculum.
- Learning Focused Strategies were implemented during 2006-07 school year in Title I Corrective Action Schools.
- Professional development in Learning Focused Strategies was provided for the instructional staff at those schools.

SOURCE: PCSB's Learning Division.

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 2: Align curriculum that reflects the knowledge and skills students are expected to master at each level, K through 12, based on Sunshine State Standards.

b) Monitor and evaluate curriculum based on disaggregated student data.

Students Scoring FCAT Achievement Level 3 or Higher						
Group	% Proficient Reading			% Proficient Math		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	55	58	60	60	61	64
Black	30	33	36	31	33	38
Hispanic	35	38	39	38	40	45
ESE n/L	15	15	16	18	17	19
Non-ESE	52	55	56	56	56	60
ELL	24	20	23	27	23	29
Not ELL	48	50	51	52	53	55
F/R Lunch	39	42	43	40	42	46
Non F/R	57	58	63	64	63	68

SOURCE: Florida Department of Education

NOTE: ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

Target for 2007-08: The gap between the achievement level 3 or higher will decrease by 3 percentage points in each subgroup over 2004-05 baseline year.

Finding: The percent of proficient students (scoring FCAT Achievement Level 3 or Higher) for reading has increased steadily for all subgroups; except English Language Learners (ELL). For math, the percent has increased steadily for all sub-groups.

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 2: Align curriculum that reflects the knowledge and skills students are expected to master at each level, K through 12, based on Sunshine State Standards.

b) Monitor and evaluate curriculum based on disaggregated student data.

2005-06

Utilizing disaggregated student data:

- School Improvement Plans and Charter Accountability Plans were developed with action plans targeting lowest performing AYP subgroups.
- self-evaluations and reports of progress towards achievement goals among subgroups were produced.
- instructional decisions/changes to address specific subgroups have been made.
- curriculum decisions/modifications have been made.
- the inclusion model was implemented in schools to ensure exposure to standard curriculum for FCAT tested ESE students.
 - In 2005-06, 59 schools used inclusive practices.
 - 39 elementary, 12 middle, 8 high
- middle school principals and assistant principals participated during their monthly meetings in data desegregation sessions in the area of reading, writing, and mathematics.
- some of the Title I schools used FCAT Test Maker and Test Tool to monitor the mastery of reading and math benchmarks.

SOURCE: Sr. Directors and Directors Reports

2006-07

Utilizing disaggregated student data:

- School Improvement Plans and Charter Accountability Plans were reviewed/revised/developed with action plans targeting lowest performing AYP subgroups.
- Progress monitoring towards achievement goals among subgroups was conducted.
- The inclusion model continued to be implemented in schools to ensure exposure to standard curriculum for FCAT tested ESE students.
 - In 2006-07, 70 schools used inclusive practices
 - 46 elementary, 13 middle, 1 middle-senior, 10 high
- Teachers in Title I schools were trained to analyze test results to focus instruction on student needs in reading and math, particularly for subgroups scoring below the proficiency level on FCAT.

SOURCE: Sr. Directors and Directors Reports

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 2: Align curriculum that reflects the knowledge and skills students are expected to master at each level, K through 12, based on Sunshine State Standards.

b) Monitor and evaluate curriculum based on disaggregated student data.

ESE

The number of students with disabilities ages 6-21 in regular class, resource room, separate class, and other separate environment, divided by the total number of students with disabilities ages 6-21 reported in December (survey 9) for 2004-05 and 2005-06 and October (survey 2) for 2006-07. Regular class includes students who spend 80 percent or more of their school week with non-disabled peers. Resource room includes students spending between 40 and 80 percent of their school week with non-disabled peers. Separate class includes students spending less than 40 percent of their week with non-disabled peers. Other separate environment includes students served in public or private separate schools, residential placements or hospital/homebound placements.

EDUCATIONAL ENVIRONMENT						
	Regular Class			Resource Room		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Polk	1%	50%	57%	1%	18%	18%
State	49%	55%	58%	21%	19%	18%

	Separate Class			Other Separate Environment		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Polk	97%	31%	25%	<1%	<1%	0%
State	27%	22%	22%	3%	3%	2%

Source: Florida Department of Education 2007 LEA Profile

Target for 2007-08: percentage of integration that is associated with greater integration than state percentages.

Finding: Exceptional student education (ESE) has been integrated into regular classes and resource rooms while the percentage of ESE students has dropped dramatically in separate classes and environments.

Goal 3: High Expectations

We will ensure that our instruction and curriculum meet the educational needs of each student.

Objective 3: Establish a formalized inter- and intra-school process of articulation.

a) *Schedule and conduct formalized inter- and intra-school meetings and discussions.*

2005-06

Inter-school meetings and discussions included:

- Grade level meetings
- Intervention Assistance Team (IAT) meetings
- Vertical teaming
- Faculty meetings
- Various Trainings

Intra-school meetings and discussions included:

- Monthly charter school director's meetings
- Middle school principals and assistant principals met monthly to discuss curriculum and instruction issues.
- Vertical team data studies

SOURCE: Sr. Directors and Directors Reports

2006-07

Inter-school meetings and discussions continued to include:

- Grade level meetings
- Intervention Assistance Team (IAT) meetings
- Vertical teaming
- Faculty meetings
- Professional development, as needed
- Small learning communities
- New Teacher Meetings (teachers who are new to education and teachers who are new to the school)

Intra-school meetings and discussions continued to include:

- Monthly charter school director's meetings
- Principals and Assistant Principals met monthly to discuss curriculum and instruction issues on their level.
- Vertical team data studies
- Secondary Curriculum and Issues Committee

SOURCE: Sr. Directors and Directors Reports

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 1 Increase student proficiency levels to meet the state standards.

Percent of Students Scoring FCAT Achievement Level 3 or Higher											
Grade Level	Reading			Mathematics			Writing+ Essay (3.5 and above)			Science	
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2006	2007
3	64	71	66	63	66	71	NA	NA	NA	NA	NA
4	66	59	63	58	60	63	76	79	83	NA	NA
5	59	61	65	50	50	52	NA	NA	NA	28	34
6	48	56	54	36	41	40	NA	NA	NA	NA	NA
7	44	54	54	42	44	46	NA	NA	NA	NA	NA
8	36	39	42	50	50	55	76	81	83	24	32
9	27	34	33	49	50	52	NA	NA	NA	NA	NA
10	26	24	28	55	54	56	77	73	74	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA	27	26

SOURCE: Florida Department of Education

Target for 2007-08; A 9% increase in each area by grade over 2004-05 baseline year.

Findings:

- The percent of proficient students (scoring FCAT Achievement Level 3 or Higher) for reading has not been consistently increasing over time for all grades.
- The percent of proficient students (scoring FCAT Achievement Level 3 or Higher) for math has consistently increased over time for all grades.
- The percent of students scoring 3.5 and above in FCAT Writing+ Essay has increased over time for grades 4 and 8 but has decreased for grade 10.
- The percent of proficient students (scoring FCAT Achievement Level 3 or Higher) for science has increased for grades 5 and 8 but has decreased slightly for grade 10.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 1 Increase student proficiency levels to meet the state standards.

Grade	Students Scoring At or Above the SAT10 45th National Percentile					
	Reading			Math		
	2004-2005	2005-2006	2006-2007	2004-2005	2005-2006	2006-2007
1	48.4%	54.7%	57.4%	53.8%	57.4%	56.5%
2	57.1%	60.3%	60.1%	55.2%	56.9%	59.7%

SOURCE: Office of Assessment, Accountability, and Evaluation.

Target for 2007-08: The median National Percentile rank will increase by 3 percentage points in each area by grade over 2004-05 baseline year.

Findings:

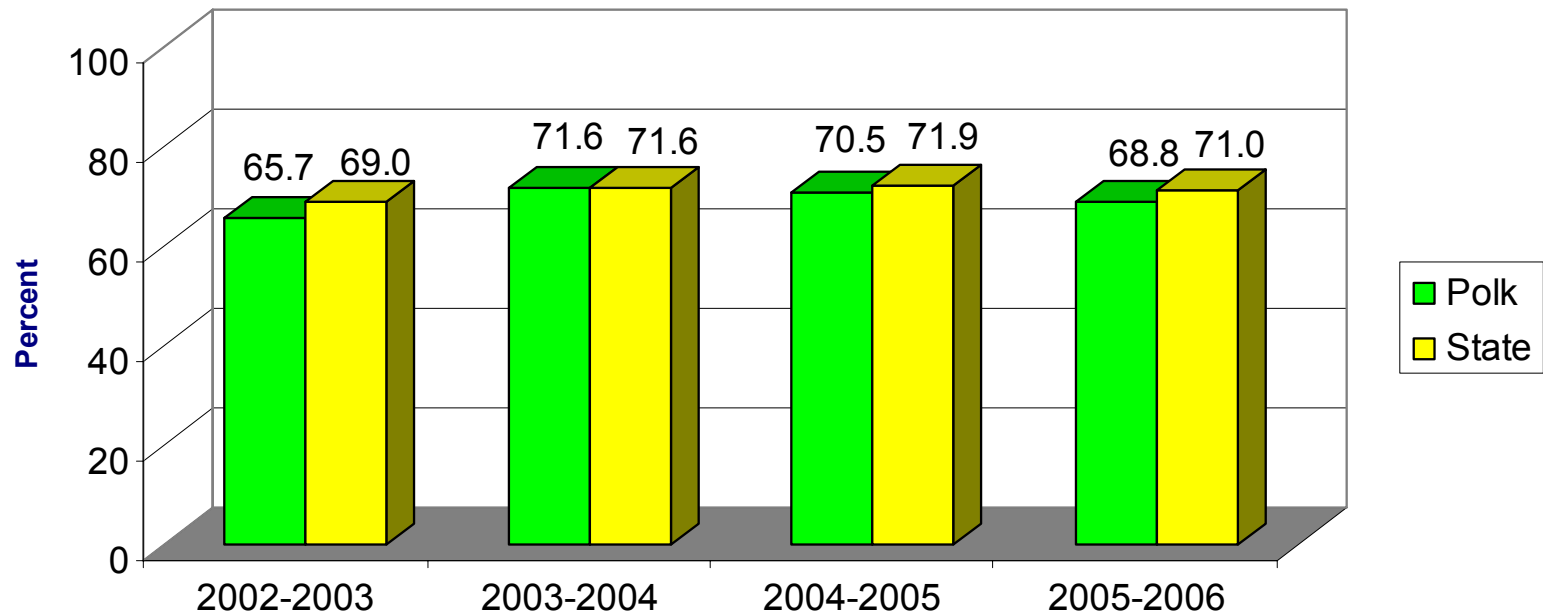
- *The percent of grade 1 and 2 students scoring at or above the 45th National Percentile on the SAT10 for reading has increased from the baseline year.*
- *The percent of grade 1 and 2 students scoring at or above the 45th National Percentile on the SAT10 for math has increased from the baseline year.*

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 1 Increase student proficiency levels to meet the state standards.

Graduation Rates



SOURCE: Florida Department of Education

Target for 2007-08: A 9% increase over 2004-05 baseline year. (Aligned with Polk Vision’s Goal)

Finding: The graduation rate for both the district and the state has decreased from 2004-05 to 2005-06.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 1 Increase student proficiency levels to meet the state standards.

ESE Standard Diploma Rates									
	Standard Diploma through Meeting All Graduation Requirements			Standard Diploma through GED Exit Option			Standard Diploma through FCAT Waiver		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Polk	20%	20%	22%	<1%	2%	<1%	13%	17%	21%
State	42%	41%	38%	1%	2%	1%	14%	15%	18%

Source: Florida Department of Education 2007 LEA Profile

Target for 2007-08: Increase Standard Diploma rates to at least the state percentage.

Finding Standard Diploma through GED Exit option mirrors the state percentages, Standard Diploma through FCAT Waiver is greater than the state average, and Standard Diploma through meeting all graduation requirements has increased slightly from the baseline year.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Students Scoring FCAT Achievement Level 3 or Higher						
Group	% Proficient Reading			% Proficient Math		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	55	58	60	60	61	64
Black	30	33	36	31	33	38
Hispanic	35	38	39	38	40	45
ESE n/L	15	15	16	18	17	19
Non-ESE	52	55	56	56	56	60
ELL	24	20	23	27	23	29
Not ELL	48	50	51	52	53	55
F/R Lunch	39	42	43	40	42	46
Non F/R	57	58	63	64	63	68

SOURCE: Florida Department of Education

NOTE: Grades 3 – 10 combined; ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

Target for 2007-08: The gap between the achievement level 3 or higher will decrease by 3 percentage points in each subgroup over 2004-05 baseline year.

Finding: The percent of proficient students (scoring FCAT Achievement Level 3 or Higher) for reading has increased steadily for all subgroups; except English Language Learners (ELL). For math, the percent has increased steadily for all sub-groups.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	FCAT NRT Median National Percentile Ranks					
	Median NP Reading			Median NP Math		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
White	60	70	68	65	72	73
Black	38	48	50	44	49	55
Hispanic	41	51	51	49	53	58
ESE n/L	22	25	26	29	28	33
Non-ESE	60	66	66	63	68	71
ELL	21	27	24	31	34	36
Not ELL	59	64	63	64	66	68
F/R Lunch	43	53	54	49	55	61
Non F/R	65	72	75	70	75	80

SOURCE: Florida Department of Education

NOTE: Grades 3 – 10 combined; ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

Target for 2007-08: The gap between the median National Percentile rank will decrease by 3 percentage points in each subgroup over 2004-05 baseline year.

Finding: The Median National Percentile Ranks in Math have increased for all of the groups over the baseline year (2004-05). However, the “ELL”, “Not ELL”, and “White” subgroups have all decreased in the Median National Percentile Ranks in Reading from last year.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	Students Scoring At or Above the SAT10 45 th National Percentile					
	% Proficient Reading			% Proficient Math		
	2004-2005	2005-2006	2006-07	2004-2005	2005-2006	2006-07
White	62	67	68	66	69	71
Black	42	48	54	38	42	43
Hispanic	38	43	46	39	44	46
ESE n/L	25	28	28	34	34	34
Not ESE	56	61	62	57	60	61
ELL	28	32	33	27	33	34
Not ELL	56	61	66	58	61	62
F/RL	44	50	51	47	49	51
Not F/RL	71	75	77	72	74	75

SOURCE: Office of Assessment, Accountability, and Evaluation

NOTE: Grades 1 & 2 combined; ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

Target for 2007-08: The gap between the median National Percentile rank will decrease by 3 percentage points in each subgroup over 2004-05 baseline year.

Finding: The percentage of students scoring at or above the 45th National Percentile on the SAT 10 increased for all subgroups in reading and math, except the "ESE n/L" subgroup which remained unchanged.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	DIBELS Final Oral Reading Fluency Assessment Percent <u>Low Risk</u>								
	Grade 1			Grade 2			Grade 3		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
White	58.7%	63.0%	69.9%	54.3%	54.4%	52.9%	45.5%	46.4%	61.2%
Black	48.2%	53.5%	64.8%	42.7%	41.8%	40.8%	35.0%	34.9%	50.3%
Hispanic	42.7%	47.2%	54.4%	41.1%	42.3%	41.9%	35.2%	36.4%	49.8%
ESE n/L	25.5%	30.2%	43.4%	22.2%	21.1%	26.3%	15.9%	17.1%	34.2%
Not ESE	56.7%	60.4%	66.9%	52.3%	52.1%	49.6%	43.4%	44.4%	59.2%
LEP	32.6%	35.5%	43.9%	30.2%	30.4%	32.3%	24.2%	23.9%	39.2%
Not LEP	55.7%	60.2%	68.7%	51.6%	56.1%	50.1%	43.1%	44.1%	59.0%
F/R Lunch	46.3%	51.0%	58.7%	41.8%	42.6%	40.8%	34.4%	35.5%	49.7%
Non F/R	69.7%	72.8%	79.6%	64.7%	63.8%	62.7%	56.1%	55.3%	70.3%

SOURCE: FL Center for Reading Research, DIBELS (PMRN) website, District Demographic Report

NOTE: ESE n/L = Exceptional Student Education not Gifted; ELL = English Language Learner; F/R = Free/Reduced

*Based on 3 assessments not 4 assessments.

Target for 2007-08: Increase the percent of low risk students for all sub-groups.

Finding: All subgroups have increased the percent of LOW RISK students in Grades 1 and 3. However, in grade 2 almost all subgroups have decreased from the baseline year, except ESE n/L and LEP students who have increased.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

School Performance

School Grade	2005 Polk	2005 State	2006 Polk	2006 State	2007 Polk	2007 State
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
A	42 (37%)	1,254 (45%)	45 (41%)	1,467 (53%)	51 (47%)	1,472 (52%)
B	22 (19%)	589 (21%)	31 (28%)	610 (22%)	22 (20%)	469 (17%)
C	36 (31%)	619 (22%)	28 (25%)	570 (20%)	28 (26%)	588 (21%)
D	9 (8%)	230 (8%)	5 (5%)	121 (5%)	7 (6%)	220 (8%)
F	6 (5%)	78 (3%)	1 (1%)	21 (1%)	1 (1%)	82 (3%)
AYP						
Yes	46 (34%)	1,116 (36%)	32 (24%)	916 (28%)	43 (33%)	1,061 (33%)
No	61 (47%)	1,162 (37%)	54 (40%)	1,041 (33%)	54 (40%)	2,172 (67%)
Provisional	25 (18%)	825 (27%)	49 (36%)	1,240 (39%)	35 (27%)	NR*

SOURCE: Florida Department of Education

NOTE: AYP is based on percent of proficient students. Reading and math proficiency for 2005 was 37% and 44% respectively, 44% and 50% for 2006, and 51% and 56% for 2007. NR - Identification of Provisional AYP designation at the State level was reported as "No".

Target for 2007-08: Increase the percent of A and B schools by 9% and increase the percent of schools meeting AYP by 9%.

Finding: The changes in Grades and AYP status for the district are fairly consistent with the pattern seen in the state data. In 2007, Polk had an increase in the number of "A" schools and the percent of "D" and "F" schools was below the State percent for "D/F" schools. Also, the number of schools who received a "Yes" designation for AYP status has increased from 2006. Polk has the same percent of schools receiving a "Yes" designation for AYP status as the State.

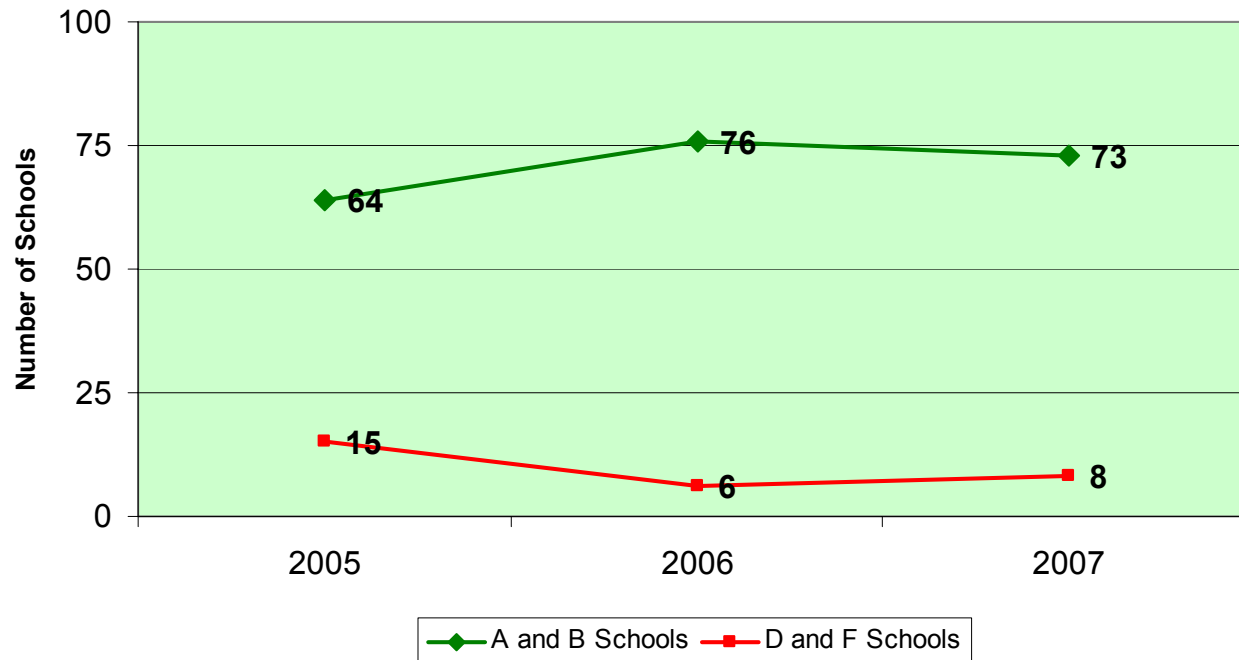
Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

School Performance

**School Grades
2005 -2007**



SOURCE: Florida Department of Education

NOTE: AYP is based on percent of proficient students. Reading and math proficiency for 2005 was 37% and 44% respectively, 44% and 50% for 2006, and 51% and 56% for 2007.

NR - Identification of Provisional AYP designation at the State level was reported as "No".

Target for 2007-08: Increase the percent of A and B schools by 9% and increase the percent of schools meeting AYP by 9%.

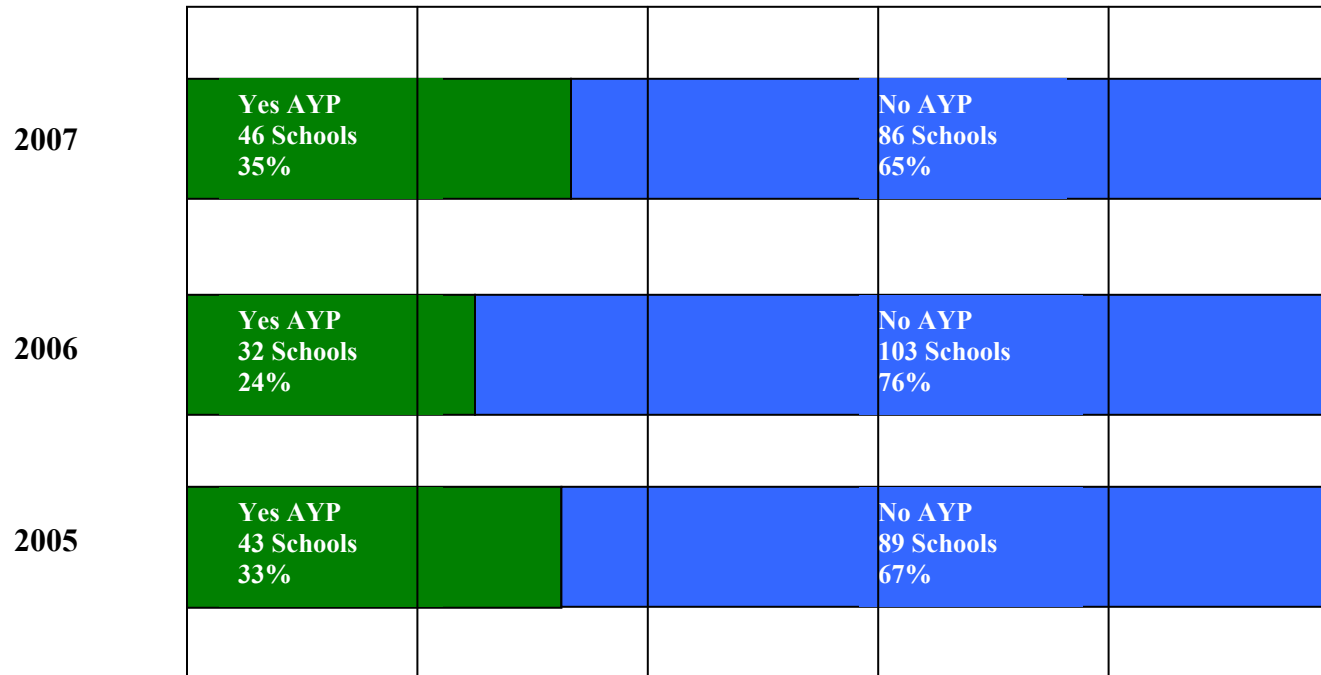
Finding: Overall, the number of schools receiving an A or B has increased and the number of schools receiving a D or F has decreased from the baseline year.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

**No Child Left Behind
Adequate Yearly Progress
2007 vs. 2006 vs. 2005**



SOURCE: Florida Department of Education

NOTE: AYP is based on percent of proficient students. Reading and math proficiency for 2005 was 37% and 44% respectively, 44% and 50% for 2006, and 51% and 56% for 2007.

Target for 2007-08: Increase the percent of A and B schools by 9% and increase the percent of schools meeting AYP by 9%.

Finding: In 2007, 46 schools (35%) made adequate yearly progress. This is an increase from 32 schools (24%) in 2006. It is a slight increase from 43 schools (33%) in 2005. In 2007, 86 schools (65%) did not make adequate yearly progress. This is a decrease from 103 schools (76%) in 2006 and 89 schools (67%) in 2005.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

2007 School Grades Compared to AYP

A+ Plan		NCLB		
2007 School Grade	Schools	AYP Criteria Satisfied	Schools	Percent
A	51	90% or more	50	98.0%
B	22	80% or more	18	81.8%
C	28	70% or more	23	82.1%
D	7	60% or more	6	85.7%
F	1	50% or more	1	100.0%

Source: Office of Assessment, Accountability and Evaluation

Target for 2007-08: Increase the percent of A and B schools by 9% and increase the percent of schools meeting AYP by 9%.

Finding: In 2007, 51 schools earned an "A", of these "A" schools, 50 satisfied at least 90 percent of the adequate yearly progress criteria. In 2007, there were 22 "B" schools, of these "B" schools, 18 satisfied at least 80 percent of the adequate yearly progress criteria. In 2007, there were 28 "C" schools, of these "C" schools, 23 satisfied at least 70 percent of the adequate yearly progress criteria. In 2007, there were 7 "D" schools, of these "D" schools, 6 satisfied at least 60 percent of the adequate yearly progress criteria. In 2007, there was 1 "F" school; this "F" school satisfied at least 50 percent of the adequate yearly progress criteria.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	PSAT Mean Scores																	
	Reading						Math						Writing					
	2004-05		2005-06		2006-07		2004-05		2005-06		2006-07		2004-05		2005-06		2006-07	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
White	3,467	41.6	3,221	42.3	3,545	42.0	3,466	42.4	3,215	43.1	3,542	41.5	3,452	43.8	3,213	43.2	3,531	39.0
Black	1,131	33.3	963	34.5	1,203	34.9	1,131	35.2	962	35.6	1,199	35.3	1,121	38.5	955	37.9	1,185	32.6
Hispanic	737	35.7	808	36.3	1,078	36.1	736	37.6	807	38.0	1,075	36.8	735	39.9	807	39.0	1,073	33.7
Male	2,712	38.0	2,704	38.7	3,033	38.5	2,709	40.7	2,698	41.1	3,021	40.2	2,686	41.2	2,686	40.2	2,999	35.4
Female	3,021	39.9	3,010	40.3	3,279	40.5	3,021	40.0	3,007	40.5	3,278	38.2	3,015	43.1	3,007	42.3	3,266	38.0

SOURCE: Office of Assessment, Accountability, and Evaluation

Target for 2007-08: Increase the number of students taking the PSAT by subgroup.

Finding: The number of students taking the PSAT has increased over the last few years. The PSAT mean scores for Reading had little change from 2005-06 to 2006-07. The mean PSAT scores in math decreased slightly for all subgroups, and the scores in writing decreased significantly for all subgroups.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	AP Course Enrollment & Pass Rates*								
	Enrolled		Passed	Enrolled		Passed	Enrolled		Passed
	2004-05 Count	2004-05 Percent	2004-05 Percent	2005-06 Count	2005-06 Percent	2005-06 Percent	2006-07 Count	2006-07 Percent	2006-07 Percent
White	1,070	7%	98%	1,385	8%	99%	1,479	9%	98%
Black	95	2%	100%	166	3%	98%	227	3%	95%
Hispanic	182	5%	98%	214	5%	98%	289	5%	96%
ESE n/L	14	<1%	100%	21	<1%	100%	25	<1%	89%
Non-ESE	1,428	6%	98%	1,874	8%	99%	2,104	9%	97%
ELL	16	2%	100%	23	2%	100%	21	2%	98%
Not ELL	1,426	5%	98%	1,872	7%	99%	2,108	7%	97%
Non F/R	1,233	7%	99%	1,558	9%	99%	1,652	10%	98%
F/R Lunch	209	2%	97%	337	3%	98%	477	4%	95%
Male	608	4%	98%	753	5%	98%	864	6%	97%
Female	841	7%	99%	1,142	8%	99%	1,265	9%	98%

SOURCE: Report generated by PCSB's Data Processing Department.

Note: * All counts and percents have been recalculated for all years based on Equity Act definitions.

Target for 2007-08: A consistent annual increase in the percent of all subgroups participating in AP courses with a 90% passing rate.

Finding: There has been an increase in the enrollment count for all subgroups from the baseline year. All subgroups, except ESE n/L, have maintained a passing rate greater than 95%.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

IB Course Enrollment and Pass Rates*						
	Enrolled	Passed	Enrolled	Passed	Enrolled	Passed
Group	2004-05 Count	2004-05 Percent	2005-06 Count	2005-06 Percent	2006-07 Count	2006-07 Percent
White	189	98%	217	99%	251	99%
Black	9	92%	9	99%	22	100%
Hispanic	16	99%	21	98%	39	99%
ESE n/L	1	100%	0	0	1	100%
Non-ESE	248	98%	283	99%	358	99%
ELL	0	0	0	0	0	0
Not ELL	249	98%	283	99%	359	99%
Non F/R	239	99%	262	99%	309	99%
F/R Lunch	10	93%	21	100%	50	98%
Male	107	98%	111	100%	134	98%
Female	142	99%	172	99%	225	99%

SOURCE: Report generated by PCSB's Data Processing Department.

Note: * All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: A consistent annual increase in the count of all subgroups participating in IB courses.

Finding: *There has been a consistent annual increase in enrollment in IB courses over time, except for ELL.*

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 2: Eliminate the achievement gap among all subgroups.

Group	Algebra Course Enrollment and Pass Rates								
	Enrolled		Passed	Enrolled		Passed	Enrolled		Passed
	2004-05 Count	2004-05 Percent	2004-05 Percent	2005-06 Count	2005-06 Percent	2005-06 Percent	2006-07 Count	2006-07 Percent	2006-07 Percent
White	5,028	31%	78%	5,102	30%	77%	5,223	31%	77%
Black	2,229	36%	74%	2,275	35%	75%	2,511	37%	75%
Hispanic	1,418	36%	74%	1,535	34%	73%	2,166	41%	72%
ESE n/L	1,264	26%	72%	1,360	27%	71%	1,515	29%	68%
Non-ESE	7,584	34%	77%	7,780	33%	77%	8,668	35%	76%
ELL	325	41%	73%	408	41%	71%	625	48%	70%
Not ELL	8,523	33%	77%	8,732	32%	76%	9,558	33%	76%
Non F/R	4,943	30%	80%	4,780	29%	79%	4,801	29%	79%
F/R Lunch	3,905	38%	72%	4,360	36%	72%	5,382	41%	72%
Male	4,602	33%	74%	4,806	32%	73%	5,365	35%	72%
Female	4,246	33%	80%	4,334	32%	78%	4,818	33%	79%

SOURCE: Report generated by PCSB's Data Processing Department. **NOTE:** High School Algebra I courses only.

Note: * All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: A consistent annual increase in the percent enrolled and pass rate of all subgroups participating in Algebra courses.

Finding: *There has been a consistent annual increase in enrollment in Algebra courses over time, except for Non F/R Lunch. F/R Lunch maintained their passing rate, while all other subgroups decreased.*

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 3: Conduct on-going progress monitoring of student achievement.

a) *Conduct training on progress monitoring assessments, administration and interpretation.*

2005-06

Progress monitoring assessments, administration and interpretation training:

- 358 staff members from 115 schools and the district were trained in analysis of student achievement data using IDEAS during the 2005-2006 school year.
- DIBELS trainings were also conducted.
- CARS and STARS trainings were held for school-based personnel as well.
- 21 Pilot schools received training in Kaplan K-12 Achievement Planner during the 2005-06 school year.
- Principals were provided training on progress monitoring and interpretation of data as well.
- Planning for 2006-07 Data Day was conducted.
- 2006-07 Quarterly Benchmark Assessments (QBA) were planned as well.

SOURCE: Office of Assessment, Accountability, and Evaluation

2006-07

- Progress monitoring assessments, administration and interpretation training continued with QBA's, DIBELS, Kaplan, etc. using electronic reporting (PMRN, IDEAS, Odyssey, etc.)
- These results were used to assist with teacher's professional development (IPGIP) as well as school-based needs
- IDEAS training continued for specialized segments of the instructional population (reading coaches, guidance, etc.)
- Data Day was conducted at the beginning of the school year.
- Decision was made to utilize customized standards-based assessments for grades 1 and 2 constructed by Kaplan in place of the QBA's.

SOURCE: Office of Assessment, Accountability, and Evaluation

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 3: Conduct on-going progress monitoring of student achievement.

b) Conduct on-going student assessments.

2005-06

During the 2005-06 baseline year research and decisions regarding the following were conducted:

- QBA development and 2006-07 implementation
- Kaplan pilot and 2006-07 implementation
- School Turnaround implementation in the 2006-07 school year
- Various assessments for baseline data to develop and monitor progress on School Improvement and Charter School Accountability Plans

SOURCE: Sr. Director & Director Reports

Student Services personnel developed and implemented a number of school, teacher and support personnel workshops to interpret test data, and provide frequent progress monitoring of “at risk” students (Clinical -Educator, Intervention Assistance Team, Progress Monitoring)

SOURCE: Student Services Department

In the 2005-06 baseline year, when asked to rate the utilization of effective assessment and monitoring of student achievement in the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 79.1% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

2006-07

In the 2006-07 year, when asked to rate the utilization of effective assessment and monitoring of student achievement in the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 91.5% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

- On-going student assessments consisted of QBA’s, DIBELS, and Kaplan.
- Electronic reporting of results was used (PMRN, IDEAS, Odyssey, etc.)
- Quarterly Benchmark Assessments (QBA’s) were administered four times to students in grades 1 through 5 in reading and mathematics. These were used to assess progress throughout the year and to provide a summative measure that represented a series of “snapshots” to supplement the ongoing mini-assessments currently used to check for understanding as students were taught. Each section of the reading and mathematics assessments corresponded with the SSS/Benchmarks that are assessed on the FCAT

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 3: Conduct on-going progress monitoring of student achievement.

b) Conduct on-going student assessments.

2006-07 (Continued)

- DIBELS was administered three times a year for grades K –5. It provided data on Initial Sounds Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency
- These results were used to assist with teacher’s professional development (IPGIP) as well as school-based needs
- Fourteen Title I schools and one non-Title I school participated in the School Turnaround Program. Most schools made significant progress with the goals set for the program.
 - Auburndale Central Elementary
 - Combee Elementary School
 - Crystal Lake Elementary School
 - Crystal Lake Middle School
 - Dixieland Elementary School
 - Eastside Elementary School
 - Floral Avenue Elementary School
 - Kingsford Elementary School
 - Lake Alfred-Addair Middle School
 - Lake Shipp Elementary School
 - Loughman Oaks Elementary School
 - Sleepy Hill Middle School
 - Wahneta Elementary School
 - Winston Elementary School
 - Kathleen Senior High School (non-Title I)

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective3: Conduct on-going progress monitoring of student achievement.

b) Conduct on-going student assessments.

2006-07 (Continued)

Kaplan was administered three times a year at the middle and high school levels and some elementary schools.

- Auburndale Senior High School
- Bartow Middle School
- Bartow Senior High School
- Ben Hill Griffin Jr Elementary
- Berkley Accelerated Middle School
- Berkley Elementary School
- Chain Of Lakes Elementary School
- Clarence Boswell Elementary School
- Compass Middle Charter School
- Crystal Lake Elementary School
- Crystal Lake Middle School
- Daniel Jenkins Academy Of Tech Ms
- Daniel Jenkins Academy Of Tech Hs
- Davenport School Of The Arts (K-8)
- Denison Middle School
- Discovery Academy/Lake Alfred
- Dundee Elementary School
- Dundee Ridge Middle School
- Eagle Lake Elementary School
- Eastside Elementary School
- Fort Meade Middle/Senior High (6-12)
- Frostproof Middle/Senior High (6-12)
- Gause Academy Of Leadership (6-12)
- George W. Jenkins Senior High
- Gibbons Street Elementary School
- Haines City Senior High School
- Harrison School For The Arts
- International Baccalaureate
- James W. Sikes Elementary School
- Jere L. Stambaugh, Sr Middle
- Jewett Middle Academy Magnet
- Jewett School Of The Arts (K-8)
- Kathleen Middle School
- Kathleen Senior High School
- Lake Alfred Elementary School
- Lake Alfred-Addair Middle School
- Lake Gibson Middle School
- Lake Gibson Senior High School
- Lake Marion Creek Elementary
- Lake Region High School
- Lake Wales Senior High School
- Lakeland Highlands Middle Sch
- Lakeland Senior High School
- Lawton Chiles Middle Academy
- McLaughlin Middle School
- Mulberry Middle School
- Mulberry Senior High School
- Ridge Community High School
- Rochelle School Of The Arts (K-8)
- Roosevelt Academy (6-12)
- Rosabelle W. Blake Academy (K-8)
- Sandhill Elementary School
- Scott Lake Elementary School
- Shelley S. Boone Middle School
- Sleepy Hill Middle School
- Southwest Middle School
- Spook Hill Elementary School
- Summerlin Academy
- Union Academy
- Wahneta Elementary School
- Wendell Watson Elementary
- Westwood Middle School
- Winter Haven Senior High School

SOURCE: Office of Assessment, Accountability, and Evaluation

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 4: Provide timely interventions to struggling students.

a) *Identify struggling students and provide immediate interventions.*

	Students with Academic Support Plans (ASP)*					
	2004-05 Count	2004-05 Percent	2005-06 Count	2005-06 Percent	2006-07 Count	2006-07 Percent
White	11,893	22%	21,328	39%	20,711	38%
Black	7,437	37%	11,628	56%	12,354	57%
Hispanic	5,674	34%	9,891	51%	11,116	51%
ESE n/L	2,563	18%	9,110	64%	9,006	65%
Non-ESE	23,083	29%	35,050	42%	36,750	42%
ELL	2,123	44%	3,974	61%	4,930	60%
Not ELL	23,523	27%	40,186	44%	40,826	43%
Non F/R	7,276	18%	13,816	33%	13,782	33%
F/R Lunch	18,370	34%	30,344	53%	31,974	53%
Male	13,432	28%	23,550	46%	24,503	46%
Female	12,214	27%	20,610	44%	21,253	43%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Some students may have an ASP & IEP or an ASP & 504. Students with substantially low academic performance are provided an ASP addressing his/her individual academic needs.

* All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: A consistent pattern of ASP provision across all subgroups.

Finding: The number and percent of students with Academic Support Plans (ASP) has increased substantially over the baseline year for every subgroup. This can be attributed to changes to ESE service model in 2005-06.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 4: Provide timely interventions to struggling students.

a) *Identify struggling students and provide immediate interventions.*

	Students with Individual Educational Plans (IEP)*					
	2004-05 Count	2004-05 Percent	2005-06 Count	2005-06 Percent	2006-07 Count	2006-07 Percent
White	8,273	15%	8,411	15%	7,490	14%
Black	3,941	20%	4,038	19%	3,759	17%
Hispanic	2,255	13%	2,489	13%	2,573	12%
ESE n/L	12,890	91%	13,077	91%	12,697	91%
Non-ESE	1,953	2%	2,327	3%	1,596	2%
ELL	513	11%	656	10%	792	10%
Not ELL	14,330	16%	14,748	16%	13,501	14%
Non F/R	5,050	13%	5,403	13%	4,774	11%
F/R Lunch	9,793	18%	10,001	18%	9,519	16%
Male	9,718	20%	10,079	20%	9,489	18%
Female	5,125	11%	5,325	11%	4,804	10%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Some students may have an IEP & ASP. IEP's are required for students with has a disability needing special education and related services.

* All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: A consistent pattern of IEP provision across all subgroups.

Finding: *The number and percent of students with Individual Education Plans has slightly decreased or remained stable over the baseline year for most subgroups.*

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 4: Provide timely interventions to struggling students.

	Students with 504 Plans*					
	2004-05 Count	2004-05 Percent	2005-06 Count	2005-06 Percent	2006-07 Count	2006-07 Percent
White	806	2%	906	2%	1,030	2%
Black	178	1%	198	1%	225	1%
Hispanic	85	1%	100	1%	137	1%
ESE n/L	107	1%	87	1%	82	1%
Non-ESE	987	1%	1,158	1%	1,348	2%
ELL	22	<1%	23	<1%	40	<1%
Not ELL	1072	1%	1,222	1%	1,390	1%
Non F/R	565	1%	646	2%	733	2%
F/R Lunch	529	1%	599	1%	697	1%
Male	731	1%	824	2%	945	2%
Female	363	1%	421	1%	485	1%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Students may have a 504 & ASP. Students with a physical or mental impairment that substantially limits a major life activity are provided an accommodation plan (504 plan) addressing those needs.

* All Counts and Percents for 2004-05 and 2005-06 have been recalculated based on corrections to report.

Target for 2007-08: A consistent pattern of 504 provision across all subgroups.

Finding: The percent of students with 504 plans remained stable from 2005-06 to 2006-07.

Goal 4: Monitoring of Student Progress

We will improve student achievement.

Objective 4: Provide timely interventions to struggling students.

2005-06

In the 2005-06 baseline year, when asked to rate the timeliness of interventions provided to struggling students in the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 76.2% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Student Service Personnel have assisted with problem identification and intervention planning through on-going Intervention Assistance Team (IAT) training, use of the IAT process, and other procedures.

SOURCE: Student Services Department

2006-07

In the 2006-07 year, when asked to rate the timeliness of interventions provided to struggling students in the schools they supervise, Sr. Directors with school supervision responsibilities responded with an 84.1% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Intervention Assistance Team (IAT) process/procedures continued to be a major area of emphasis for student services personnel. The federal reauthorization of IDEA and changes from the FLDOE rules and procedures governing the identification and placement of students in special education changed significantly. Efforts to integrate the Response to Intervention (RtI) model into the Intervention Assistance Team process were ongoing throughout the year. The RtI model utilizes three tiers of intervention and incorporates existing, evidenced based interventions (Kaplan, Spell Read, PBS) for low performing and struggling students. RtI includes progress monitoring, problem solving and timely intervention

- Awareness training was conducted with all student services personnel and school-based administrators.
- A multi-disciplinary committee of student services and ESE personnel was involved in the revision of the district's IAT manual.
- Procedural training was conducted with all school-based, district office, charter personnel.

SOURCE: Student Services Department

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

- a) *Select strong, highly professional instructional leaders as school based administrators, assess leadership skills, and provide training, support and mentoring.*

Administrative Pools by Race and Gender			
	As of January 2006	As of November 2006	As of August 2007
Assistant Principal Pool Counts			
Black Males	4	4	2
Black Females	13	17	16
Hispanic Males	0	0	1
Hispanic Females	2	1	1
White Males	21	19	19
White Females	81	63	78
Principal Pool Counts			
Black Males	8	6	2
Black Females	6	7	8
Hispanic Males	2	2	2
Hispanic Females	0	0	0
White Males	30	18	12
White Females	36	31	35

SOURCE: PCSB's Office of Human Resource Development

Target for 2007-08: Increase race/gender representation in the administrative pools to reflect the demographic makeup of district.

Finding: *In the administrative pool of Assistant principals, the number of Black Females and Hispanic Males has increased slightly from the baseline year. In the Principal pool, the number of Black Females has increased slightly, while all other subgroups have decreased. However, this is the third year with no Hispanic Female candidates in the Principal pool.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

- a) *Select strong, highly professional instructional leaders as school based administrators, assess leadership skills, and provide training, support and mentoring.*

School Principals, Directors, Administrators				
Race and Gender	2005-06		2006-07	
	Count	Percent	Count	Percent
Black Female	16	13.1%	14	10.7%
White Female	58	47.5%	62	47.3%
Hispanic Female	0	0.0%	1	0.8%
White Male	39	32.0%	44	33.6%
Black Male	6	4.9%	6	4.6%
Hispanic Male	3	2.5%	4	3.1%

SOURCE: PCSB's Office of Human Resource Development

Assistant Principals, Assistant Directors				
Race and Gender	2005-06		2006-07	
	Count	Percent	Count	Percent
Black Female	19	12.7%	20	12.7%
White Female	74	49.3%	80	51.0%
Hispanic Female	1	0.7%	1	0.6%
Black Male	14	9.3%	16	10.2%
White Male	42	28.0%	38	24.2%
Hispanic Male	0	0.0%	1	0.6%

SOURCE: PCSB's Office of Human Resource Development

Target for 2007-08: Increase race/gender representation to reflect the demographic makeup of district.

Finding: *The number of Black Females who are School Principals, Directors and Administrators has decreased slightly, while the number of all other subgroups has increased or remained unchanged. The number of Assistant Principals and Assistant Directors by subgroup has increased or remained unchanged, except for the number of White Males which decreased.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

b) *Cultivate a professional collegial atmosphere that encourages creative approaches to meet the needs of students and teachers.*

2005-06

In the 2005-06 baseline year, when asked to rate school-based administration's leadership knowledge and skills in the schools they supervise, Sr. Directors with school supervision responsibilities responded with an 89% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

2006-07

In the 2006-07 year, when asked to rate school-based administration's leadership knowledge and skills in the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 94% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

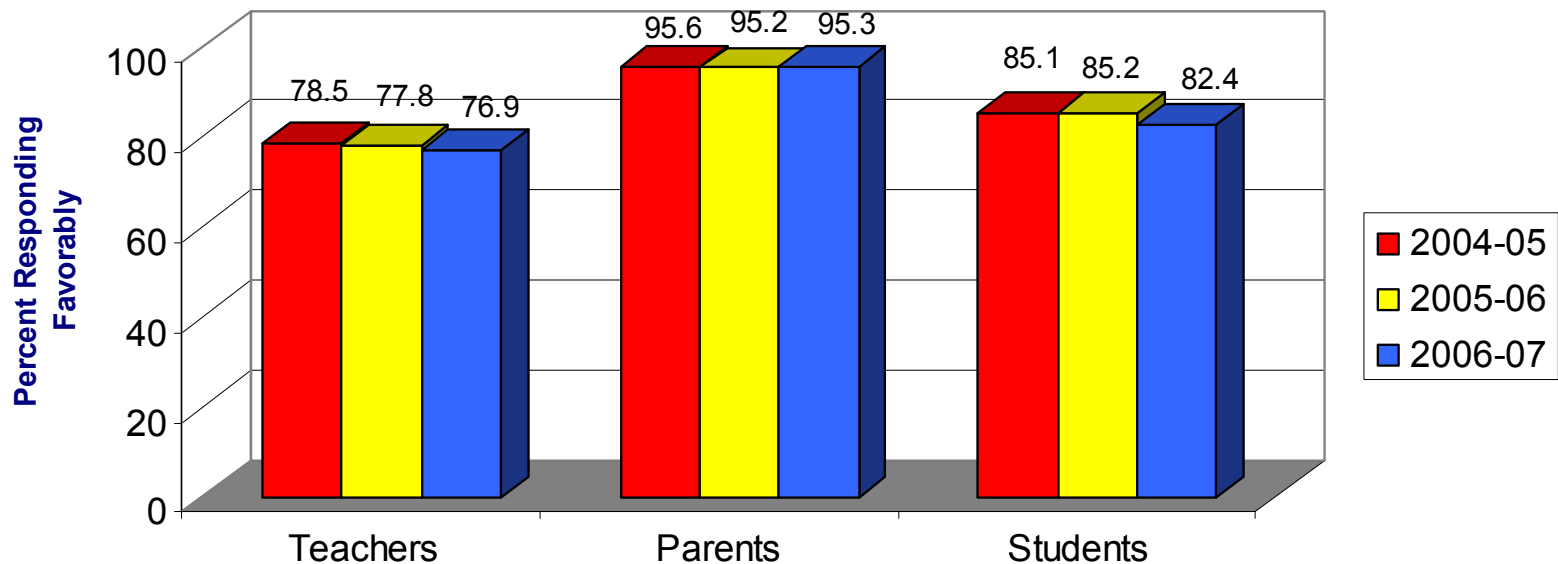
Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

b) *Cultivate a professional collegial atmosphere that encourages creative approaches to meet the needs of students and teachers.*

School Climate Survey Responses to School-based Leadership as Effective Instructional Leaders



SOURCE: School Climate Survey administered to teachers, parents, and secondary students. Construct measured with four items on a scale of one to five with five being most favorable.

Target for 2007-08: At least an 85% favorable rating among students, parents and teachers.

Finding: Survey responses from teachers, parents and students concerning the School-based Leadership as Effective Instructional Leaders remained almost unchanged (0.1%) for parents but decreased slightly for teachers and 2.8% for students.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

b) *Cultivate a professional collegial atmosphere that encourages creative approaches to meet the needs of students and teachers.*

Teacher Turnover								
	Total Turnover		Transferred		Terminated		Retired	
Year	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2004-05	1,670	22.9%	962	13.1%	602	8.2%	106	1.5%
2005-06	1,485	17.9%	640	7.7%	700	8.4%	145	1.7%
2006-07	2,084	29.0%	1,105	15.4%	814	11.3%	165	2.3%

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: Counts and percentages based on teachers designated as 'active' on July 2nd of beginning school year followed to July 1 of next school year.

Active Teacher Cohort as of 7/2/2004	Cohort Teachers Terminated/Left District		Retired Cohort Teachers		2004 Teacher Cohort as of 7/1/2007	
Count	Count	Percent	Count	Percent	Count	Percent
5,027	711	14.1%	395	7.9%	3,921	78.0%

SOURCE: Report generated by PCSB's Data Processing department.

Active Teacher Cohort as of 7/2/2004 Excluding Retired Cohort Teachers	Cohort Teachers Terminated/Left District		2004 Teacher Cohort as of 7/1/2007 Excluding Retired Cohort Teachers	
Count	Count	Percent	Count	Percent
4,632	711	15.4%	3,921	84.7%

SOURCE: Report generated by PCSB's Data Processing department.

Target for 2007-08: Increase the percent of teachers retained in the district over time.

Finding: *Teacher turnover decreased from 2004-05 to 2005-06 and increased in 2006-07. There was a slight increase in number of retirees in 2006-07 and the increase in number of teachers terminated was consistent with 2004-05 to 2005-06 increase. The number of teacher transfers decreased by nearly 300 from 2004-05 to 2005-06 and increased nearly 500 from 2005-06 to 2006-07. It is not clear if 2005-06 was an uncharacteristic year or if the fluctuation over the three years is indicative of unobserved phenomena.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 1: Provide professional instructional leadership while maintaining a vision, direction and focus for student learning.

b) *Cultivate a professional collegial atmosphere that encourages creative approaches to meet the needs of students and teachers.*

PERCENTAGE OF CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS		
Year	High Poverty Schools	Low Poverty Schools
2004-05	7.8	5.5
2005-06	12.0	7.7
2006-07	11.3	7.7

SOURCE: FL DOE NCLB Public Accountability Report

Target for 2007-08: Reduction and equity in the percentages of classes not taught by highly qualified teachers.

Finding: *The percent of classes not taught by highly qualified teachers has increased from the baseline year. However, it has decreased from the prior year for high poverty schools and remained the same for low poverty schools during the same timeframe.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 2: Develop a district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.

- a) *Develop a comprehensive system of recruitment and retention of highly qualified, diverse instructional and administrative personnel that includes competitive compensation.*

Instructional Personnel Salaries						
Position		State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Guidance	2004-05	\$47,212	\$44,292	199	-\$2,920	-6.6%
	2005-06	\$48,460	\$47,569	203	-\$891	-1.9%
	2006-07	\$51,305	\$49,009	218	-\$2,296	-4.7%
Librarian/Media Specialist	2004-05	\$46,895	\$42,861	116	-\$4,034	-9.4%
	2005-06	\$48,505	\$45,921	120	-\$2,584	-5.6%
	2006-07	\$51,025	\$47,493	121	-\$3,532	-7.4%
School Psychologist	2004-05	\$54,362	\$49,717	46	-\$4,645	-9.3%
	2005-06	\$55,504	\$52,794	48	-\$2,710	-5.1%
	2006-07	\$58,689	\$56,240	48	-\$2,449	-4.4%
Teacher	2004-05	\$41,590	\$37,436	5,998	-\$4,154	-11.1%
	2005-06	\$42,702	\$39,915	6,605	-\$2,787	-7.0%
	2006-07	\$45,298	\$41,505	6,992	-\$3,793	-9.1%

SOURCE: FL DOE Survey 3 data

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, the number of Guidance, Librarian/Media Specialists, School Psychologists and Teachers has increased over the last 3 years, and the salary gap percent difference between the District and State has been reduced for each group.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 2: Develop a district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.

- a) *Develop a comprehensive system of recruitment and retention of highly qualified, diverse instructional and administrative personnel that includes competitive compensation.*

School Personnel Salaries						
Position	Year	State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Principal, High School	2004-05	\$82,916	\$64,140	15	-\$18,776	-29.3%
	2005-06	\$85,915	\$81,688	16	-\$4,227	-5.2%
	2006-07	\$92,311	\$86,020	17	-\$6,291	-7.3%
Principal, Middle School	2004-05	\$77,061	\$63,406	20	-\$13,655	-21.5%
	2005-06	\$80,059	\$77,007	19	-\$3,052	-4.0%
	2006-07	\$86,059	\$80,557	19	-\$5,502	-6.8%
Principal, Elem. School	2004-05	\$76,398	\$64,718	73	-\$11,680	-18.0%
	2005-06	\$79,163	\$72,437	73	-\$6,726	-9.3%
	2006-07	\$83,989	\$74,875	78	-\$9,114	-12.2%
Principal, Other	2004-05	\$70,479	\$67,486	14	-\$2,993	-4.4%
	2005-06	\$70,116	\$75,682	13	\$5,566	7.4%
	2006-07	\$81,040	\$79,150	13	-\$1,890	-2.4%

SOURCE: FL DOE Survey 3 data

NOTE: Based solely on base salary, does not include supplements

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, the number of Principals has increased and the salary gap difference between the District and State has decreased over the last three years.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 2: Develop a district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.

b) *Develop a comprehensive system of recruitment and retention of highly qualified, diverse instructional and administrative personnel that includes competitive compensation.*

Position	Year	State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Asst. Principal, High School	2004-05	\$63,460	\$48,336	32	-\$15,124	-31.3%
	2005-06	\$65,477	\$64,982	32	-\$495	-0.8%
	2006-07	\$68,882	\$68,455	34	-\$427	-0.6%
Asst. Principal, Middle School	2004-05	\$60,084	\$48,334	33	-\$11,750	-24.3%
	2005-06	\$62,341	\$59,459	34	-\$2,882	-4.8%
	2006-07	\$65,471	\$63,217	36	-\$2,254	-3.6%
Asst. Principal, Elem. School	2004-05	\$57,162	\$48,959	72	-\$8,203	-16.8%
	2005-06	\$59,342	\$55,868	73	-\$3,474	-6.2%
	2006-07	\$62,961	\$59,351	81	-\$3,610	-6.1%
Asst. Principal, Other	2004-05	\$68,696	\$49,588	7	-\$19,108	-38.5%
	2005-06	\$69,443	\$57,379	4	-\$12,064	-21.0%
	2006-07	\$76,598	\$60,497	6	-\$16,101	-26.6%
Curriculum Coordinator	2004-05	\$57,621	\$49,790	2	-\$7,831	-15.7%
	2005-06	\$60,681	\$56,266	1	-\$4,415	-7.8%
	2006-07	\$66,521	\$58,500	1	-\$8,021	-13.7%
Special School Director (Voc/Tech/Adult/ESE)	2004-05	\$78,559	\$71,194	5	-\$7,365	-10.3%
	2005-06	\$79,097	\$77,373	4	-\$1,724	-2.2%
	2006-07	\$90,736	\$77,399	5	-\$13,337	-17.2%

SOURCE: FL DOE Survey 3 data. **NOTE:** Based solely on base salary, does not include supplements

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: *This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, the number of Assistant Principals has increased and the salary gap difference between the District and State has decreased over the last three years. However, the number of Special School Directors (Voc/Tech/Adult/ESE) has remained similar to the baseline year but the salary gap difference between the District and State has increased over the last three years.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 3: Develop a district-wide culture committed to attracting, hiring and retaining highly qualified, appropriately certified instructional and administrative personnel that reflects the changing demographics of our diverse community.

a) Develop a comprehensive system of recruitment and retention of highly qualified, diverse instructional and administrative personnel that includes competitive compensation.

2005-06

In the 2005-06 baseline year, when asked to rate professional development of instructional staff with regards to its link to student needs in the schools they supervise, Sr. Directors with school supervision responsibilities responded with an 87.2% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Leadership Development:

- Professional development for school leaders and for those aspiring to that role includes diversity modules.
- The district Professional Development Department is engaged with the Accelerated School Administrators Program [ASAP], a high quality, online professional development process that focuses on 10 dimensions of leadership, linked to the Florida Leadership Standards, online modules include Diversity and Ethical Leadership.
- In addition, the district has been granted 60 modules without cost for both Diversity and Ethical Leadership as a part of our involvement with the Florida Department of Education, William Cecil Golden, DELTA [Developing Educational Leaders for Tomorrow's Achievers] initiative.
- Successful completion of those two modules is included as expectations in the professional development process for new assistant principals.

SOURCE: PCSB's Office of Human Resource Development

2006-07

In the 2006-07 year, when asked to rate professional development of instructional staff with regards to its link to student needs in the schools they supervise, Sr. Directors with school supervision responsibilities responded with a 95% favorable rating.

SOURCE: Senior Director Classroom Walk-through Survey administered at all schools by district-level staff responsible for school supervision. Construct measured a scale of one to four with four being most favorable.

Leadership Development:

- Continued professional development for school leaders and those aspiring to leadership positions related to Diversity using an on-line delivery system linked to the FDOE William Cecil Golden professional Development Program
- Continued use of the Accelerated School Administrators Program [ASAP] which is a high quality internet-based professional development process focused on Diversity and Ethical leadership, two of the ten Florida leadership Standards
- Inclusion of Diversity content in face-to-face modules as a part of the Quality School Leaders Symposia

Source: Professional Development Department

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 4: Ensure an effective Teacher Induction Program.

a) *Review and revise new teacher induction program according to researched best practices to increase its effectiveness.*

2005-06

Teacher Induction Program Seminar [TIPS]:

- Planning and discussion regarding expanding the district's Teacher Induction Program Seminar [TIPS] from two days to three days for the 2006-2007 school year.
- Greater attention to diversity issues will be provided as a part of that additional time. Diversity will be addressed throughout the three days of TIPS professional development for 2006-07.
- Continued emphasis will be placed on applying diversity concepts related to planning, instructional strategies, assessment options, and learning environment.
- Research-based practices related to diverse students will be addressed specifically and focus will be placed on district demographics and effective strategies for working with students from families experiencing poverty-related issues.

SOURCE: PCSB's Office of Human Resource Development

2006-07

Teacher Induction Program Seminar

- Expanded program from two days to three days in order to include more content and time to address Polk demographics and priority needs linked to the district's Strategic Plan goals as they related to quality, research-based practices in curriculum alignment, instruction and assessment strategies
- Incorporated concepts from Ruby Payne's "Framework for Understanding Poverty"

Source: Professional Development Department

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 4: Ensure an effective Teacher Induction Program.

a) *Review and revise new teacher induction program according to researched best practices to increase its effectiveness.*

New Teacher Turnover	2004-05	2005-06	2006-07	Change from 0405 (baseline) to 0607	
				N	%
Hired	676	680	826	150	18.2%
Terminated	123	131	204	81	39.7%
Transferred	64	44	101	37	36.6%
Remained in same school	489	505	521	32	6.1%
School Turnover Percent*	27.7%	25.7%	36.9%		
District Turnover Percent**	18.2%	19.3%	24.7%		

SOURCE: Report generated by PCSB's Data Processing department.

NOTE: New teachers hired include only teachers who have never been employed by the Polk County School District. It does not include teachers who have worked for the district in other capacities or have left and returned. Counts and percentages are based on teachers designated as 'active' on July 2nd of beginning of school year followed to July 1 of next school year.

*School Turnover Percent (attrition) includes new teachers who transferred schools within the district or terminated employment.

** District Turnover Percent (attrition) includes only those new teachers who terminated employment with the district.

Target for 2007-08: Increase the number of teachers retained in the district.

Finding: *The number of new teachers employed in the district has increased, by 18% for 2006-07 as compared to the previous two years. With the increase in new hires, there were increases in both number terminated and transfers. The number of transfers within the district increased 36.6% and the number of new employees terminated increased 39.7%. This means that the number of new teachers who stayed in the school to which they were hired has increased by 16 teachers each year.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 5: Establish a competitive compensation structure for district employee groups.

a) *Develop a comprehensive compensation system for recruitment and retention of highly qualified district personnel.*

District Personnel Salaries						
Position	Year	State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Superintendent	2004-05	\$121,520	\$145,000	2	\$23,480	16.2%
	2005-06	\$126,671	\$150,760	2	\$24,089	16.0%
	2006-07	\$134,124	\$155,548	2	\$21,424	13.8%
Deputy/Assoc./Asst./Area Superintendent	2004-05	\$101,968	\$99,701	2	-\$2,267	-2.3%
	2005-06	\$107,094	\$109,019	1	\$1,925	1.8%
	2006-07	\$113,328	\$114,470	1	\$1,142	1.0%
School Board Member	2004-05	\$28,694	\$35,374	7	\$6,680	18.9%
	2005-06	\$29,928	\$36,929	7	\$7,001	19.0%
	2006-07	\$31,047	\$36,929	7	\$5,882	15.9%
Business/ Finance	2004-05	\$80,605	\$72,493	4	-\$8,112	-11.2%
	2005-06	\$83,874	\$76,714	5	-\$7,160	-9.3%
	2006-07	\$86,841	\$79,900	5	-\$6,941	-8.7%
Research & Evaluation	2004-05	\$74,831	\$58,528	5	-\$16,303	-27.9%
	2005-06	\$77,053	\$64,028	5	-\$13,025	-20.3%
	2006-07	\$83,990	\$68,019	4	-\$15,971	-23.5%

SOURCE: FL DOE Survey 3 data,

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: *This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these five district level position groups display salary patterns consistent with the prior year.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 5: Establish a competitive compensation structure for district employee groups.

a) *Develop a comprehensive compensation system for recruitment and retention of highly qualified district personnel.*

District Personnel Salaries						
Position	Year	State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Management Information Services	2004-05	\$73,532	\$67,396	3	-\$6,136	-9.1%
	2005-06	\$74,710	\$88,847	3	\$14,137	15.9%
	2006-07	\$84,371	\$93,164	3	\$8,793	9.4%
Data Processing	2004-05	\$72,337	\$77,461	2	\$5,124	6.6%
	2005-06	\$75,076	\$74,560	1	-\$516	-0.7%
	2006-07	\$78,907	\$77,969	1	-\$938	-1.2%
Personnel	2004-05	\$78,983	\$75,968	3	-\$3,015	-4.0%
	2005-06	\$80,956	\$81,733	3	\$777	1.0%
	2006-07	\$85,171	\$78,530	6	-\$6,641	-8.5%
Facilities	2004-05	\$83,075	\$73,036	3	-\$10,039	-13.7%
	2005-06	\$86,274	\$79,562	3	-\$6,712	-8.4%
	2006-07	\$88,769	\$83,712	3	-\$5,057	-6.0%
Transportation	2004-05	\$58,715	\$62,525	5	\$3,810	6.1%
	2005-06	\$59,683	\$63,793	6	\$4,110	6.4%
	2006-07	\$61,620	\$66,818	6	\$5,198	7.8%

SOURCE: FL DOE Survey 3 data,

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these five district level position groups display salary patterns consistent with the prior year, except Personnel which is consistent with baseline year.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 5: Establish a competitive compensation structure for district employee groups.

a) *Develop a comprehensive compensation system for recruitment and retention of highly qualified district personnel.*

District Personnel Salaries						
Position	Year	State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Food Service	2004-05	\$61,375	\$55,562	2	-\$5,813	-10.5%
	2005-06	\$62,420	\$50,021	4	-\$12,399	-24.8%
	2006-07	\$65,522	\$53,940	4	-\$11,582	-21.5%
Vocational/ Adult Ed.	2004-05	\$76,530	\$63,869	3	-\$12,661	-19.8%
	2005-06	\$79,154	\$61,962	3	-\$17,192	-27.7%
	2006-07	\$84,662	\$60,425	1	-\$24,237	-40.1%
Exceptional Student Ed.	2004-05	\$69,160	\$53,551	8	-\$15,609	-29.1%
	2005-06	\$72,311	\$59,697	8	-\$12,614	-21.1%
	2006-07	\$76,597	\$64,369	8	-\$12,228	-19.0%
Student Services	2004-05	\$72,623	\$63,691	4	-\$8,932	-14.0%
	2005-06	\$76,194	\$63,741	4	-\$12,453	-19.5%
	2006-07	\$80,364	\$69,557	3	-\$10,807	-15.5%

SOURCE: FL DOE Survey 3 data,

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these five district level position groups display salary patterns consistent with the prior year, except Personnel which is consistent with baseline year.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Support/Technical Personnel Salaries						
Position		State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Nurse (LPN/RN)	2004-05	\$28,167	\$27,895	41	-\$272	-1.0%
	2005-06	\$29,734	\$31,174	46	\$1,440	4.6%
	2006-07	\$31,403	\$28,594	79	-\$2,809	-9.8%
Computer Systems Analyst	2004-05	\$55,371	\$47,767	15	-\$7,604	-15.9%
	2005-06	\$55,947	\$50,752	17	-\$5,195	-10.2%
	2006-07	\$59,100	\$53,262	20	-\$5,838	-11.0%
Accountant	2004-05	\$45,865	\$38,641	3	-\$7,224	-18.7%
	2005-06	\$46,222	\$37,178	5	-\$9,044	-24.3%
	2006-07	\$48,682	\$36,879	5	-\$11,803	-32.0%
Bookkeeper	2004-05	\$27,539	n/a	n/a	n/a	n/a
	2005-06	\$28,285	\$21,187	2	-\$7,098	-33.5%
	2006-07	\$29,689	\$30,428	2	\$739	2.4%
Secretary	2004-05	\$27,862	\$20,989	571	-\$6,873	-32.7%
	2005-06	\$29,047	\$24,221	591	-\$4,826	-19.9%
	2006-07	\$30,693	\$25,293	552	-\$5,400	-21.3%

SOURCE: FL DOE Survey 3 data

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these five position groups display salary patterns consistent with the baseline year, except Bookkeeper which was a new position in 2005-06.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Support/Technical Personnel Salaries						
Position		State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Clerk/Clerk Typist	2004-05	\$21,128	\$23,951	123	\$2,823	11.8%
	2005-06	\$21,612	\$25,852	127	\$4,240	16.4%
	2006-07	\$22,640	\$26,350	130	\$3,710	14.1%
Data Entry Operator	2004-05	\$24,681	\$32,281	6	\$7,600	23.5%
	2005-06	\$25,528	\$27,643	9	\$2,115	7.7%
	2006-07	\$26,887	\$31,122	8	\$4,235	13.6%
Electrician	2004-05	\$44,276	\$35,558	25	-\$8,718	-24.5%
	2005-06	\$44,845	\$37,272	23	-\$7,573	-20.3%
	2006-07	\$48,198	\$38,873	24	-\$9,325	-24.0%
AC Tech	2004-05	\$38,299	\$35,932	27	-\$2,367	-6.6%
	2005-06	\$38,907	\$37,685	28	-\$1,222	-3.2%
	2006-07	\$41,645	\$39,405	28	-\$2,240	-5.7%
Mechanic	2004-05	\$34,682	\$35,843	60	\$1,161	3.2%
	2005-06	\$35,287	\$38,084	59	\$2,797	7.3%
	2006-07	\$37,265	\$39,641	60	\$2,376	6.0%

SOURCE: FL DOE Survey 3 data

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these position groups display salary patterns consistent with the prior years.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Support/Technical Personnel Salaries						
Position		State Average	Polk Average	Number Employed	Salary Difference	Percent Difference
Carpenter	2004-05	\$37,828	\$35,130	38	-\$2,698	-7.7%
	2005-06	\$37,429	\$36,802	36	-\$627	-1.7%
	2006-07	\$40,741	\$38,286	40	-\$2,455	-6.4%
Teacher Aide	2004-05	\$14,769	\$13,520	1,302	-\$1,249	-9.2%
	2005-06	\$15,354	\$16,277	1,327	\$923	5.7%
	2006-07	\$16,207	\$16,384	1,317	\$177	1.1%
Bus Driver	2004-05	\$15,433	\$11,511	487	-\$3,922	-34.1%
	2005-06	\$15,903	\$12,209	491	-\$3,694	-30.3%
	2006-07	\$16,833	\$12,714	495	-\$4,119	-32.4%
Food Service Worker	2004-05	\$13,790	\$10,281	917	-\$3,509	-34.1%
	2005-06	\$14,110	\$10,681	910	-\$3,429	-32.1%
	2006-07	\$14,890	\$11,086	910	-\$3,804	-34.3%
Custodian/ Groundskeeper	2004-05	\$21,106	\$17,038	658	-\$4,068	-23.9%
	2005-06	\$21,704	\$18,117	673	-\$3,587	-19.8%
	2006-07	\$22,815	\$18,605	706	-\$4,210	-22.6%

SOURCE: FL DOE Survey 3 data

Target for 2007-08: Salaries within 5 percentage points of top quartile in the state.

Finding: This table is calculated on DOE classifications and reports number employed based on Polk County statistics. Thus, Charter District personnel are included in the report. Based on this, these position groups display salary patterns consistent with the prior years, except for Teacher Aide.

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 6: Incorporate diversity benchmarks into the performance evaluation process for teachers and administrators.

- a) *Review and revise the current performance evaluation process for teachers and administrators to include diversity benchmarks.*

2005-06

Teacher Assessment Benchmarks:

- The district's teacher assessment system focuses on essential performance criteria that include six rating rubrics linked to the Florida Educator Accomplished Practices [FEAP] of Diversity, Planning, Instructional Strategies, Assessment and Managing the Learning Environment.
- Each of these FEAPs addresses diversity directly. In addition, one other of the district essential performance criteria, Professionalism, contains two rubrics directly related to diversity issues.
- Finally, the district essential performance criteria item labeled "Student Performance", addresses learning gains for all students across AYP sub-groups.

SOURCE: PCSB's Office of Human Resource Development

Administrator Assessment Benchmarks:

- The district assessment system for school-based administrators is based on the 10 Florida Educational Leadership Standards. One of those standards is "Diversity".
- The assessment of principals and assistant principals includes an evaluation by the supervisor related to specific behavioral indicators delineated in the Florida Leadership Standard, Diversity.
- In addition, school-based administrators are evaluated in relation to their School Improvement Plan Goals, one of which must address student performance. Student performance indicators include learning gains targets across AYP sub-groups.

SOURCE: PCSB's Office of Human Resource Development

2006-07

Teacher Assessment Benchmarks

- Developed and implemented rubrics that include specific expectations for teachers concerning diversity issues as a part of the essential performance criteria item under the label of Professionalism
- Focused IPGP development and implementation on AYP sub-group variables

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 6: Incorporate diversity benchmarks into the performance evaluation process for teachers and administrators.

- a) *Review and revise the current performance evaluation process for teachers and administrators to include diversity benchmarks.*

2006-07 (Continued)

Administrator Assessment Benchmarks

- Identified Diversity as one of the 11 essential performance criteria for principals with benchmarks as defined in the Florida Leadership Standards
- Developed a specific rubric for each of the 11 essential performance criteria including Diversity that provides a rating rationale for principals on that criteria item

SOURCE: Professional Development Department

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 7: Recognize those who initiate and implement innovative activities that make a difference in learning diversity, multicultural education, and the unique contributions of minority history.

a) *Develop policy and procedures for recognition of activities that make a difference in learning diversity, multicultural education, and the unique contributions of minority history.*

Event Type	2005-06			2006-07		
	Count of Events	Count of Events w/ Community Involvement	Count of Awards at Events	Count of Events	Count of Events w/ Community Involvement	Count of Awards at Events
African American Awareness Events	75	30	242	126	63	12
Hispanic Awareness Events	89	47	21	71	34	5
Other Cultural Groups' Events	282	148	75	59	44	5
Minority Parents' Events	69	58	23	29	46	0

SOURCE: Office of Diversity Management Report. Schools/Departments Reporting in 2005-06 = 77, in 2006-07 = 64

Target for 2007-08: Policy and procedures for recognition of diversity activities will be developed, approved and implemented.

Finding: *The number of events and number of events with community involvement increased for African Awareness and Hispanic Awareness events. A new system of monthly reporting has been put in place to ensure a complete and thorough report of events and number of awards received.*

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Objective 8: Implement leadership team strategies that are designed to comprehensively impact academic performance, discipline sanctions and technology standards of low performing schools.

a) Develop and implement leadership team strategies.

2005-06

- Regular Principal/Assistant Principal meetings were held.
- Book Studies were conducted, e.g. Seven Steps of Effective Leadership.
- The Leadership Institute provided various sessions to increase the effectiveness of school-based leaders.
- Planning for 2006-07 book studies was conducted, e.g. Qualities of Effective Teachers, Building Background Knowledge, The Leaders Guide to Standards
- Site visits and feedback to school-based leaders was provided.
- School principals and assistant principals met regularly to address strategies for implementing their school improvement plans.
- Sr. Coordinators met regularly to discuss district professional development needs and to address use of instructional strategies.
- Loop Group – sharing information and coordinating efforts among various district offices

2006-07

- Continuation of Principal/Assistant Principal meetings
- Continuation of book studies, leadership institute and site visits
- Introduced the Problem Solving/Response to Intervention model and framework to all elementary guidance counselors.
- Provided professional development for selected principals on implementing and monitoring standards-based instruction to include the use of Learning Focused Strategies
- Identified and implemented best practices and recent research that supports academic achievement for early learners
- District-wide focus on science
- Senior Directors meet annually with school administrators to ensure existing School Improvement Plan is implemented

SOURCE: Senior Director Report

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

Schools In Need of Improvement(SINI) Status			
School Name	05-06 Status	06-07 Status	07-08 Status
Alta Vista	Transfer & SES	Corrective Action	Restructuring Planning
Apple School	Transfer & SES	Closed	Closed
Auburndale Central	Transfer & SES	Corrective Action	Restructuring Planning
Ben Hill Griffin	Transfer & SES	Corrective Action	Restructuring Planning
Boone Middle	Transfer & SES	Corrective Action	Restructuring Planning
Boswell	Transfer & SES	Corrective Action	Restructuring Planning
Caldwell	Holding & Transfer	Transfer & SES	Corrective Action
Churchwell	Transfer & SES	Corrective Action	Holding, Trans. & SES
Crystal Lake Elem.	Transfer & SES	Corrective Action	Restructuring Planning
Crystal Lake Middle	Non-SINI	Non-SINI	Transfer
Combee	Transfer & SES	Corrective Action	Restructuring Planning
Davenport SOTA	Holding & Transfer	Transfer & SES	Removed from Title I Status
Dixieland	Transfer & SES	Corrective Action	Holding, Corrective Action
Dr. N.E. Roberts	Holding & Transfer	Not Title I School*	New Title I School*
Dundee Elem.	Transfer & SES	Corrective Action	Restructuring Planning
Dundee Ridge Middle	Non-SINI	Non-SINI	Transfer
Eagle Lake	Holding & Transfer	Transfer & SES	Holding, Trans. & SES
Eastside	Transfer & SES	Corrective Action	Holding, Corrective Action
Elbert	Holding & Transfer	Made AYP	Made AYP
Floral Avenue	Holding & Transfer	Transfer & SES	Holding, Trans. & SES
Foundation Charter	Transfer & SES	Corrective Action	Restructuring Planning
Frostproof	Transfer & SES	Corrective Action	Restructuring Planning
Garner	Non-SINI	Non-SINI	Transfer
Gibbons St.	No Choice - Not In Improvement	Transfer	Transfer & SES
Griffin	Holding & Transfer	Transfer & SES	Holding, Trans. & SES
Hillcrest	Non-SINI	Non-SINI	Transfer
Inwood	No Choice - Not In Improvement	Transfer	Transfer & SES
Janie Howard Wilson	Transfer & SES	Holding, Trans & SES	Corrective Action

School Name	05-06 Status	06-07 Status	07-08 Status
Jessie Keen	Transfer & SES	Corrective Action	Restructuring Planning
Kathleen Elementary	Transfer & SES	Holding, Trans & SES	Made AYP
Kathleen Middle	Non-SINI	Non-SINI	Transfer
Kingsford	Transfer & SES	Corrective Action	Restructuring Planning
Lake Alfred	Holding & Transfer	Made AYP	Made AYP
Lake Shipp	Transfer & SES	Holding, Trans & SES	Made AYP
Lena Vista	Holding & Transfer	Transfer & SES	Corrective Action
Lewis/Anna Woodbury	Transfer & SES	Corrective Action	Holding, Corrective Action
Lime Street	Transfer & SES	Holding, Trans & SES	Made AYP
Loughman Oaks	Transfer & SES	Corrective Action	Restructuring Planning
McLaughlin	Non-SINI	Non-SINI	Transfer
North Lakeland	Transfer & SES	Corrective Action	Holding, Corrective Action
Oscar J. Pope	No Choice - Not In Improvement	Transfer	Holding, Transfer
Padgett	Holding & Transfer	Transfer & SES	Holding, Trans. & SES
Pinewood	Transfer	Transfer & SES	Corrective Action
Polk Avenue	Transfer & SES	Corrective Action	Holding, Corrective Action
Polk City	No Choice - Not In Improvement	Transfer	Holding, Transfer
Purcell	Non-SINI	Non-SINI	Transfer
Sandhill	Transfer & SES	Corrective Action	Restructuring Planning
Sleepy Hill Middle	Non-SINI	Non-SINI	Transfer
Snively	Transfer & SES	Corrective Action	Restructuring Planning
Socrum	Holding & Transfer	Made AYP	Made AYP
Spook Hill	Holding & Transfer	Transfer & SES	Holding, Trans. & SES
Stephens	No Choice - Not In Improvement	Transfer	Transfer & SES
Wahneta	Transfer & SES	Corrective Action	Restructuring Planning
Westwood	Transfer & SES	Corrective Action	Restructuring Planning
Winston	Transfer & SES	Corrective Action	Restructuring Planning

SOURCE: Office of Assessment, Accountability, and Evaluation

Note: * Dr. N.E. Roberts Elementary School was not selected for Title I service in 2006-07 because it fell below the district's cutoff for free and reduced lunch. They qualified for Title I again for 2007-08, because they were not Title I in 06-07. Their AYP sanctions start from square one and no sanctions will apply to them unless they fail to make AYP for two consecutive years.

Finding: In 2005-06, 29 schools did not make AYP and had to provide Transfer and Supplemental Education Services. 12 made AYP and went into a holding pattern. In 2006-07, 24 (83%) of the same 29 schools did not make AYP and progressed to the Corrective Action phase; 4 entered holding; and, one charter school closed. In 2007-08, 18 schools did not make AYP and entered Restructuring Planning; and 6 are in a holding pattern

Goal 5: Instructional Leadership

We will recruit and retain highly qualified personnel by providing a professional work environment that is challenging, nurturing and conducive to professional growth.

School-based Instructional Staff with At Least Level One Technology Proficiency			
School Year	Total Staff	Count of Level One Proficiency	Percent of Level One Proficiency
2004-05	5,488	1,043	19.0%
2005-06	6,352	2,429	38.2%
2006-07	5,824	3,820	65.6%

SOURCE: Office of School Technology

NOTE: Counts of level one proficiency reflect teachers within the school year with tech one proficiency regardless of the year in which the proficiency was obtained.

Target for 2007-08: District-wide 40% or more of the school-based instructional staff will achieved at least level one technology proficiency.

Finding: The percent of instructional staff with at least level one technology proficiency has nearly doubled each year since the baseline.

Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 1: Create a design for elementary, middle, and high schools, and standard relating to each school type that are consistent with educational research concerning student learning processes.

a) *Research and review effective campus designs to reflect effective instructional practices, incorporate the findings into existing campuses, and utilize best-practices and equitable consideration in construction of new campuses.*

2005-06

Effective designs have been reviewed to reflect effective instructional practices and have been incorporated into school designs as follows:

- Prototypical elementary schools, Elementary Schools “A = Horizon,” “B = name to be determined,” “G = Chain of Lakes,” “H = property not acquired,” and “I = Sleepy Hill.”
- Prototypical middle school, Middle School “AA = scope changed to elementary, named Lake Marion Creek.”
- Prototypical high schools, High Schools, “AAA = Ridge Community,” and “BBB = Teneroc.”
- Special School Projects at Harrison School of the Arts, McLaughlin Middle School and Ridge Technical Center.
- Classroom building additions at more than 40 schools.

SOURCE: Office Facilities and Operations

Review of facilities use with principals:

- Sr. Directors conducted facility walk-throughs with principals
- Utilization of portables reviewed with Sr. Directors

In addition, the Fine Arts Department and Facilities Division planned and/or began implementation of fine arts facility improvements at Frostproof Middle/Senior, Harrison SOA, and McLaughlin Middle during the 2005-06 school year and the Sr. Director of Middle School was provided sketches of new campus designs for future middle schools facilities for review.

SOURCE: PCSB's Instructional Services

- Discussion and planning for comprehensive school visitor tracking system
- Discussion and planning for a GIS-based automated bus routing system, bio-metrically based (fingerprint) for student tracking and buses electronically tracked via GIS map.

SOURCE: PCSB's Support Services

Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 1: Create a design for elementary, middle, and high schools, and standard relating to each school type that are consistent with educational research concerning student learning processes.

a) *Research and review effective campus designs to reflect effective instructional practices, incorporate the findings into existing campuses, and utilize best-practices and equitable consideration in construction of new campuses.*

2006-07

Effective designs are continually reviewed to reflect effective instructional practices and have been incorporated into school designs as follow:

- Prototypical elementary schools
- Prototypical middle school
- Prototypical high schools
- Prototypical ninth grade center
- Special School Projects at Harrison School of the Arts, McLaughlin Middle School and Ridge Technical Center are to be completed by the summer of 2009.
- Evaluation and updating of campus master plans.

SOURCE: Office Facilities and Operations

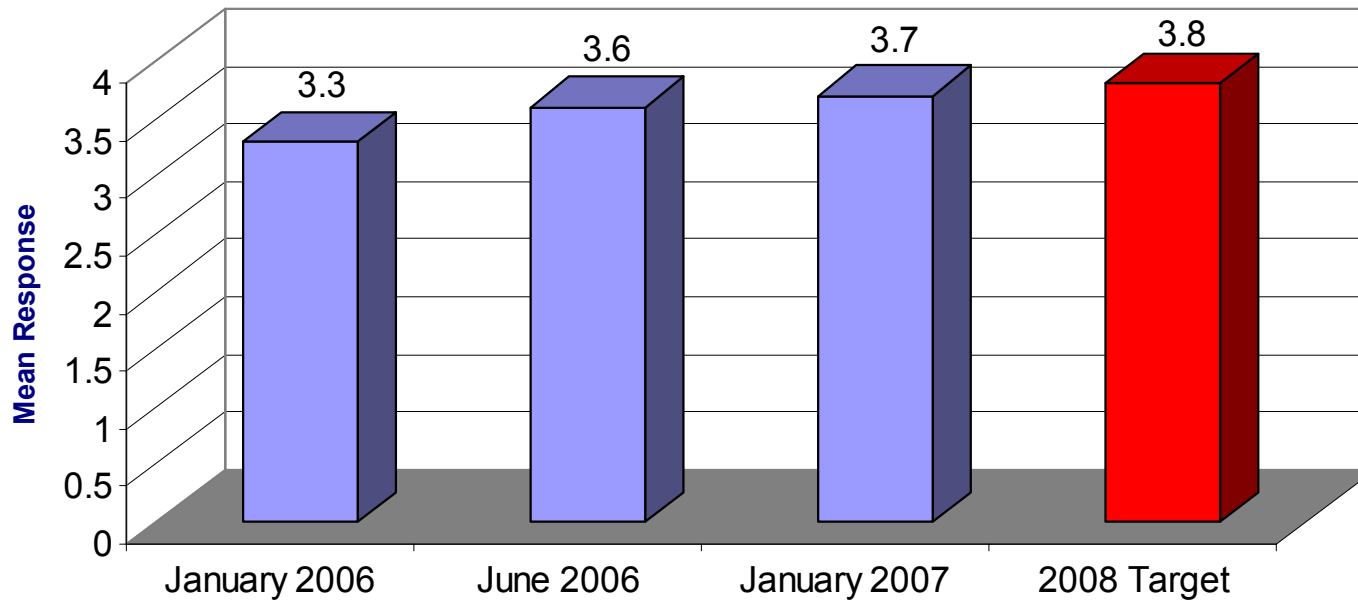
Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 2: Cultivate a highly professional environment that is safe, orderly and family friendly.

a) *Require all employees to wear ID badges.*

Perceived Level of Employee ID Badge Utilization



SOURCE: Strategic Plan Implementation Survey administered to all school based-administrators and Sr. Coordinator level and higher district staff. Construct measured with four items on a scale of one to four with four being most favorable.

Finding: *The perceived level of employee badge utilization has increased gradually with a trend that appears to be in-line to meet the 2008 target.*

Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 2: Cultivate a highly professional environment that is safe, orderly and family friendly.

b) Front office staff will greet school visitors in a timely manner, and parent concerns will be resolved at the point of origin.

2005-06

- For the 05-06 School Year, approximately 160 participants were trained in “Family Friendly Schools”, a four-hour professional development training for school-based office staff, aimed at increasing effective interactions with families and family involvement by creating an inviting and helpful school environment.
- The Polk County Schools Mission Statement and Strategic Plan set the purpose of the session followed by data and research related to family involvement and its relationship to student achievement.
- Differences in families were explored as well as the need for different communication methods.
- Information about customer service and business success was provided while customers’ needs and our obligation to serve the customers was reiterated.
- Examination of communication skills including non-verbal communication (body language) and how to send positive messages was conducted.
- The Six Characteristics of a Family Friendly School (as identified by the Florida Partnership for Family Involvement) was discussed followed by reviewing specific school strategies and planning for action.
- Additionally, five workshops of F.I.S.H. (Focus, Invite, Smile, Help) with approximately 300 participants were conducted. They were aimed at increasing positive interactions within the workplace by teaching individuals to reevaluate their attitudes and thus create a more family-friendly environment.

SOURCE: PCSB’s Office of Human Resource Development

- It was also noted that under section 4.7 of the teacher agreement regarding professional dress, it states: “In as much as teachers are role models for students, each teacher shall maintain a neat, professional appearance appropriate for his/her specific teaching assignment.”

2006-07

Customer Friendly Staff

- Continued delivery of “Family Friendly Schools” professional development activities for educational support staff
- Facilitated educational support staff professional institute with sessions that pertained to family friendly strategies, interpersonal communication skills, ethics, and effective telephone skills

Source: Professional Development Department

Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 2: Cultivate a highly professional environment that is safe, orderly and family friendly.

2005-06

Student Service Personnel have developed a number of training programs to promote the understanding and use of pro-active methods of working with students. These include:

- Bullying Prevention online training
- Suicide prevention training
- Behavior management strategies
- The support and training of schools in the Positive Behavior Support (PBS) process

SOURCE: Student Services Department

2006-07

Student Services personnel continued training efforts in the areas of bullying prevention, suicide prevention, behavior management, and support for the district's Positive Behavior Support (PBS) process. Child abuse was added to the list of training initiatives. Other initiatives for the 2006-07 school year are listed below:

- More than 150 participants completed the Bullying blackboard (online), comprehensive training module. Bullying prevention outreach training was conducted with all elementary guidance counselors and sessions were presented to administrators at the Summer Leadership Conference. Three schools were targeted with more intense bullying prevention initiatives.
- A Blackboard Suicide Prevention training module was launched during the 2006-07 school year.
- A suicide prevention module targeting high risk students was also developed. A trainer of trainers model was used to in-service selected crisis team/school psychologists to provide the training to ROTC students.
- Crisis Intervention training was conducted for approximately 50 support personnel including school psychologists, counselors, social workers, nurses, and prevention personnel.
- Threat Assessment and NOVA (National Organization for Victim Assistance) training was provided for student services and administrative personnel. There were 35 participants.
- Procedures for responding to potential child abuse were updated and distributed to Student Services and Administrative personnel.
- A comprehensive child abuse training application was begun during the 06-07 school year by a multi disciplinary committee of PCSB and community agency personnel. Training formats ranging from Blackboard (comprehensive) to presentations that can be adapted to the needs and time constraints of the audience are being added.
- Student Services personnel worked closely with Information Services to develop a student attendance Genesis application to accommodate Elegrade and Pinnacle attendance data, distinguish between excused and unexcused absences, and track student attendance on a daily basis.

Goal 6: Safe and Orderly Environment

We will establish learning environments that ensure the academic and personal success of each student.

Objective 2: Cultivate a highly professional environment that is safe, orderly and family friendly.

2006-07 (Continued)

- The Driver License Attendance Program Procedural Manual was developed and implemented to ensure compliance with state reporting requirements.
- The Student Code of Conduct was revised to strengthen the district's attendance policy.
- An Attendance Procedural Manual was begun for Social Workers to ensure consistency across the district with attendance procedures and truancy interventions.
- The Substance Abuse Code of Conduct program at the Mark Wilcox Center served approximately 370 students who were referred by school personnel or voluntarily chose to participate in the district's substance abuse prevention program. The program was evaluated during the 2006-07 school year by Data Integrated Monitoring and Evaluation Systems with findings confirming the positive impact of the program on students and their parents.
- Approximately 4,500 students were drug tested through the Student Athletic Drug Testing grant program and 400 students who voluntarily participated in the Rally Against Drugs program at Mulberry High School. Our district's Prevention Survey administered to students in grades 6-12 indicates significant downward trends in the use of marijuana and binge drinking among students engaged in the testing process. The final results of the 3 year U.S. DOE Drug Testing Grant will be available in December of 2007.
- New Harcourt Health and Fitness and Glencoe text books have been adopted, purchased, and will be distributed to all (K-9) classroom teachers during the 2007-08 school year.
- A Pandemic Influenza Plan was developed by a multidisciplinary committee of student services and support services personnel and approved by the School Board. A federal Readiness and Emergency Management for Schools grant project was submitted.
- Prevention Education RNs provided 7,237 lessons in Human Growth and Development, Disease Awareness and Prevention and Healthy Lifestyle Choices for students in grades 4-12.
- AED training and implementation continued throughout the 2006-07 school year.
- The Administrative Code of Conduct was updated to ensure accuracy and consistency in reporting discipline data by school based administrators.

SOURCE: Student Services Department

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 1: Establish an effective system of communication linking district, school and home.

- a) *Establish mechanisms at the district and school level to communicate with parents, staff and community on a regular basis.*

2005-06

District, school and home links were established using 18 plans in the 2005-06 school year compared to 13 reported in 2004-05.

1. Communiqués and correspondence to parents/others
2. Board meeting special recognitions
3. Community Involvement (volunteer/mentor programs, Partners in Education, etc.)
4. Community Reports (insert in daily newspaper)
5. Correspondence, text, public presentations and speeches
6. District Office reception and foyer area
7. Education Channel
8. Monthly E-memos
9. Information Guide and Meet the School Board and Superintendent brochure
10. Florida Learn & Serve
11. Media Relations (newspaper, television, and radio coverage)
12. Parent Guide
13. Polk County Times
14. Public and general information requests
15. Research/archival retrieves
16. Five Star Schools
17. School House News
18. Special Events

SOURCE: PCSB's Community Relations Department and Office of Minority Relations

2006-07

The Community Relations Department provided information and collaborated with the community on minority, challenged and/or economically disadvantaged students and school needs through communications vehicles involving the following events or programs:

- National Achievement Scholar program,
- MLK Jr. Day Essay Contest,
- Minority Achievement Banquet,
- Florida's Positive Behavior Support Project,
- Doris Sanders playground opening,

Goal 7: Stakeholder Relationships

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a) *Establish mechanisms at the district and school level to communicate with parents, staff and community on a regular basis.*

2006-07 (Continued)

- About Face and Master Key Awards,
- Free and Reduced Price Meal program,
- Two Florida Diagnostic and Learning Resource Systems workshops,
- Florida Family Literacy Initiative with Lakeland Teen Parent,
- Central Florida Business Diversity Council,
- Polk Life and Learning Country Store,
- Gause Academy-Jeppesen Vision Quest partnership,
- Minority student winning U.S. National Botanic Conservatory art contest,
- Victory Against Hunger program,
- Roosevelt Academy Senior Q Month event,
- School Board recognition of long-serving minority educator,
- Autism & Law Enforcement Workshop,
- Locks of Love,
- Free Summer Meal program,
- Noah's Nest,
- Polk County Builders Association/Workforce Education construction project,
- Southwest Elementary Learn & Serve Alzheimer's project,
- Minority Relations Parent Outreach Program, minority staff member honored by Florida Literacy Coalition,
- Minority Relations Breakfast Roundtable

The following were also added to the mechanisms established in 2005-06:

- School Newsletters
- PTA and PTO
- Active Education subcommittees in area Chambers of Commerce.
- School signs (marquees) used to promote district needs, initiatives and recognitions.
- Schools held parent meetings in community buildings near where students live.

SOURCE: PCSB's Community Relations Department and Learning Division.

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

a) *Provide information and collaborate with the community on student and school needs (e.g., parent workshops).*

2005-06

- There were 41 events, programs and initiatives to promote school and community interaction among 168 community groups, associations, and organizations in the 2005-06 school year compared to 15 reported events in 2004-05.

SOURCE: PCSB's Community Relations Department and Office of Minority Relations

2006-07

- There were 162 events, programs and initiatives to promote interaction among 246 community groups, associations and organizations in 2006-2007.
- Communication plans linking district, school and home were:
 - Communiques, correspondence to parents/others
 - Board meeting special recognitions
 - Community Involvement (volunteer/mentor programs, Partners in Education)
 - Community Update published in Polk County's largest daily newspaper
 - Public presentations and speeches
 - District Office reception and foyer area
 - Education Channel
 - Month E-Memo to community stakeholders
 - Information Guide
 - Florida Learn & Serve
 - Media Relations (newspaper, television, radio coverage)
 - Polk Voice blog
 - Parent Guide
 - Polk County Times
 - Fulfillment of information requests from public
 - Five Star Schools
 - School House News
 - Special Events
 - Teacher Appreciation Week poster campaign
 - Teacher Appreciation Week cable television advertising
 - No Weapons In School poster campaign

SOURCE: PCSB's Community Relations Department

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

a) *Provide information and collaborate with the community on student and school needs (e.g., parent workshops).*

2006-07 (Continued)

During the 2006-2007 school year the Office of Diversity Management expanded its outreach to the community through parent engagement resources and community based organizations. These community contacts included the following:

- Established the District-wide Diversity Council with representation from various ethnic groups, churches, parents, civil rights groups, university officials and educators
- Monthly report Community Relations Advisory Committee (CRAC) which consisted of representatives from the Sheriff's Office, County Commissioners, churches, businesses, community-based non-profits and retired educators
- Continued to work with various ministerial groups in the minority community who are interested in drop-out prevention and credit recovery programs for struggling students
- Shared the District's learning initiatives and other programs that impact diverse students with Leadership Lakeland, Winter Haven Focus on Leadership, Central Florida Minority Contractors, PCC Martin Luther King Luncheon, Say No To Drugs-Bartow Chamber and various school staffs
- Developed a relationship with a number of organizations as part of our Parent Engagement Program activities: Big Brothers/Big Sisters of Tampa Bay, Haines City Chamber of Commerce, Church Service Center-Bartow, Compassion Action for Haitians, Domino's Pizza-Bartow, Family Fundamentals-Lakeland, Lifeline for Youth and Family-Winter Haven, Publix Supermarkets, St. Ann's Catholic Church-Haines City, Writers, Inc.: Read Me Another Story-Lakeland, and outreach to parents in the Parent Engagement Programs at five pilot schools.
- Assisted the schools and the County with the Martin Luther King Essay contest.

Source: Office of Diversity Management

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

b) Establish communication with local post secondary institutions.

2005-06

- PCC and Chain of Lakes Collegiate High Schools on college campuses
- Grant planning with:
 - USF Lakeland – Educational Leadership
 - USF Tampa – Institution for Instructional Research & Practice
 - PCC – Upward Bound
 - USF Lakeland – Instructional Technology
 - UF – Educational Leadership
 - UF – Public Health
 - UCF – Educational Leadership
 - USF Tampa – Institute of Mental health
 - PCC – Workforce Education
- Workforce education articulation agreements were developed with several post-secondary schools for 2006-07 implementation.
- Polk Education Foundation (PEF) works with all local colleges and universities to facilitate scholarships to Polk graduating seniors
- Planning for a program designed to assist minority students in attending USF and having peer mentoring services for support was facilitated by PEF.

SOURCE: Sr. Director & Director Reports

2006-07

- A number of formalized inter-institutional agreements have been established with various post-secondary institutions as part of a commitment to enhance educational opportunities available to students via accelerated options such as dual enrollment and college credit early admission.
- An additional inter-institutional agreement was executed in 2006-2007 with South Florida Community College to increase access for Ft. Meade and Frostproof High School students.

SOURCE: Sr. Director & Director Reports

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

c) Collaborate with the community on Pre-K student needs and school readiness.

2005-06

Polk County Schools Pre-Kindergarten programs partner with:

- Polk County Early Learning Coalition
 - Quality Initiatives:
 - Florida First Start: Birth to 3 parenting program
 - Family Literacy Project – Take Home Library (FFS and PreK)
 - Comprehensive Health Services Project (PreK)
 - Teacher Resource Support (PreK)
 - County Level Committees and Board
 - Coalition Board
 - Enhancements project
 - Curriculum Development Committee
 - Voluntary Pre-Kindergarten Services
 - Summer 300 hour program
 - Spring Semester 540 hour program
- Youth and Families Alternatives, Inc.
 - School Readiness services (Pre-Kindergarten) for 700+ children
- Success by 6 / United Way
 - Committee participants
- Polk Community College
 - TEACH scholarship Program: 57 participants
- Polk Collaborative Partners in Quality Early Care and Education
 - Co-host annual conferences

2006-07

Polk County Schools Pre-Kindergarten Programs continued partnerships with:

- Polk County Early Learning Coalition
 - ELC-Polk Board participation
 - Quality Initiatives (family literacy, Florida First Start, nursing supports)
 - Childcare services program enhancements and curriculum development committees

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

c) Collaborate with the community on Pre-K student needs and school readiness.

2006-07 (continued)

- VPK (Voluntary PreKindergarten)
 - Spring Semester 540 hour program - 552 students at 48 school locations
 - Summer 300 hour program - 252 students at 10 school locations
- Youth and Families Alternatives, Inc.
 - Subsidized child care services for 602 children
- Success by 6 / United Way
 - Special emphasis on early literacy and vocabulary development activities
- College Scholarships:
 - Polk Community College and University of South Florida
 - 59 PreK staff members are actively enrolled in classes

SOURCE: Child Care Services

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 2: Expand the system's community outreach function to promote school and community interaction.

c) *Collaborate with the community on Pre-K student needs and school readiness.*

Kindergarten Readiness Rate

	SRUSS 2004-05	SRUSS 2005-06	FLKRS 2006-07
District	76%	74%	78%
State	84%	82%	86%

SOURCE: Office of Assessment, Accountability, and Evaluation

DIBELS Status Results

Polk County Schools						
Status	Letter Naming Percent			Initial Sounds Percent		
	Fall 2004	Fall 2005	Fall 2006	Fall 2004	Fall 2005	Fall 2006
N =	5,986	6,469	6,874	5,984	6,357	6,723
Above Average	36	36	42	34	34	38
Low Risk	16	15	15	20	21	21
Moderate Risk	20	20	19	22	21	21
High Risk	28	29	24	25	24	20
STATE						
N =	175,023	178,953	182,278	174,913	172,901	176,957
Above Average	48	50	56	39	41	44
Low Risk	15	14	14	19	20	19
Moderate Risk	17	16	14	20	20	19
High Risk	20	19	16	22	20	18

Target for 2007-08: A 9% increase in Kindergarten Readiness Rate over 2004-05 baseline year. (Aligned with Polk Vision's Goal)

Finding: Kindergarten Readiness rates increased from the baseline year, in spite of the fact that a different instrument was used in 2006-07. This is also reflected in the first administration of the DIBELS. Students are entering Polk schools with a higher rate of students scoring "Above Average" and less as "High Risk."

Goal 7: Stakeholder Relationships

We will actively pursue and cultivate parent, community and business involvement.

Objective 3: Promote initiative and encourage inclusive practices that increase multi-cultural cooperation within the schools and community.

a) *Provide information and collaborate with the community on minority, challenged and/or economically disadvantaged students and school needs.*

2005-06

- Started the Annual Superintendent's Breakfast with the minority community to recruit support from churches, community leaders and organizations
- Participation in the MLK Essay Challenge
- A Sponsor of the new Multi-cultural Festival
- A parent engagement committee with staff and parents was formed as an outgrowth of parent outreach and visitation program.
- A diversity council was established consisting of staff and community leaders for the purpose of making recommendations to the superintendent regarding improving the district's diversity effectiveness.
- The United Negro College Fund participation and contribution was continued.
- Assisted external organizations in securing grants for programs serving low income families, i.e. after-school programs, career enhancement programs, and career preparation programs
- Minority Achievement Council highlighted achievement of high achieving minority students, some received scholarships.
- PEF provides 4-year scholarships to students with physical disabilities who meet free/reduced lunch criteria and have the potential for college success with external donor funds.
- Established a ESOL Parent Leadership Council with the goal of increasing parental involvement

SOURCE: PCSB's Community Relations Department, Office of Minority Relations, and Sr. Directors & Directors Reports

2006-07

- Elementary Principals received diversity training.
- The parent engagement committee was continued as an outgrowth of the parent outreach and visitation program. One (1) Parent Engagement Facilitator and five (5) Parent Engagement Para educators were hired to serve pilot schools to make the home school connection to increase the level of involvement of minority parents and level of support for schools and teachers
- Continued participation in the Annual Superintendent's Breakfast with the minority community, and sponsoring the Multi-cultural Festival to recruit support from churches, community leaders and organizations
- Continued involvement in the MLK Essay challenge with over 630 students actively participating
- The diversity council consisting of staff and community leaders for the purpose of making recommendations to the superintendent regarding improving the district's diversity effectiveness was continued.
- The United Negro College Fund participation and contribution was continued.
- Assisted external organizations in securing grants for programs serving low income families.
- Minority Achievement Council highlighted achievement of high achieving minority students, some received scholarships.

Goal 7: Stakeholder Relationships

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Objective 3: Promote initiative and encourage inclusive practices that increase multi-cultural cooperation within the schools and community.

a) *Provide information and collaborate with the community on minority, challenged and/or economically disadvantaged students and school needs.*

2006-07 (Continued)

- Continued the ESOL Parent Leadership Council with the goal of increasing parental involvement
- Supported the employment of a supplier of Diversity to increase voluntary participation in economic and business opportunities to regional small and minority businesses with the district.
- Collaborated with the curriculum department to implement a comprehensive Reading Plan that enforces Principal involvement, uninterrupted reading blocks of time, and feedback on academic progress of all students, including minority students
- Assisted in the submittal of Head Start Program grant for the district
- Continue to focus on sensitivity to demographic diversity.

SOURCE: PCSB's Community Relations Department, Office of Diversity Management, and Sr. Directors & Directors Reports