

Polk School District

District Improvement/SACS Plan 2010-2011



Section One: Self Study Procedures

A Polk School District Board retreat was held during the spring of 2010. All school board members, superintendent, and district/school-based administrators participated in the retreat, and board, superintendent, district/school-based administrators, and parent/business members

participated in the collaborative planning sessions. These different groups and planning sessions were instrumental in reviewing and revising the Polk School District's mission statement, vision, beliefs, and goals and objectives.

Once the teams reached consensus, this information was brought before the Polk School District's Advisory Board. This board is made up of Polk County business leaders, parents, elected community officials, administrators, and school board members. The Advisory Board gave input, reviewed and made recommendations for changes and/or additions to the mission, vision, beliefs, and goals and objectives.

After these initial meetings, the administrative team participated in Principals' Meetings to provide strategic planning for Polk School District. All strategies and improvement initiatives were aimed at directly impacting the district's goals and objectives. Once the improvement initiatives were decided upon, each school replicated this process.

The individual schools not only looked carefully at their own goals and objectives, but used the district's overall guiding goals and objectives as a beginning point. Each school's individual school improvement plan was reviewed, using current data, updated, and submitted for district approval. The district and schools provide a very transparent view of the school improvement process through the use of Strategic Plans available on their websites. The Strategic Plans are developed through the use of the Georgia School Board Associations Strategic Planning Templates. Training was provided to all schools on how to use and maintain their plan as a tool for parent/community communication.

It was evident through the planning process that Polk School District was truly focused on ensuring all students receive opportunities to become successful students, as well as productive citizens.

Areas that were identified as weaknesses in the parent surveys, data analysis, and recommendations from the previous SACS QAR team visit were included in the district's action plan. Individual school weaknesses were addressed with the schools' action plans. The Polk School District action plan reflects standards set forth by the Georgia Department of Education and SACS CASI.

Polk School District was fortunate to have had all assistant principals, principals, district administrators, superintendent and a board member participate in the Georgia Leadership Institute for School Improvement. All of the mentioned participants went through Base Camp and Summit. These two intense, three day sessions allowed our administrators to take an in-depth look into a framework for leadership of school improvement. During this training, the participants were able to digest and learn the improvement model of "Plan, Do, Check, Act."

This model allowed our principals to learn how to:

- lead a team in focusing on potential initiatives
- initiate school improvement
- lead better-seeking teams
- analyze data
- analyze causes
- analyze systems

- lead change

The district administrators had the opportunity for training in Developing High Performing Leaders. This training was an excellent venue to display ways the district level can support our schools, as well as train our faculties in leading change.

The Administrative Team for Polk School District identified the following areas that needed to be addressed:

Student Achievement in the areas of language, math, and science
Parental Communications/Relationships
Attendance

The language arts and math portions of the CRCT have continued to be a concern for our middle school students. In reviewing the data, the team chose to address this in the Action Plan. District level and school level teams reviewed research-based initiatives and programs that would directly address the needs of this group of students. In doing so, it was apparent our district would benefit from the placement of instructional coaches in our middle school. A Language Arts Instructional Coach and Mathematics Instructional Coach were hired to work with the two middle schools. These individuals work closely with the teachers on instructional strategies, instructional frameworks, performance tasks, and modeling lessons. The teams further decided continue the remedial connections courses for “at-risk” students, providing previewing and continued practice of skills the students are working on during their regular class periods. Another initiative put into place in the elementary and middle schools was the addition of second math class for all students. This additional opportunity for instruction has allowed our teachers the time to address specific misconceptions and problems without having to hurry onto the next concept, leaving some students behind.

The major areas of weakness at the high school level focused on the district improving the schools’ graduation rates. Adequate Yearly Progress (AYP) was not being met for graduation rate. Several initiatives have been implemented to address this problem; credit recovery, intercession, time-for-time, and remediation tutoring. A committee of administrators and teachers results possible scheduling changes. After researching, visiting schools, and creating a draft plan, parents and students were asked to join the committee and make site visits. This committee decided upon a schedule change from a hybrid (traditional with two block days) to an A/B block schedule.

Throughout the guided self-study, Polk School District has tried diligently to engage all stakeholders. The school district has continuously met with the administrative team during Principals’ Meetings, Summer Seminar, and in Board Retreats. The parents and community have been given opportunities for engagement during the Board Advisory meeting and School Council meetings. Once again these groups consisted of administrators, parents, community members, business members, as well as elected local officials. The meetings are held to keep our stakeholders informed about the events, situations, and data concerning schools. During these meetings, the input gathered allowed Polk School District to clearly define the mission, vision, goals and objectives, as well as the Polk School District Commitment Statement. With elements as guiding principles, Polk School District has definitely focused on student achievement throughout the district.

Polk School District added an additional elementary school in the Fall of 2010. The school was added to the Cedartown area to alleviate the overcrowding in the elementary schools. The elementary schools in the Cedartown area were averaging around 850 per school. With the addition of Youngs Grove, the attendance averages for these schools have dropped to around 550 to 650 per school, making them more manageable.

All elementary, middle, and high schools within Polk School District are accredited through SACS. Each school maintains a high quality of expectation through meeting all seven standards and indicators. Also, each school is accredited with quality by the Georgia Accrediting Commission.

Section Two: Accreditation Standards

During the spring of 2010, representatives of principals from each school level and district administrators met to preview the seven accreditation standards. At this time, the draft response was created for each of the standards and indicators. The draft responses were held until an opportunity was available for review by the various stakeholder groups.

The Polk School District Administrative Team has met regularly through summer seminars to further address and finalize the responses for each standard. Input was given from the administrative team, corrections were made, and additional information was added. The responses were then presented to the Board Advisory Committee and to each School Council. The same process of review and correction was administered.

Standard 1 Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving

the performance of students and the effectiveness of the system.

Polk School District continuously strives to engage all stakeholder groups in its effort on school improvement. The Administrative Team, the Board Advisory, the Superintendent's Advisory Board, school committees, and school councils have been instrumental in the development of the district's mission, vision, beliefs, goals, and objectives. With the input from these stakeholders, Polk School District was able to develop a Commitment Statement that guides the decisions made throughout the district.

The continuous cycle of school improvement assists each school, as well as the district, in focusing on research-based practices to support the teaching and learning outlined within each school/system improvement plan. This Plan- Do- Check- Act process allows each school and system to ensure the improvement efforts are aligned with the system-wide goals.

Each Continuous Improvement Plan has an action plan which outlines how each action step will be evaluated and monitored. The district level director in charge of School Improvement regularly meets with the principals to discuss how the schools are progressing with their plans. The district and schools also have established Balanced Scorecards, which are continuously updated. The scorecards are posted on the websites and within the schools, to allow students, parents, community, staff, and teachers to have access to this information. All schools, and the district office, have data walls or rooms. This mode of evaluation and monitoring allows stakeholders the ability to track results.

Polk School District is confident that its mission, vision, and beliefs guide the decisions and direction in instruction and curriculum. The district has established an Instructional Committee, made up of the Curriculum Director, the Career Technical and Agricultural Education Director, the Federal Programs Director, the Special Education Director, the Director of Instructional Technology, and any other invited member, to review any instructional or curriculum suggestions, materials, or programs schools would like to use. The Instructional Committee investigates whether the recommendation is research-based and subscribes to the district's mission, vision, beliefs, and goals.

Through the establishment of the Board Retreats, Board Advisory group, Superintendent's Advisory group, and school councils, Polk School District annually reviews the mission, vision, belief, and goals and objectives. In order to ensure we are meeting the needs of all students, Polk School District is committed to continuing this practice.

Standard 2 Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

Polk School District has communicated all written policies online with ePolicy through the Georgia School Board's Association. Any stakeholder can access this information from the Polk School District website: www.polk.k12.ga.us .

Polk School District has updated the district's organizational chart. The update included changes in positions at the district level. The defined lines of authority remain the same.

Polk School District is very proud of its board. In December of 2006, the Polk School District Board of Education was recognized as one of Georgia School Board Association's *Boards of Distinction*. The board diligently works each year to maintain the distinction awarded to them in

2006. The school board recognizes day to day operations of the schools are the responsibility of the superintendent and administrators. The school board has hired highly qualified individuals, capable of taking on the awesome task of handling school operations. The school board views each member of the administrative team, school-based and district level, as a part of their team.

The Polk School District Board of Education supports the collaboration of the system and community stakeholders. Through the networking of civic organizations, the Board Advisory, the Superintendent's Advisory, and School Councils, a strong relationship has been established between the system and community. This relationship has allowed everyone to work together to support the district's goals.

The Polk School District Board of Education participates in training offered by the Georgia School Board Association. As mentioned earlier, the school board has been awarded *Boards of Distinction*, recognizing and verifying their compliance with the Georgia School Board Association Standards for Local Boards of Education, as well as additional areas of organizational structure.

The Polk School District Board of Education and the Superintendent maintain legal counsel. Legal counsel attends all board meetings, and is on hand whenever issues arise in which their support or guidance is needed.

The Polk School District board and Superintendent maintain adequate insurance to protect financial stability. Information regarding the district's insurance coverage may be obtained from the district's financial department.

The Polk School District Superintendent and Personnel Director work to provide an effective evaluation system for all certified and classified employees. Annual updates and training for the evaluation process are provided each year. All evaluation are handled in a professional, confidential manner that encourages growth among the employees of Polk School District.

The Board Advisory Committee and School Councils have been highly supportive in the continuous improvement process. They have been a critical element in assisting our Administrative Team in reviewing, revising, and creating the guiding principles of Polk School District; the mission, vision, beliefs, goals and objectives, and commitment statement.

Each of the district's system are in place and designed to support the mission, vision, beliefs, goals and objectives to support continuous improvement. Needs assessments are conducted to ensure that funds are allocated to support student learning.

Standard 3 Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Polk School District teachers implement the Georgia Performance Standards as outlined through the roll-out schedule. All teachers within the district use the Polk School District Curriculum Frameworks as a guide that provides clear expectations for the district's assessment and instruction. Teachers also use the Instructional Frameworks as a guide to planning the opening, work session, and closing of a lesson.

The Georgia Performance Standards provide specific expectations for assessment and

instruction. The standards identify skills necessary to problem-solve, reason, communicate, and make connections with other information. Polk School District teachers have “unpacked” each set of rolled-out standards. This has allowed the teachers to gain a critical understanding of the required skills and knowledge required of the students.

Polk School District teachers use the Georgia Performance Standards as the foundation for units and lessons they develop for instruction. The units are a means to increase the student knowledge and skills across all subject areas and grade levels. Teachers collaboratively plan in grade levels and departments to develop quality units and lessons. The Georgia Performance Standards are designed to ensure rigor and relevance to all subgroups of students. In addition to the GPS, Polk School District has a Character Education program to focus on the standards for character development and advisement programs in the middle and high schools.

All faculties have participated in differentiation training, Learning Focused Schools training, and Co-Teaching training. Much of the training has taken place through the use of book studies in professional learning communities, as well as district and school level face-to-face training. The trainings focused on research-based strategies that have been found to be effective in teaching the curriculum in all types of classrooms: regular education, special education, gifted, vocational, etc. In the fall of 2009, MESH (Mathematics, English, Science, and History) training was implemented in both high schools. The purpose of this training was to make a true collaborative connection between the academic courses and vocational courses. Teachers worked collaboratively to plan lessons and activities to show relevance in their students’ education. This work will be continued throughout the 2010-2011 school term.

With assistance and input from teacher groups, Polk School District has developed Curriculum Frameworks and/or syllabi for all subject areas. This process has been reviewed annually in order to meet the changing needs of our students and for unit development.

Teachers use different types of learning styles when creating lesson plans and units. Professional learning was provided during the 2006-2007 school term on unit writing and performance tasks, giving teachers an additional opportunity to gain knowledge in performance tasks. The performance tasks are effective ways to involve students in the learning process. Standards-based instruction has allowed our teachers to incorporate more strategies in lessons to specifically promote higher order thinking skills. During the 2008-2009 School term, professional learning focused on the research-based instructional strategies outlined in Learning Focused-Schools. All employees of Polk School District will participated in this year long training. Schools will conduct book studies focused on the identified need of each school based upon their needs assessment.

The Polk School District calendar has been created to meet the educational needs of the students, as well as the professional needs of the educators. A policy requires that students attend the full 180 days of instruction. The calendar also allows the district to meet the professional learning needs of the teachers. Assemblies, celebrations, and programs are planned, when possible, to occur during non-instructional times. The required amount of instructional time for each grade level is provided and protected at all schools.

All Polk School District principals and district level administrators participated in the Georgia Leadership Institute for School Improvement’s Base Camp and Summit. Each three day session provided intense training on developing instructional programs committed to increasing the school’s ability to provide instruction directed at increasing higher order thinking skills and relevance of learning. Balanced assessment was taught as a must do process to ensure all

students are mastering the curriculum.

Polk School District is constantly aware of differences in learning expectations at the different grade levels. However, the district realizes that common research-based best practices can be applied to all grade levels. All teachers have received a checklist of research-based best practices to incorporate into their classrooms.

Model Standards-Based Classrooms have been created in each school. These teachers meet on a monthly basis to discuss the district's need, focus, and priority for standards-based instruction. These classrooms are used a teaching model for other teachers.

Polk School District has implemented the process of Data Retreats within each school. The Data Retreat process allows our district and schools to drill down deep into the data at the district, school, classroom, and individual student level. The assistant principals and instructional coaches have been instrumental in leading this process for the respective faculties. The information gathered from the retreats has been beneficial in making curricular and instructional decisions at the district and school levels. During meetings for our instructional coaches, data is discussed in order to find common trends of weaknesses or strengths needing to be addressed district-wide.

Polk School District has an Instructional Committee made of the district's Curriculum Director, Early Interventions Director, Special Education Director, Instructional Technology Director, and Federal Programs Director. This committee reviews and requested supplemental material for the district or individual schools to ensure whether it is research-based, and whether the request matches the needs of the district/school.

Reviewing student achievement data is a continuous activity for the district and schools throughout the year. A data retreat is held at the end of the year to guide decisions about the instructional programs for the upcoming year. Throughout the year, benchmark assessment data, performance data, and observations from teachers are used to guide the direction of their individual classroom instruction. Data is also used for student placement in support classes such as gifted, remedial, and jump-start classes.

Examples of research-based instructional practices used in Polk School District include the use of Learning Focused Schools instructional practices, Instructional Coaches, Special Education Lead Teachers, Data Retreats, and the creation of Better-Seeking Teams (BST). These practices are used to address all students learning needs, to identify targeted students in needs for tutorial activities, and to identify root causes for common trends within the school.

Polk School District has begun the implementation of Response to Intervention (RTI). The Polk School District Pyramid of Intervention and RTI Flowchart assist the faculty and staff at all schools in delivering appropriate interventions to students. As part of RTI, students continue to receive assistance through the Student Support Team (SST). SST is part of levels two and three on the pyramid.

All teachers are expected to use the lesson plan format that follows the Polk School District Instructional Frameworks for each subject area. Principals have distributed a checklist with best-practices expectations for each classroom. Principals and district level administrators use the checklist for best practices when Drive-through Observations and District Walk-throughs are performed. During these observations, principals check to ensure unit plans are being used to deliver and guide instruction.

Polk School District administrators have also participated in Keys to Quality training through the Georgia Department of Education. This session taught administrators to use the Toolkit to ensure the Georgia School Standards for Performance are being met within each school. The standards, listed in rubric style, allow schools to rate themselves on implementation, challenge them to meet the next level, and assist in action planning. The standards for curriculum and instruction allow the school to view how well they are addressing the development of higher order thinking skills with their students.

Standard 4 Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Polk School District schools carefully review data annually to update and/or revise the curriculum frameworks that guide instruction. Curriculum maps are consistent with the Georgia Department of Education curriculum guides. Benchmark assessments have been aligned and created to directly reflect the specific standards taught with the frameworks each quarter or semester of all subjects. Polk School District uses the state provided Online Assessment System to assist in managing the benchmark testing in accordance with the frameworks. All schools follow the same process:

- a. Pre-Test
- b. Analyze Data
- c. Prepare and Provide Specific Instruction
- d. Post-Test

Polk School District administrators have participated in training with the Georgia Leadership Institute for School Improvement (GLISI). The training received has been a tremendous launching pad for the enthusiasm our administrators have shown toward school improvement. They have been trained in analyzing data, determining root causes, how to guide a team of teachers in school improvement, how to develop SMART goals, and how to create expectations for increased student learning.

Along with the implementation of the Georgia Performance standards, teachers have received training on the “backward design” method lesson/unit planning. This training enabled teachers to guide instruction based on what students can show, tell and do. This model taught teachers how to start with the end in mind, providing teachers with the knowledge of being able to create learning goals for each lesson/unit. With the “backward design” model, students are evaluated using a model of balanced assessment. All assessments/evaluations are not taken from pencil/paper tests, giving teachers a true picture of the students’ ability. Once again, Polk School District uses benchmark assessments correlated to the curriculum maps established for each grade level/subject area. Students are given additional assessment opportunities through the Online Assessment System offered through the Georgia Department of Education. This allows students practice for the CRCT , EOCT, and GHSGT, as well as it is used as the vehicle for the

district's benchmark assessments.

Polk School District feels it is of the utmost importance to be transparent to all stakeholders. The district provides a clear picture of its status in all assessment/evaluation situations. Results for the CRCT, ITBS, GHSGT, all Writing Assessments, SAT, and EOCT are shared at board meetings, school council meetings, the newspaper, PTO meetings, and other group settings. Data is shared on each school's website on the balanced scorecard. This information is updated annually.

Through the use of the Online Assessment System (OAS) the benchmark results are shared with all stakeholders in a timely manner in order to drive instruction. The results are displayed by district, school, grade level, and classroom. All stakeholders realize the results are used to monitor growth and guide instruction.

All curriculum/instructional development decisions are based on the assessment and evaluation of student learning. A vast array of assessments and evaluations are used. Data Retreats are used at the district, school, classroom, and individual student level to make informed decisions for continuous improvement. Instructional Coaches are used to assist teachers in interpreting the data, as well as developing lessons that are directly connected to addressing the results of the assessments.

The administrative team, along with the board, annually reviews the goals and objectives for the district. The administrators provide detailed data/information for the board, and together they make decisions on revising the goals and objectives. These goals and objectives guide decisions made at the school level for student learning. Data is gathered by administrators through formal and informal observations and walk-throughs. Specific feedback is addressed with individual teachers, and as a whole group on common trends and practices; therefore, instructional and organizational effectiveness is continuously analyzed.

As mentioned earlier, all stakeholders have access to local, state, and national assessment and evaluation data. Through web-postings, balanced scorecards, newspaper articles, and meetings, all stakeholders have the opportunity to be well-informed on the district and schools' status for assessments.

All schools have fire proof, locking filing cabinets located in the office. These cabinets are used to house student permanent records. All confidential records are kept locked in these cabinets. Only designated personnel have access to those records. All special education and student support team records are kept in locked cabinets as well. The administration of each school is responsible for maintaining and securing all testing materials. All Polk School District schools follow strict procedures and guidelines in dealing with any student record. All Individual Education Plan (IEP), 504 Plan, Student Support Plan (SST), Response to Intervention (RTI), and Test Participation Committee Plan (TPC for ESOL) are developed according to regulations and guidelines.

Standard 5 Resources and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

The Polk School District Superintendent, Marvin B. Williams, meets the mandated qualifications

of the state of Georgia for the leadership position presently held having earned graduate degrees from accredited institutions. The district level administrative team members for Polk School District have all received graduate degrees in leadership from accredited universities. All administrators at each school have also earned graduate degrees in leadership from accredited universities.

A remuneration plan for all employees has been developed and maintained for Polk School District. The salary schedules are approved by the board and reviewed annually. The salary schedules for certified and classified employees can be viewed on the Polk School District website.

The mission, vision, and goals are kept at the forefront of each administrator decisions in selecting staff for each school. Staff is selected and added based on the class size requirements set forth by the state, as well as monitored for highly qualified certification.

All certified staff members are evaluated in compliance with the A+ Education Reform Act of 2000 which sets a requirement for all administrators to evaluate every teacher's performance honestly with the intent of improving instruction. The certified staff members are evaluated using the Georgia Teacher Observation Instrument along with the Georgia Teacher Duties and Responsibilities Instruction. Classified staff members are evaluated on a Polk School District job-related duties and responsibilities instrument annually. Evaluations are confidential and filed at the district office.

Polk School District maintains financial accounts and records in accordance with accepted accounting procedures and is audited annually by Department of Audits. Polk School District uses McAleer Accounting Program. The regular sources for expenditures include local, state, federal and reserve funding. Continuity and stability of services are secured through these regular funding sources.

Polk School District has a debt service fund on all bonds issued. The district pays the principle and interest as they become due. SPLOST revenues are accounts used to pay the issued bonds. The Tax Anticipation Notes (TAN) are issued when necessary to maintain adequate cash flow to meet the system needs.

Financial reports are prepared, presented and discussed at the monthly Polk School District Board of Education regular meetings. After the presentation and discussion, the board approves the monthly financial report.

The mission, beliefs, and educational programs for all Polk School District schools are supported by the resources identified and implemented in the approved annual budget. District level directors annually conduct a needs assessment of state and federal grant. Using the results of the needs assessment, along with specific school requests, the directors determine how the funds can best be allocated to meet the needs of all students and schools.

Growth within Polk County has greatly impacted the Polk School District annual budget. In keeping with compliance of the Georgia Department of Education's Maximum Class Size Rule, the growth Polk County has experienced has created the need for additional personnel, classroom space, and additional materials (textbooks). The majority of the school system's budget is spent to support student instructional needs.

Polk School District's student support services are aligned to the mission, vision, and expectations for student learning. The district strives daily to meet the educational needs of all students. Student support for learning occurs in the Before- and After-School Programs in the elementary schools, tutoring sessions for the middle school and high school, credit recovery in the mornings and afternoons, and GHSGT Remediation. Each school's ELL students are served through ESOL classes.

Each school communicates regularly through newsletters sent home with students, as well as agendas. Websites are available for all schools. All schools encourage involvement through the Parent Teacher Organizations.

Each Polk School District school has a safety plan developed by the school's emergency response team. All safety plans are reviewed and accepted the Georgia Emergency Management Agency (GEMA) and local law enforcement. One copy of each school's safety plan is located in the school, the district office, the police department, the fire department, and with GEMA. Regular reviews of the safety plan are done with the faculty of each school. All schools are asked to conduct at least three mock drills, one of which must include local police or fire. Notices are sent out to the media to avoid panic in the community. The drills are conducted in an effort to ensure faculty and students are prepared in the event of an emergency.

All Polk School District schools have at least one full-time counselor. The school counselors are available for individual, small groups, or classroom guidance counseling. Each school has a district counseling referral form available to students, parents, and teachers.

All schools have access to a registered nurse. The nurses provide assistance if medical situations arise, dispense medication, and serve as a committee member on RTI, SST, 504, or IEP meetings if necessary.

Health classes are taught in conjunction with the Physical Education classes, or science classes. All health classes teach the standards outline in the Quality Core Curriculum. An important aspect of health class is to discuss good nutrition and wise food choices. The Food Services provide menus meeting the nutrition guidelines.

Transportation is provided to all students who wish to participate through Polk School District busing. Students are made aware of all bus rules and regulation in order to provide safe transportation.

The homebound program provides a teacher for students who must be absent from school for medical reasons for more than ten days. The homebound teachers coordinate efforts with the students' regular classroom teachers to ensure appropriate coverage of standards.

Student Code of Conduct booklets are distributed to all students in grades K-12. Polk School District has specific booklets for K-5, 6-8, and 9-12. The Code of Conduct is an in-depth resource for all parents and students. This resource provides information on policies and procedures for attendance, discipline, internet usage, club involvement, promotion and retention, graduation requirements, and much more. Students and parents must sign that they have read and reviewed the contents of the Code of Conduct.

Student agendas are used in all schools as a means of communication between the school and

home. The agendas are also used to document assignments and homework.

The Director of Student Services works diligently with the Attendance (Data) Clerks placed at each school. These employees keep accurate records of attendance, absences, and tardies for all students. The Attendance Clerks make daily calls to all absent students, make home visits, send letters discussing consequences for excessive absences, and bring students before the Truancy Treatment Team.

Polk School District keeps records to show compliance with laws and standards. Monthly fire drills are conducted and recorded on the appropriate website for documentation. Routine inspections of facilities, kitchen, and fire extinguishers are completed, documented, and the appropriate corrections are made. All Polk School District cafeterias have a HACCP plan developed. American Disabilities Act Regulations are met at all schools.

Inspections by the Fire Marshall, as well as the Maintenance Department, are done on a regular schedule to ensure the safety of students. When maintenance requests arise, a system is in place for each school to submit those requests. A system level five-year facilities plan is in place to outline Polk School District's facility needs. Each school has at least one full-time custodian provided by Polk School District, and one day-porter provided by the contracted night-time cleaning crew. All schools are cleaned each night by a crew through contracted services.

Polk School District has a five-year facilities plan in place. When construction or site work is necessary, a punch list is maintained for items to be completed. All facilities are maintained by competent Polk School District maintenance workers and custodians. If repairs are needed, a process is in place to submit work orders directly to the Maintenance Department.

A fire occurred at Westside Elementary School on June 13, 2007. Although the fire started in a single classroom, smoke permeated throughout the complex. Extensive damage occurred in about twenty percent of the building, severe smoke damage occurred in about fifty percent of the building, and some smoke damage occurred everywhere in the building. All paper products, pressed board furniture, sensitive electronics, cloth products, and any items that could not be economically cleaned of the smoke odor was discarded.

When assessing the building after the fire, Polk School District Board of Education decided to completely renovate the building rather than renovate the half that was most damaged by the fire knowing that a future renovation was inevitable. The new structure was to be brought up to all current codes. Essentially, a new school would surface.

Van Wert Elementary, a new elementary school in Rockmart, was opened during the Fall of 2009. A new Cedartown Elementary School – Youngs Grove Elementary School was opened in the Fall of 2010. The addition of these two schools was an effort to relieve overcrowding in the elementary level.

Standard 6 Stakeholder Communications and Relationships

The system fosters effective communications and relationship with and among its stakeholders.

All schools in Polk School District provide school specific student and staff handbooks. These

handbooks outline the individual schools procedures for operation. Principals hold faculty meetings to communicate and disseminate critical information to the faculty members. The Superintendent sends Monday Morning Emails to all principals. These emails provide important information needed for the week, suggested strategies to try during the week, and remind them of important meetings. Principals also communicate with their faculty and staff through email.

Newsletters and school websites are also used in all of Polk School District schools as a method of communication. The district office sends a bi-monthly newsletter to all employees. The newsletter shares exciting events, school accomplishments, births, weddings, graduations occurring within our district.

Many of the schools provide a Teacher of the Month program as a way to recognize employees for their positive attitudes, outstanding teamwork, innovative instruction, and overall positive influence on the school. Perception surveys are used to find areas in which our district can improve.

Each school also recognizes and selects a Teacher of the Year. This individual is selected by their peers for outstanding teaching abilities, positive attitude, inspiration to staff and students, and they play an active role in the school and community. Each school's Teacher of the Year is then entered into the district's teacher of the year competition. The individual chosen will represent the district in the Georgia Teacher of the Year Program.

Employees in Polk School District have regular communication throughout the district via emails, newsletters, websites, and inter-office mail. Other stakeholders, outside of the school, have many modes of communication as well; email, newsletters, websites, minutes of meetings (BOE, School Council, Committee), PTO, conferences, and the local media.

Polk School District has become a member of the Georgia Parent Mentor Partnership. This program has been established to increase and improve the involvement of parents of students with disabilities. A parent mentor is employed through the Special Education Department, and housed at the Julia Dean Center.

Every Wednesday, the district level administrators have a Superintendent's Staff Meeting. Those in attendance include the Superintendent, Curriculum Director, , Federal Programs Director, Special Education Director, Director of Student Services, Financial Director, both Technology Directors, Director of Food Services, both Transportation Directors, Director of Maintenance, CTAE Director, and Pre-K Director. The meetings are used to provide a preview of the next week, discuss important dates, review improvement initiatives, discuss organizational effectiveness, and any topics the directors feel necessary to discuss.

The Administrative Team (District Administrators and Principals) meets monthly on the Thursday following the regular board meeting. These meetings specifically focus on student achievement, instructional strategies, professional learning, progress on school improvement goals, concerns of the board, and any topics needing addressing. An Assistant Principals also meet with the Central Office staff once a month to discuss topics important to the schools, as well as the development of the assistant principals as possible future heads of our schools.

Each school holds quarterly School Council Meetings. These meetings are agenda driven, with opportunities for parents and community to give input on school status and operations. Schools

also have Better-Seeking Teams (BST) and Leadership Teams (Grade or Department Chairs). These teams are representative of teacher leaders located within the school. The team works hand-in-hand with the administration to develop and implement the continuous improvement process.

Schools have worked diligently to provide collaborative planning for grade levels and departments. Collaborative planning time is used to distribute any information from the BST, Leadership, or Administrative Meetings. This time is also used for subjects and grade levels to plan units.

Teacher groups also meet with district level administrators for various instructional topics. Such topics may be textbook selection, development of frameworks, benchmark assessments, gifted education, ESOL instruction, media services, the Twenty Book Campaign, professional learning, and other training opportunities.

Polk School District recognizes the importance of a partnership with outside agencies within the county. Polk School District has an open line of communication, as well as a good working relationship, with the Department of Family and Children Services. The Department of Family and Children Services Director annually attends an Administrative Team meeting to provide information regarding changes in processes or procedures. The director also speaks at all New Teacher Orientations. The Polk School District Curriculum Director serves on the Department of Family and Children Services Board.

Polk School District also has a representative serving on the Chamber of Commerce Board. The Chamber of Commerce provides leadership training for nominated administrators and teachers. It also provides a leadership academy for our high school youth.

All of Polk School District's nurses have a positive working relationship with the local Health Department. The nurses are in constant communication with the Health Department concerning referrals, immunizations, and screenings. The Health Department invites the district employees to participate in the annual Health Fair.

Standard 7 Commitment to Continuous Improvement

The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Polk School District's Administrative Team, Board, and other stakeholders have been instrumental in reviewing, revising and/or developing, and implementing the district's mission, vision, and beliefs. Planning sessions have been held annually in order to provide continuous work for school improvement. The review and input has enable the district to have a system plan aligned with the mission, vision, beliefs, Georgia Performance Standards, and professional learning needs.

All schools are accredited with quality through the Georgia Accrediting Association, and through the Southern Association of Colleges and Schools. Quality is a characteristic each school and

administrator strives for in Polk School District.

Polk School District uses the “Plan, Do, Check, Act” model for planning continuous improvement. System level administrators, as well as school level administrators have been trained, or are in the process of training with the Georgia Leadership Institute of School Improvement. GLISI assists its participants in carefully monitoring and setting up school improvement in a manner that helps to drive systemic change. Leaders are taught how to develop improvement plans that support short-term and long-term initiatives. The continuous improvement plan at the district and each school serves as the overall connecting piece for all improvement efforts for the district and schools.

The following “Plan, Do, Check, Act” model is outlined below. Each administrator receives a copy each spring as a reminder of the continuous process needed to address the improvement efforts.

Sample Used in 2010

2010-2011 SIP

Polk School District uses the “Plan, Do, Check, Act” model for planning continuous improvement. Leaders have been taught how to develop improvement plans that support short-term and long-term initiatives. The continuous improvement plans at the district and school level serves as the overall connecting piece for all improvement efforts for the district and schools.

The following “Plan, Do, Check, Act” model is outlined below. Each administrator receives a copy each spring as a reminder of the continuous process needed to address the improvement efforts.

As the school year quickly winds down, and test scores are on the way, we need to begin our final phase of this year’s School Improvement Plan...the Results Section. This section should be a documentation of the results of the improvement plan, ie., which strategies resulted in gains in student achievement, which ones did not.

I have included a review of the necessary components and timeline for the 09-10 SIP. As a reminder, this is a team process, School Improvement Team, not just a principal process.

Each member of the SIP Team should chair one of the committees: Vision, Profile, Plan, Results, and Standards. The remainder of the faculty should be placed on one of these committees. In addition, a school council member or parent should be placed on the committees as well. Please choose carefully. This person should be someone who can and will participate at the meetings. They should be notified when the committee meets. One of the committee chairs, hopefully one with strong leadership abilities, should be chosen as the lead or in-house facilitator. A recorder is also necessary for SIP Team meetings. Minutes should be kept on record. This process will give all stake holders a role and responsibility in the development and maintenance of the SIP. All committees will not be working at the same time.

April - May (Check) The **results committee** should begin meeting as soon as the test scores arrive at your school. The committee will begin working on identifying the schools accomplishments and areas that appear to be weaknesses. The data retreats should bring forth a wealth of information and data for the SIP. From this data, the committee should write a narrative that describes which strategies were used to assist in the accomplishments, and whether the strategies will continue or be altered. Also, the same is done for weaknesses, which strategies need to be altered in order to address the weaknesses, or do new strategies need to be investigated. This committee also needs to write a brief narrative about the school’s compliance with each of the SACS and/or Performance Standards. See attached sample: **Standards Component**. This section is due to me by **June 12, 2010**.

Each principal should also administer the **needs assessment**. This assessment must be done collaboratively throughout the school (administrators, teachers, parents...)
Each year the cycle will start over. A suggestion is to rotate people into the different committees in order to allow each faculty member knowledge or insight into each step.

June - August (Act): The **vision committee** should begin meeting to revisit your current plan. The vision should be a clear, compelling purpose communicated through the school's vision, mission, beliefs, and core values. The parent surveys are an excellent source of information to direct this committee. A one page narrative is needed for this section. This narrative should describe the steps taken during the revisiting of the old beliefs, mission, and vision. The mission, beliefs and vision should be stated on this page. The committee will distribute the narrative to the rest of the faculty for agreement or approval. Some changes may need to be made. See attached sample of **Section 1: Vision**. This section is due to me by **August 28, 2010**.

August - September (Act): The **profile committee** should also begin meeting in August. The enclosed disk has the profile information and format that needs to be used. If you saved your school's profile information from 09-10, you will just need to change dates and insert new columns for the 09-10 data that has been completed. This section is due to me by **September 18, 2010**.

September – October (Plan): Once the **vision** and **profile committees** have completed their sections, the **plan committee** can begin creating the action plan portion of the school improvement plan. The plan (action plan) is a strategic plan based on an analysis of pertinent data, research, best practices, and an alignment with local, state, and federal expectations for student learning. This plan should take the place of all existing plans, combining them into one. The format we will use is also included on the disk.

Please remember, to include all purchases for Title (I, IIA, III, VIB Rural/Low Income) programs and special education should be listed in the action plan. Also, professional learning should be listed in the action plan as well. The school improvement plan is a constantly changing document. If you have any major changes, please send a revised copy to me each time the plan changes.

Schools that are in Needs Improvement will need to complete a Corrective Action Plan Addendum. This addendum is above and beyond what is in your action plan. The addendum is also focused only on the subgroup that kept your school from making AYP.

All Title I schools must flag the reference, somewhere within the SIP, to the Title I checklist. Also, each school must include the Title I -10 Components page listed in the Title I attachment. The easiest way to do this is add a section addressing each of the ten items that mimic the format used in addressing the SACS standards.

The action plan is due to me no later than **October 16, 2010**.

October – May (Do): By the end of October, the School Improvement Plan will be completed. Each school will have presented all portions of the plan to the entire faculty. Each faculty member should have a copy of the action plan.

The schools work toward achieving the goals developed in the Plan. As the actual results come back into the school, once again the Results Committee should begin work looking at the accomplishments and areas of weakness.

May (Check): This cycle has started over. May is the same as described at the beginning of this cycle.

Please keep your plan updated on the disk. This will save you a lot of time. The disk has valuable information for you in this process.

As outlined in standard in the above school improvement process, stakeholders have specific tasks to accomplish. All input is valuable and needed in this continuous improvement process. The Administrative Team collected information gathered from the individual school's improvement plans, carefully reviewed the district's goals, mission, vision, and beliefs, and made recommendations for the district's plan. The district plan is reflective of the district's four goals: 1) Improve student achievement, 2) Provide a healthy and supportive educational climate, 3) Plan wisely for growth, and 4) Provide fiscal responsibility.

The stakeholders (Board Advisory, Superintendent's Advisory, School Councils, teachers, and Administrative Team) made a recommendation for a Commitment Statement for Polk School District. Each stakeholder group reviewed the recommendations and selected the current Commitment Statement.

The system, schools, and stakeholders communicate the vision of Polk School District through verbal and written expression. Signage, newsletters, and discussions at events are a few avenues of articulation of the Polk School District Vision. The profile is posted on the school system's website. Demographic information is also posted on the Balanced Scorecards. A continuous improvement plan has been developed and aligned to the Georgia Performance Standards and SACS standards. The plan is reviewed on a regular basis by the Instructional Committee to check for progress. Issues and accomplishments from the plan are brought before the stakeholder groups.

All Polk School District schools use the "Plan, Do, Check, Act" model for the development of a continuous improvement plan. Each school's individual plan is directly aligned to the district's continuous improvement plan. Each central office director is assigned to a school. The directors meet with the administration of their school monthly to discuss the improvement efforts. During these monthly meetings, the continuous improvement plans are discussed to determine progress or request additional assistance from the district to better implement the plans. The directors provide an update report to the Superintendent each month.

All principals in the district complete the assurance form which ensures the accreditation standards have been met. The Administrative Team and Instructional Team meet to ensure the district is meeting all accreditation standards. A system application is required to be completed by each school system with schools applying for accreditation. These reports are done online.

Collaborative planning opportunities are provided for our elementary, middle, and secondary levels to discuss and provide input toward improvement efforts. The Instructional Coaches Meeting is very beneficial in providing insight into a multi-grade level approach to school improvement.

Professional learning is addressed according to need. All persons submitting requests for professional learning must complete a Polk School District Code 5 Form. On this form, the individual must state if the activity is directly related to the school improvement plan and how the activity will support or benefit the plan.

Polk School District provides all certified personnel at least two required in-house professional learning activities each year, allowing them to earn at least two professional learning units

(PLUs). These activities are based upon the needs assessment for the district. Northwest Georgia RESA, Georgia Department of Education, and the Georgia Leadership Institute for School Improvement are also excellent providers for professional learning opportunities offered to PSD employees.

Polk School District has a Professional Learning Council. Council members are representatives from each school. They receive and approve recommendations of professional learning activities, as well as approve professional learning credits awarded.

The council members are used as liaisons for professional learning needs. The council members assist the principals in conducting a needs assessment for professional learning for the upcoming year each spring. The council reconvenes to discuss the different types of professional learning needed at each school. This information is analyzed by the Curriculum/Professional Learning Director in an effort to prioritize the needs. The results are discussed with the Administrative Team, and professional learning is planned for the upcoming year.

Professional learning opportunities are also available through the Northwest Georgia RESA and Georgia Department of Education. The Georgia Leadership Institute of School Improvement has been a welcomed addition to our professional learning efforts.

In-House Professional Learning Activities for the 2009-2010 School Year:

1. Each school will participate in a book study on Co-Teaching
2. Learning Focused-School Training – Update/Overview
3. Data Retreat Training for new employees
4. Gifted Endorsement
5. Georgia Performance Standards Training
(updates and review in all subject material, Physical Education and Health, Fine Arts, and Math III.)

In-House Professional Learning Activities for the 2010-2011 School Year:

1. Each school will participate in a book study addressing their individual school's needs.
2. Co-Teaching
3. Gifted Endorsement
4. ESOL Training
5. Georgia Performance Standards Training (HS Math)

The support staff continues to attend job-related workshops and conferences to ensure standards are being met and that schools are aligned with mandated changes, guidelines, and student needs.

Polk School District requested that a state department representative come to Polk County to provide training to all Polk School District administrators in the *Keys to Quality Training: Unlocking Continuous Improvement*. The district, the board, and each school were provided a toolkit containing the following pieces:

- School Keys Book – a booklet assisting administrators in unlocking excellence through the use of the Georgia School Standards.
- GAPSS Analysis Book – a booklet outlining how administrators can assess the implementation level of each school on the Georgia School Standards. Two Polk School District schools have undergone GAPSS Visits (Cedartown High School and Cedartown Middle School). Two additional schools are requesting visits for

- the spring of 2008 (Rockmart High School and Rockmart Middle School).
- Implementation Resource – a booklet used to provide examples of Best Practices to use for implementing the Georgia School Standards.

The same state department representative returned in the fall of 2009 to provide the administrators with *Class Keys: Classroom Analysis of State Standards* training. This training focused on the performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. Each principal was given a Class Keys notebook for each of their teachers. Principals have the responsibility of redelivering the training to their faculty.

Another evaluative piece is Adequate Yearly Progress (AYP). Georgia's accountability program ensures that standards are applied to all subgroups of students. It is an expectation that all students be afforded the same educational opportunities and quality instruction. District and school administrators are well aware of the Annual Measurable Objectives prescribed by the state each year.

The Curriculum Director presents the Status of Polk School District during for AYP during a board meeting in September or October. The Status of Polk School District report addresses the achievement data for all grade levels and schools. This report is shared with the media as well. Each principal is given a copy of the Status of Polk School District (hard copy and Power Point) to share with their faculties, school councils, and PTOs.

Section Three: Continuous Improvement: A Profile of Excellence

Polk School District is nestled in the foothills of Northwest Georgia. We offer a unique blend of hometown charm and Twenty-first century technology, as well as a proud educational tradition. Polk School District is located just sixty miles northwest of Atlanta, eighty-three miles from Chattanooga, and eighty-five miles from Birmingham. Polk School District serves the public education needs of nearly seven thousand K-12 students in an area that covers 312 square miles.

Polk School District employs more than 700 certified employees and over 300 classified employees. We offer a full range of programs addressing the needs of diverse learners. We have two high schools, two middle schools, and six kindergarten/elementary facilities that house excellent teaching and learning for the pride of Polk County...our children!

Polk School District's Board of Education operates from four main goals:

Goal 1: Improve Student Achievement

Goal 2: Provide a healthy and supportive educational climate based on unity and shared vision

Goal 3: Plan wisely for growth and provide fiscal responsibility

Goal 4: Provide a highly qualified faculty and staff in all schools

Polk School District follows the state required curriculum for all subjects in kindergarten through twelfth grade. The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course or grade level.

Our current curriculum is being updated with the Georgia Performance Standards. The revised and strengthened curriculum will drive both instruction and assessment in Georgia's schools, providing guidelines for teachers, students, and test makers. In the spring of 2011 administrators and directors will receive the first wave of training on the new Common Core Georgia Performance Standards. The training for teachers will begin in the fall of 2011.

Polk School District is proud of the firm educational foundation we build for our students. The required curriculum is supported through many innovative programs. EIP, Title I, Gifted, Tech/Career, and ESOL are a few programs widely used.

In the elementary and middle schools, Polk Enrichment Program (PEP) serves as the vehicle for

gifted instruction.

The English to Speakers of Other Languages (ESOL) program is offered to all limited English proficient students who meet the testing eligibility criteria. ESOL students are assisted in their transition to English proficiency while learning the same materials as their English speaking peers.

All of the schools in Polk School District are School-wide Title I schools. Title I is designed to support state and local school reform efforts tied to challenging academic standards in order to reinforce and amplify efforts to improve teaching and learning for students.

Foreign language is another area in which Polk School District added to the middle schools. As our world rapidly changes toward a necessity for being bilingual, Polk School District realizes this change needs to occur earlier than the high school years.

The Technology Career Preparatory programs are designed to give students hands-on experience and knowledge in the many fields that are offered. Courses are offered in the following concentrations: Agricultural Technology, Business and Computer Science Technology, Construction Technology, Drafting and Engineering Technology, Family and Consumer Science, Health Care Science Technology, Marketing Education, Precision Production Occupation, Technology Education, Transportation Logistical Technology, and Work-Based Learning. Students are encouraged to participate in co-curricular organizations as well. These organizations provide opportunities to demonstrate skills learned in class in a competitive environment, as well as learn leadership skills.

Exciting changes have taken place in Polk School District. New graduation requirements have been put into place for incoming freshmen at Cedartown and Rockmart high schools. The new requirements not only meet the state's expectations, but have been tailored to fit the needs of Polk School District.

Academic electives have also been added in each department in order for the students to develop a concentration in a professional area. Examples are environmental science, anatomy and physiology, comprehensive visual arts, dramatic musical theatre and public safety.

With the new requirements, it is Polk School District's desire to prepare its graduates for a competitive workforce. With the knowledge of what colleges and businesses are expecting, Polk School District is raising the bar and expectations for students in this school system.

Polk School District's five-year facilities plan is reflective of the growth Polk County is currently experiencing and expecting in the near future. Polk School District has added two new elementary schools, Van Wert Elementary and Young's Grove Elementary, over the past two years.

Section Four: Quality Assurance

Polk School District's idea of continuous improvement is more than collecting and reviewing test data. The district uses data collected from administrators, teachers, students, parents, community, and testing data. Polk School District uses the Strategic Plan, Balanced Scorecard, data walls, and the website to allow all stakeholders the opportunity to track and monitor the progress for continuous improvement.

All Polk School District directors serve as one component of the Administrative Team. The district component of the administrative team meets weekly to discuss various projects and initiatives relating to the improvement process. These projects and initiatives are outlined in the action plan. The action plan is updated and reviewed regularly to address the concerns or needs of the district. Managing the information is an area in which will be strengthened at all levels.

In addressing the better management of information, administrators, Better-Seeking Teams, and committees use the "Plan, Do, Check, Act" process for continuous improvement. These individual school findings are reports to the faculty, and the district findings are given in a Status of Polk School District report to the board.

Professional Learning continues to assess the needs of the schools and district. The Professional Learning Council is diligent in surveying the schools to find the areas in which teachers/administrators feel additional training is needed. The professional learning department will continue to address the areas of need by bringing the learning activities to the schools. Each certified employee has the opportunity to participate in identified learning activities within their own school, and obtain at least two professional learning units a year. Teachers and staff requesting professional learning outside of Polk School District must list the school and/or district goal the activity will support.

Principals are given assistance in hiring highly qualified teachers to fill open positions. The principals are also assisted in helping teachers obtain a highly qualified status. Monitoring of teacher and staff attendance is also an area supported by the district office. Each school's balance scorecard reflects the attendance rate of its employees.

The Curriculum and Special Education Departments will work collaboratively to assist all personnel in the implementation of Response to Intervention (RTI). Training has taken place at each school in order for all certified individuals to be aware of:

- The Polk School District Pyramid of Intervention
- The Polk School District RTI Flowchart and Forms

The two departments will continue to work closely with the implementation of the Georgia Performance Standards and eventually the Common Core Georgia Performance Standards. This close relationship assists in ensuring all students have the same exposure the GPS and opportunities for learning. These two departments will work closely with the Standards-Based Model Classroom teachers and Assistant Principals in providing best practices and strategies to

incorporate into the instructional programs at each school.

The Finance Department will continue to work closely with all departments and principals to ensure funds are allocated to support student learning. Principals will continue to show how funds spent are directly connected to the improvement plan for each school. The Finance Department will continue to prepare a monthly budget report for the board.

The Polk School District Team works hand-in-hand to support the mission, vision, goals, and objectives of the district. This relationship allows all stakeholders the opportunity to keep the focus on the improvement efforts of the district.

Polk School District constantly seeks quality assurance. Along this journey, the district recognizes the accomplishments and success in many areas:

1. Polk School District Board of Education has received recognition as a Board of Distinction from the Georgia School Board Association.
2. All schools have been trained to implement the Georgia Performance Standards.
3. Polk School District administrators have successfully completed Base Camp and Summit training with the Georgia Leadership Institute for School Improvement.
4. All Polk School District schools have received “Accredited with Quality” accreditation through the Georgia Accrediting Commission.
5. Polk School District has developed and implemented a New Teacher Academy. This academy trains and addresses critical topics first year teachers need additional assistance in acquiring.
6. Polk School District has developed and implemented a leadership training institute to better prepare future leaders – Leadership Polk.
7. Three of Polk School District’s elementary schools are Title I Distinguished Schools.
8. Polk School District has two schools recognized as School of Excellence.
9. Polk School District has four National Board certified teachers.
10. Polk School District has four state certified Master Teachers.
11. Polk School District has had eight students recognized and participate in the People to People World Leadership Forum. One student went to Australia for the forum, and seven participated in the Washington, DC forum.
12. Thirty-five students have poems published in a Poetry Anthology book.
13. A student won first place in the Young Georgia’s Authors Writers Competition.
14. Cedartown High School won Region Championships in:
 - Girl’s Softball in 2004
 - Girl’s Soccer in 2002
 - One-Act-Play in 2002, 2003, 2004, 2005
 - Competition Cheerleading in 2003, 2004
 - Baseball Elite 8 in 2004
15. Career, Technical, and Agricultural Education Program:
 - National Championship in 2007 for Construction in the Skill USA
 - Regional Winners:
 - First Place** in Database Designing, Retail Merchandising, and Automotive Services Marketing
 - Second Place** in Web Site Development, Word Processing, Plumbing, and Masonry
 - Third Place** in Spreadsheet Application and Precision Machining

- State Winners:
 - First Place** in Carpentry and RVI
 - Second Place** in Food marketing and Financial Services Marketing
 - Third Place** in Sheet Metal and Travel and Tourism
 - State Offices held by students: CTI State President
 - National Offices held by students: Southern Regional DECA Vice President
16. Several students have won the Modern Woodmen Speech Contest
 17. Rockmart Middle School has placed within the top four places in the Middle Grades Academic Bowl at district competition.
 18. Rockmart Middle School has received recognition as a Young Poets Achievement Honor School each year since 2001.
 19. Rockmart High School: Sportsmanship Award for Region 7AA, Region Champions for Boys and Girls Track for past three years, 2002 State Wrestling Champions, and Governor's Cup in 2005-06.
 20. A Cedartown Middle School student won the Polk's Congressional District's Spelling Bee contest in 2007.
 21. The Cedartown Middle School Academic Team won the Regional Championship.
 22. The Cedartown Middle School Competition Cheerleaders won the state competition.
 23. Cedartown High School won the Governor's Cup for highest gains in SAT Scores in 2009

The guided self study has allowed Polk School District the opportunity to outline a highly sustainable plan. We are on a continuous trek to seek quality assurance in meeting the SACS standards and Georgia Keys to Quality standards.

System Profile

Each LEA is required to complete a System Profile (needs assessment) and to analyze profile data to develop Annual Measurable Objectives (AMOs) for the five NCLB state performance goals, the four IDEA state performance goals, and any LEA specific goals.

Major Initiatives:

List major **system initiatives** or reform efforts that have been implemented in the last three years. (Examples are Comprehensive School Reforms, state initiatives, block scheduling, academic after school programs, Learning Focused Schools, GLISI, calendar type, etc. Add new rows or attach other listing if needed.)

School Year	Initiative or Reform Effort
2003-2005	Comprehensive School Reforms: Goodyear Elem.(Success For All), Northside Elem.(Renaissance School Reform), Westside Elem. (Renaissance School Reform), Eastside Elementary (Renaissance School Reform), and Cherokee (Renaissance School Reform)
2004-2005	Learning Focused Schools – All Schools
2004-2007	Block Scheduling in Middle and High School (Middle School will not be using Block Scheduling 06-07)
2005-2007	M.A.G.I.C. Consortium
2005-2007	High Schools That Work (HSTW) in both High Schools
2005-2007	Making Middle Grades Work (MMGW) in both Middle Schools
2006-2007	GLISI
2007-2008	Moving from Block Scheduling in the Middle Schools to a Six Period Day
2008-2009	Intercession (October and March) for At-Risk Students
2009-2010	Moving from Block Scheduling in High Schools to a Hybrid Schedule
2009-2010	Implementing an Advisement/Enrichment Program in the High Schools
2009-2010	WHY Try Program at Middle Schools
2010-2011	Co-Teaching Traininig

System Student Data

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multi-Racial	% Male	% Female	% Migrant
2009-2010	7286	15	66	15	1	0	3	52	47	0
2008-2009	7207	15	67	14	1	0	3	52	47	0
2007-2008	7395	15.62	67.22	14.02	.53	.03	2.58	52.54	47.46	0
2006-2007	7,192	15.98	68.72	12.58	.38	.03	2.32	52.85	47.15	.38

Free / Reduced Lunch	Number	Percent of Student Population
2009-2010	4517	62
2008-2009	4180	58
2007-2008	4098	55.42
2006-2007	3,898	54.20

Special Education	Program Enrollment	Percent of Student Population
2009-2010	1009	13.8
2008-2009	1040	14.4
2007-2008	1122	15.7
2006-2007	1,191	17.07

English to Speakers of Other Languages (ESOL)	Program Enrollment	Percent of Student Population
	455	6.2
2008-2009	447	6.2
2007-2008	388	5.4
2006-2007	316	4.53

ELL's Served in a Language Assistance Program OTHER than ESOL	Program Enrollment	Percent of Student Population
2009-2010	0	0
2008-2009	0	0
2007-2008	0	0
2006-2007	0	0

Migrant Education	Program Enrollment	Percent of Student Population
2009-2010	49	.67
2008-2009	0	0
2007-2008	0	0
2006-2007	26	.38

Homeless Children and Youth	Number	Percent of Student Population
2009-2010		
2008-2009	0	0
2007-2008	0	0
2006-2007	0	0

Early Intervention Program (EIP)	Program Enrollment	Percent of Student Population
2009-2010	519	14.1
2008-2009	647	17.8
2007-2008	542	15.0
2006-2007	468	13.72

Title I	# of Eligible Schools	# of Schools Served Targeted Assistance	# of School Served Schoolwide
2009-2010	10	4	6
2008-2009	9	3	6
2007-2008	6	0	6
2006-2007	6	0	6

Gifted Education	Program Enrollment	Percent of Student Population
2009-2010	470	6.5
2008-2009	406	5.6
2007-2008	432	6.0
2006-2007	333	4.77

System Data

Retention Rates: Percents should reflect the number of the retained students compared to the total number of students in each category/grade.

Retention Rates	% White	% Black	% Hispanic	% Other Ethnic Groups	% Male	% Female
2009-2010	3.29	1.29	.99	.20	3.52	2.2
2008-2009						
2007-2008	2.84	2.57	5.20	4.55	3.86	2.56
2006-2007	2.27	3.96	7.72	3.64	4.07	2.60

Remedial Education	Content Area(s)	Program Enrollment	Percent of Student Population
2009-2010	Both	353	4.8
2008-2009	Both	286	16.8%
2007-2008	Both	152	9.6%
2006-2007	Both R and M Rem. Reading Rem. Math	5 3 25	.28 .17 1.40

Technology/Career Education	Program Enrollment	Percent of Student Population
2009-2010	1548	81.8
2008-2009	1251	65.5
2007-2008	1243	63.4
2006-2007	834	46.64

-

**System Student Achievement Elementary School
Criterion-Reference Competency Test (CRCT) Scores – English/Language Arts**

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 3 Total Enrollment	568	562	596	551
% Black	75	86	81	86
% White	89	90	87	87
% Hispanic	91	88	80	88
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	88	79	85	91
% Male	85	88	81	82
% Female	91	91	92	94
% Students with Disabilities	60	47	63	63
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Percent of students who met or exceeded standard

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 4 Total Enrollment	563	590	556	558
% Black	85	76	77	69
% White	89	84	81	81
% Hispanic	83	81	84	76
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	78	84	82	95
% Male	83	76	77	72
% Female	91	90	85	86
% Students with Disabilities	55	23	53	47
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 5	591	557	557	509
Total Enrollment				
% Black	86	80	77	85
% White	89	88	87	88
% Hispanic	91	84	82	77
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	93	100	85	83
% Male	84	82	79	83
% Female	95	93	92	88
% Students with Disabilities	53	45	57	50
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Test (CRCT) Scores – Reading

Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 3 Total Enrollment	568	562	596	551
% Black	93	88	84	89
% White	96	94	93	87
% Hispanic	96	86	93	84
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	96	89	95	86
% Male	94	89	90	85
% Female	96	74	94	90
% Students with Disabilities	87	62	71	64
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 4 Total Enrollment	562	591	556	558
% Black	87	79	81	74
% White	91	87	83	86
% Hispanic	84	73	83	69
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	89	74	82	90
% Male	90	79	81	77
% Female	91	87	86	88
% Students with Disabilities	72	21	56	55
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2020	2008-2009	2007-2008	2006-2007
Grade 5 Total Enrollment	591	557	558	509
% Black	89	69	80	77
% White	94	86	91	85
% Hispanic	96	89	83	77
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	93	78	100	50
% Male	92	79	84	82
% Female	96	89	94	82
% Students with Disabilities	67	47	68	45
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Test (CRCT) Scores – Mathematics

Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 3 Total Enrollment	567	562	598	552
% Black	57	72	42	82
% White	77	80	70	90
% Hispanic	81	72	68	93
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	64	74	70	86
% Male	74	81	66	87
% Female	77	74	67	91
% Students with Disabilities	37	29	45	75
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 4 Total Enrollment	563	590	558	559
% Black	66	54	41	53
% White	80	72	52	70
% Hispanic	76	69	60	69
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	61	69	46	70
% Male	79	67	51	64
% Female	74	71	53	71
% Students with Disabilities	38	8	29	34
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 5 Total Enrollment	591	556	558	512
% Black	86	52	57	70
% White	88	68	77	84
% Hispanic	89	72	76	86
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	86	67	64	58
% Male	84	63	70	81
% Female	93	69	80	81
% Students with Disabilities	44	21	43	45
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Test (CRCT) Scores - Science

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 3 Total Enrollment	565	561	598	548
% Black	67	75	71	62
% White	86	86	81	79
% Hispanic	75	64	63	69
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	80	79	75	82
% Male	81	82	74	73
% Female	82	80	80	78
% Students with Disabilities	58	46	50	48
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 4 Total Enrollment	560	590	557	558
% Black	67	66	58	53
% White	82	79	76	79
% Hispanic	61	64	63	62
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	78	68	73	90
% Male	81	75	71	72
% Female	71	75	71	74
% Students with Disabilities	49	25	49	45
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 5 Total Enrollment	590	556	557	506
% Black	73	53	47	83
% White	82	75	79	91
% Hispanic	67	67	59	88
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	79	67	63	83
% Male	75	68	66	89
% Female	81	75	75	88
% Students with Disabilities	34	27	39	68
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Tests (CRCT) Scores – Social Studies

Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 3 Total Enrollment	562	557	593	548
% Black	63	68	84	87
% White	72	77	91	92
% Hispanic	70	57	87	90
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	72	68	85	87
% Male	67	72	89	88
% Female	74	73	92	94
% Students with Disabilities	41	27	72	75
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 4 Total Enrollment	556	586	554	556
% Black	60	50	89	77
% White	70	72	89	89
% Hispanic	59	63	85	82
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	82	74	91	90
% Male	70	67	88	83
% Female	65	68	89	90
% Students with Disabilities	42	17	75	64
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 5 Total Enrollment	587	553	555	505
% Black	56	43	78	83
% White	72	65	86	91
% Hispanic	62	47	82	90
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	64	56	84	83
% Male	66	62	81	90
% Female	71	56	88	88
% Students with Disabilities	25	26	60	68
% Migrant Eligible	NA	NA	NA	NA
% EIP	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade 5 Writing Assessment: Percent of 5th graders in each category.

Performance Level	2009-2010	2008-2009	2007-2008	2006-2007
Did Not Meet %	37	28	36	42
Meet %	61	68	57	54
Exceeds %	2	4	7	4

System Student Achievement - Middle School

Criterion-Reference Competency Tests (CRCT) Scores

English/Language Arts Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 6 Total Enrollment	534	551	519	528
% Black	82	77	82	77
% White	89	87	86	85
% Hispanic	92	85	90	73
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	100	95	92	70
% Male	86	80	80	77
% Female	93	92	91	87
% Students with Disabilities	58	47	51	36
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7 Total Enrollment	575	550	536	497
% Black	75	83	73	79
% White	88	88	85	87
% Hispanic	90	91	77	78
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	100	NA	NA	NA
% Male	83	91	74	80
% Female	93	85	90	80
% Students with Disabilities	49	48	37	51
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 8 Total Enrollment	548	533	475	533
% Black	90	81	81	75
% White	98	90	88	87
% Hispanic	90	84	85	72
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	90	NA	NA	NA
% Male	91	82	83	77
% Female	94	92	90	91
% Students with Disabilities	64	44	56	51
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Tests
Reading

Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 6 Total Enrollment	535	551	519	529
% Black	89	77	84	79
% White	88	90	90	91
% Hispanic	93	86	89	83
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	87	95	83	80
% Male	86	83	88	84
% Female	93	92	88	93
% Students with Disabilities	60	51	59	45
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7 Total Enrollment	574	550	536	497
% Black	70	84	76	71
% White	89	89	84	86
% Hispanic	88	88	80	57
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	93	NA	NA	0
% Male	82	86	79	76
% Female	92	91	86	83
% Students with Disabilities	52	48	47	49
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 8 Total Enrollment	548	533	475	535
% Black	94	86	83	77
% White	98	89	94	90
% Hispanic	98	91	82	88
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	100	NA	NA	0
% Male	98	88	88	83
% Female	98	93	91	90
% Students with Disabilities	89	59	68	59
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion-Reference Competency Tests Mathematics Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 6 Total Enrollment	532	553	518	529
% Black	50	51	52	54
% White	74	75	67	62
% Hispanic	84	74	75	73
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	81	74	59	50
% Male	74	68	63	70
% Female	72	75	67	69
% Students with Disabilities	33	26	24	20
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7 Total Enrollment	573	549	536	497
% Black	63	72	63	59
% White	85	81	76	79
% Hispanic	93	90	80	67
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	89	NA	NA	0
% Male	80	79	73	69
% Female	87	82	76	78
% Students with Disabilities	42	27	24	27
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 8 Total Enrollment	547	533	477	536
% Black	86	47	65	69
% White	82	61	80	83
% Hispanic	88	53	69	85
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	73	NA	NA	NA
% Male	81	55	73	75
% Female	86	64	78	84
% Students with Disabilities	42	14	27	35
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion Referenced Competency Tests Science Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 6 Total Enrollment	535	552	518	529
% Black	35	38	45	36
% White	67	67	63	63
% Hispanic	54	56	37	35
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	56	58	67	40
% Male	61	61	59	55
% Female	60	62	56	53
% Students with Disabilities	25	13	17	19
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7 Total Enrollment	570	547	536	496
% Black	57	72	67	46
% White	78	80	72	70
% Hispanic	65	71	65	55
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	85	NA	NA	NA
% Male	71	79	72	62
% Female	77	78	70	66
% Students with Disabilities	35	32	31	18
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 8 Total Enrollment	544	532	475	532
% Black	42	45	31	50
% White	58	64	55	76
% Hispanic	39	39	31	52
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	64	NA	NA	0
% Male	60	54	51	68
% Female	46	58	41	68
% Students with Disabilities	18	18	11	34
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Criterion Referenced Competency Tests**Social Studies**

Percent of students who met or exceeded standards.

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 6 Total Enrollment	534	NA	NA	527
% Black	26	NA	NA	67
% White	48	NA	NA	81
% Hispanic	36	NA	NA	80
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	44	NA	NA	70
% Male	43	NA	NA	75
% Female	44	NA	NA	82
% Students with Disabilities	17	NA	NA	39
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 7 Total Enrollment	565	NA	NA	496
% Black	30	NA	NA	71
% White	56	NA	NA	86
% Hispanic	39	NA	NA	72
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	54	NA	NA	NA
% Male	49	NA	NA	75
% Female	52	NA	NA	87
% Students with Disabilities	19	NA	NA	54
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Grade Level	2009-2010	2008-2009	2007-2008	2006-2007
Grade 8 Total Enrollment	541	530	470	531
% Black	62	48	43	67
% White	63	61	66	88
% Hispanic	34	49	46	78
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	73	NA	NA	NA
% Male	60	56	57	81
% Female	61	58	59	85
% Students with Disabilities	17	15	22	62
% Migrant Eligible	NA	NA	NA	NA
% Targeted Assisted	NA	NA	NA	NA
% Gifted	NA	NA	NA	NA

Middle Grades Writing Assessment

Percent of students in On Target and Exceeds Target performance levels and average scale score.

Performance Level	2009-2010	2008-2009	2007-2008	2006-2007
% Not on Target	30	36	32	52
% On Target	69	62	67	47
% Exceeding Target	1	3	1	1

System Student Achievement – High School

Georgia High School Graduation Test (GHSGT): Percent of 11th graders passing on first administration.

Subject	2009-2010	2008-2009	2007-2008	2006-2007
English Total	401	374	353	375
% Black	83	68	83	83
% White	93	89	85	96
% Hispanic	80	72	66	78
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	NA	NA	NA	NA
% Male	86	79	76	90
% Female	93	85	92	95
% Students with Disabilities	57	37	42	61
Mathematics Total	402	373	381	377
% Black	86	79	91	65
% White	96	90	90	93
% Hispanic	91	91	100	77
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	NA	NA	NA	NA
% Male	93	89	90	85
% Female	94	87	92	90
% Students with Disabilities	59	45	44	43
Social Studies Total	401	373	380	376
% Black	66	56	79	62
% White	81	83	85	86
% Hispanic	62	74	79	65
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	NA	NA	NA	NA
% Male	79	79	78	80
% Female	75	74	89	80
% Students with Disabilities	39	32	37	42
Science Total	402	373	338	377
% Black	88	67	85	37
% White	95	87	81	71
% Hispanic		86	76	49
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	NA	NA	NA	NA
% Male	95	86	77	64
% Female	92	81	87	62
% SWD Disabilities	74	52	39	23

Subject	2009-2010	2008-2009	2007-2008	2006-2007
Writing Total	369	421	399	390
% Black	83	78	75	64
% White	90	90	84	88
% Hispanic	83	85	77	50
% Asian	NA	NA	NA	NA
% American Indian	NA	NA	NA	NA
% Multi Racial	NA	NA	NA	NA
% Male	86	86	77	78
% Female	91	89	87	87
% Students with Disabilities	43	55	35	39

Graduate Data: Number of students and percent of student population.

Diplomas	2009-2010		2008-2009		2007-2008	
	#	%	#	%	#	%
College Prep and Tech/Career Prep Seal						
Black	1	50	20	16.1	13	11.6
White	1	50	90	73.4	91	81.3
Hispanic	NA	NA	12	9.7	5	4.5
Asian	NA	NA	NA	NA	3	2.7
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	NA	NA	1	.8	NA	NA
Male	1	50	52	41.9	45	40.2
Female	1	50	72	58.1	67	59.8
College Prep Seal						
Black	50	15	21	23.1	7	13
White	239	71.8	62	68.1	41	74.1
Hispanic	35	10.5	6	6.6	3	5.6
Asian	5	1.5	NA	NA	1	1.9
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	4	1.2	2	2.2	3	5.6
Male	155	46.5	44	48.4	25	46.3
Female	178	53.5	47	51.6	29	53.7
Tech/Career Prep Seal						
Black	5	23.8	34	24.8	21	13.1
White	14	66.7	89	65.0	125	78.1
Hispanic	2	9.5	13	9.5	13	8.1
Asian	2	9.5	NA	NA	NA	NA
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	NA	NA	1	.7	1	.6
Male	14	66.7	93	67.9	89	55.6
Female	7	33.3	44	32.1	71	44.4
Special Education*						
Black	6	54.5	4	33.3	7	50
White	5	45.5	8	66.7	7	50
Hispanic	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA	NA
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	NA	NA	NA	NA	NA	NA
Male	7	63.6	6	50	9	48.5
Female	4	36.4	6	50	5	51.5
Special Education	11	17	12	100	14	100

Diplomas	2009-2010		2008-2009		2007-2008	
	Number	Percent	Number	Percent	Number	Percent
Total All Diplomas					326	
Black	56	15.7	75	21.3	41	12.6%
White	254	71.3	242	68.8	256	78.5%
Hispanic	37	10.4	31	8.8	21	6.4%
Asian	7	2	NA	NA	4	1.2%
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	4	1.1	4	1.1	4	1.2%
Male	170	47.8	189	53.7	159	48.8%
Female	186	52.2	163	46.3	167	51.2%
Certificates of Attendance*					17	
Black	3	50.0	3	23.1	3	17.6%
White	2	33.3	7	53.8	12	70.6%
Hispanic	1	16.7	3	23.1	2	11.8%
Asian	1	16.7	NA	NA	NA	NA
American Indian	NA	NA	NA	NA	NA	NA
Multi Racial	NA	NA	NA	NA	NA	NA
Male	3	50.0	5	38.5	5	29%
Female-	3	50.0	8	61.5	12	71%
Total Graduates					357	
% Black	65	17.4	82	21.8	51	14%
% White	261	70.0	257	68.2	275	77%
% Hispanic	38	10.2	34	9.0	23	6%
% Asian	8	2.1	NA	NA	4	1%
% American Indian	NA	NA	NA	NA	NA	NA
% Multi Racial	4	1.1	4	1.1	4	1%
% Male	180	48.3	200	53.1	173	49%
% Female	193	51.7	177	46.9	184	51%

***Does not count towards graduation rate for AYP.**

Scholastic Aptitude Test (SAT): Use students' highest verbal and highest math scores.

Year		# Taking Test	Average Verbal	Average Math	Average Writing	Total
2009-2010	2009-2010 Total	115	468	469	447	1384
	Black	28	410	401	405	1216
	White	72	493	488	465	1446
	Hispanic	7	NA	NA	NA	NA
	Asian	1	NA	NA	NA	NA
	American Indian	5	NA	NA	NA	NA
	Multi Racial	NA	NA	NA	NA	NA
	Male	53	482	499	459	1440
	Female	62	457	444	437	1338
	Students with Disabilities	NA NA	NA	NA	NA	NA

Year		# Taking Test	Average Verbal	Average Math		Total
2008-2009	2008-2009 Total	127	479	485	481	1445
	Black	15	429	449	428	1306
	White	93	485	488	487	1421
	Hispanic	9	477	486	487	1450
	Asian	2	NA	NA	NA	NA
	American Indian	NA	NA	NA	NA	NA
	Multi Racial	5	NA	NA	NA	NA
	Male	58	474	493	460	1427
	Female	69	483	479	498	1460
	Students with Disabilities	3	NA	NA	NA	NA

Year		# Taking Test	Average Verbal	Average Math	Total
2007-2008	2007-2008 Total	143	462	473	935
	Black	13	426	455	881
	White	109	471	483	954
	Hispanic	NA	NA	NA	NA
	Asian	NA	NA	NA	NA
	American Indian	NA	NA	NA	NA
	Multi Racial	NA	NA	NA	NA
	Male	59	458	483	941
	Female	83	464	466	930
Students with Disabilities	8	418	478	896	

American College Testing (ACT)

Year	# Taking Test	English	Math	Reading	Science	Composite Score
2009-2010	76	16.8	18.0	18.2	18.4	17.9
2008-2009	93	17.8	18.3	18.2	18.3	18.3
2007-2008	69	18.0	18.7	19.1	19.2	18.9
2006-2007	51	18.2	18.8	18.9	19.0	18.8

Advanced Placement Exams (AP)

Year	# of Students Taking AP Classes	# of Students Taking Tests	# of Tests Taken	# of AP courses offered
2009-2010	141	141	226	13
2008-2009	137	136	152	8
2007-2008	97	97	112	9
2006-2007	131	131	131	6

Post-Secondary Data: Number of students and percent of student population..

Year	Graduates Entering Georgia Public Colleges		Graduates Entering Georgia Public Colleges Requiring Learning Support		Graduates Entering Public Technical and Adult schools	
	Number	Percent	Number	Percent	Number	Percent
2009 Graduates entering 2009-2010						
2008 Graduates entering 2008-2009	90	25.2	24	26.6	24	26.7
2007 Graduates entering 2007-2008	124	36.6	35	28.2	58	18.2
2006 Graduates entering 2006-2007	105	27.30	21	20	63	17.75

Faculty/Staff Data

Highly Qualified Teachers

*See definition in the NCLB legislation in Section Two of this book.

Number of Certified Teachers	Percent of Highly Qualified Teachers Teaching in Field for the Entire Day	Number of Core Teachers Teaching out of Field for One or More Periods during the School Day
601	98.3	0

If you have one or more in column 3, add an explanation of your actions to highly qualify the core teacher(s).

System Professional Learning

List the professional learning activities in the past two years that were focused on system improvement.

Professional Learning Activity	Year(s) Offered
Summer Seminar	05/06 – 07/08
Calendar Math Training	05-06
SST Training for all certified staff	05-06
Inclusion Training for all certified staff	05-06
<u>Differentiation</u> by Carol Tomlinson book study	05-06
Math Summer Institute	Summer 05
S.E.A.S IEP Software Training	Summer 05
Ellis Kids Training – ELL	05-06
GPS Training	05/06 – 07/08
Access Training – ELL	05/06 – 07/08
Drug Awareness Training	05-06
New Teacher Academy	05/06 – 07/08
Poverty – Ruby Payne Training	05-06
Leadership Academy	07-08
National Bullying Conference – Training	05/06 – 07/08
Multicultural Book Study	07-08
Making Classroom Assessment Work Book Study	06-07
RTI Training	06/07 – 07/08
Learning Focused Schools Training	08/08-05/09
Co-Teaching in the Inclusive Classroom	08/09-05/10
Standards-Based Classrooms	08/09-05/10
School Keys	08/09-05/10

Describe how the school system will take steps to ensure that all students and teachers have increased access to technology.

**Polk School District
Detailed Technology Plan**

Vision for Technology Use

- a. Mission: The mission of the Polk School District Board of Education is to provide educational opportunities based on individual needs in a positive and caring atmosphere and to prepare all students for the challenges of progress and change by helping all students to develop the skills necessary to become life-long learners and successful productive citizens in a global economy. The mission of Polk School District Technology is to provide technology resources, content and support to facilitate the mission of the district.
- b. Vision: Polk School District envisions the following in regard to technology.
 1. Standards based classrooms incorporating technology in the delivery of Georgia Performance Standards.
 2. Access to rigorous curriculum otherwise unavailable via videoconferencing technologies and Georgia Virtual Schools.
 3. Technology literate graduates from Polk School District via technology rich Georgia Performance Standard lessons.
 4. The use of Adaptive Technologies to provide equitable access to rigorous curricular content for students with disabilities.
 5. Quality data analysis of various assessments to drive instructional design.
 6. The use of GaDOE Online Assessment System for benchmark analysis of student achievement.
 7. Safe and efficient network access throughout the district to provide unimpeded access to online web based instruction, video streaming and video conferencing.
 8. Parental and community access to a wealth of information through a robust web site.
 9. Engaging lessons incorporating interactive technologies including SmartBoards, Airliner Slates and Student Response Systems.
 10. Efficient quality administrative applications that drive data driven decisions in all aspects of school operations.
 11. Improved governance by the School Board through the use of eBoard and other technologies.

II. Current Reality

Polk School District completed many of the goals of the previous technology plan including:

- a. Access to Technology
 1. 97% of the classrooms in the 2008 state inventory had internet connectivity with a modern computer.
 2. Polk School District provides 100 megabit connectivity between each school and the Central Office.

3. The student to computer ratio has dropped from of 4.25:1 to 3.92:1. In spite of this improvement, Polk School District still lags behind the state ratio of 3.04:1.
- b. Software
1. Polk School District has continued the use of the Renaissance Learning suite of software and has expanded to the Enterprise version of Accelerated Reader which provides access to all available quizzes written by Renaissance Learning.
 2. Polk School District Microsoft volume license agreement providing each computer with an array of productivity software.
 3. Polk School District has continued to utilize eBoard for online school board governance allowing public access to agenda and meeting minutes.
 4. PowerSchool has been maintained as our Student Information System.
 5. McAleer has been maintained for the accounting department and was expanded to allow access to each school for local school accounting. The payroll system was also converted to McAleer's NextGen interface.
 6. VersaTrans has been maintained as the bus routing software and has been expanded with s SIF interface for interactivity with PowerSchool.
 7. Online IEP development has been maintained throughout the previous technology plan. However, the Exceptional Student Services department decided to change vendors to EasyIEP to provide teachers a more robust environment for IEP development.
 8. CIPA (Child Internet Protection Act) compliance has been maintained throughout the previous technology plan.
- c. Parent and Community uses of technology
1. PowerSchool, eBoard, Renaissance Place and school web sites provide access for parents and community.
- d. Gap Analysis
1. Polk School District must continue to aggressively replace non-modern computers to lower the student to computer ratio.
 2. Continue to acquire 21st century classroom technologies.
 3. Polk School District must seek out quality online digital resources to enrich instruction.
 4. Improve the identification of adaptive technology needs for students with disabilities.
 5. Provide a efficacious web site that is capable of allowing content management by all Polk School District employees.
 6. Improve student technology literacy as measured by the 8th grade Tech Literacy assessment.

III. Communication and Marketing Plan

In FY06, Polk School District's Board of Education implemented eBoard online web solution for documenting board meetings. eBoard provides online access to all board meeting agenda and minutes and provides an method to keep track of actions and

their affect on each of the board's goals. This creates a report card of the board actions supporting their goals and is accessible online.

Polk School District utilizes both its district web site, the announcement and e-mail functions of PowerSchool and newsletters to provide information to the parents and the community of activities and events within Polk School District. Care is taken to provide bilingual communiqués as feasible.

Polk School District also provides information to the local newspapers and radio stations both of whom are close partners with Polk School District.

There is a consistent theme of the importance of technology in the task of student achievement from the boardroom to the classroom.

Polk School District conducts weekly staff meetings of directors which allow for collaboration between the following departments on all aspects of the District's mission including technology.

- Superintendent
- Technology
- Curriculum/Media Coordinator
- Staff Development
- ESOL
- Title I
- CTAE
- Human Resources
- Special Education
- Finance
- Facility Maintenance
- Transportation

IV. Professional Development (Consolidated Application)

Polk School District assures that funds are spent on scientifically or evidence-based practices and products for all programs including the purchase of technology and technology tools.

Goal 2: Polk School District will provide a healthy and supportive educational climate.
Annual Benchmarks:

Obj. 1 – Polk School District will utilize an in-house professional learning approach, which will allow each certified employee to earn at least two Professional Learning Units (PLU) a year. This in-house approach ensures each teacher earns 2 PLUs a year which will total 10 for the certification renewal in five year. The in-house professional learning approach is not the only professional learning approach used in PSD. 2005-2006: Student Support Team Training(1), Inclusion Training(1), and Differentiation (1) 2006-2007: Failure is

Not an Option – book study (1) and Performance Tasks (1) 2007-2008: 1) Unit Building 2) book study on How to Teach Student Who Do Not Look Like Me 2008-2009: 1) Pearson Benchmark Assessment Training 2) book study to be determined by the needs assessment. (2)

Obj. 2 - Polk School District employees will participate in Georgia Performance Standards training for each Phase (I,II, III, IV).

Obj. 3 - Polk School District ELL teachers will receive training: 1. Ellis Kids software 2. eBlocks software 3. Access Testing

Obj. 4 – High school teachers and administrators will receive professional learning opportunities through the Southern Regional Educational Board (SREB) to increase the rigor of academic/technical courses.

Obj. 5 – Elementary and Middle school teachers will receive professional learning opportunities for incorporating technology in the classroom. District Technology Applications: PowerSchool Student Information System McAleer Accounting System McAleer Payroll Pearson Benchmark Assessment System VersaTrans Bus Routing Software Easy IEP online application Renaissance Place Applications Accelerated Reader Accelerated Math STAR Reading STAR Math Eudora Internet Mail Server Windows IIS Web Server Polk School district teachers have continuous opportunities for staff develop outside of the Polk School District offered courses. PSD teachers take advantage of the course offered through NW RESA, SREB, GADOE, and other course/workshop appropriate for their own or school development needs.

All programs that are proposed to be used in Polk School District must submit to the Instructional Committee at the Central Office. The Curriculum Director is the Chairperson for the committee, with the Sp. Ed. Director, two Sp. Ed. Coordinators, and the Director of Federal Programs as members. This committee researches each program to ensure they are researched based. If the programs are not, they are denied, with no funds being available to purchase the program. The committee meets monthly, at which time any newly submitted programs are reviewed. When programs are found to be researched based, the committee researched the company, sets up a demonstration by the company and other competitors. A presentation is usually arranged for principals to participate. A decision is made, with the input of principals, as to whether the program or which program best suits the needs of Polk School District. Once a program is purchased, extensive training is provided for teachers, administrators and central office staff. The central office staff and technology assistants are trained in order to provide continuous support long after the trainers leave.

Opportunities for professional learning are also provided to our faculties concerning addressing the principles of Safe and Drug Free schools. Polk School District's professional learning in aligned with the state's professional learning standards and helps teachers to meet established goals and objectives. In meeting these goals and objectives, teachers' instruction is directed to the QCC/GPS standards. Each certified employee, in schools and central office, has been trained

using the Georgia School Standards. The purpose of this training is for our educators to become more aligned to nationally recognized expectations for school improvement. These standards serve as descriptors for effective, high impact practices in the areas of curriculum, instruction, assessment, students, family, and community support, leadership, planning and organization, school culture, and professional learning for our schools and teachers.

V. 8th Grade Technology Literacy

Polk School District provides computer labs in all elementary, middle, and high schools. Technology and Computer Literacy courses are taught at both middle schools through Connection Courses. Computer Applications, Web Design, Multimedia Presentations, and Computer Technology are courses taught in both high schools.

The Eighth Grade Technology Assessment provided by the GaDOE Online Assessment System is utilized for our performance measure and is administered to all eighth grade students during the December - February time frame. The results are shared with administrators, teachers, and central office staff. The assessment will be given each year to determine the progress in technology literacy in Polk School District students, as well as to assist in building a better te