

Mobilization of the Florida Ford NGL Network – Next Steps Planning Guide Polk County

Based on the sessions this morning, please use the worksheet to outline your community's next steps to meet your NGL Goals.

Data Elements – To Report				
What common elements do we need to report? Graduation rate Industry certifications Discipline Attendance Dual Enrollment/AP Internship experiences Externship experiences	What has been completed? External evaluator included variables in report provided to the district.	What still needs to be completed? Ford NGL verifying definition of special populations to be included in future data reports. Additional data to be provided upon request.	Who will be responsible for completion? External Evaluator-	Timeline: Date Due August 2012
Essential Practices – To Update Master Plan				

<u>Strand 1: Teaching and Learning</u>	What has been completed?	What still needs to be completed?	Who will be responsible for completion?	Timeline: Date Due
<p>EP 1.1 Teachers will guide students toward achieving their maximum individual potential by facilitating relevant, exciting, and interactive learning experiences.</p>	<p>Each Academy was provided with data regarding graduation rate, GPA, FCAT, # of students with industry certifications as compared to the general school populations at the host school, in early August, 2012.</p> <p>Report of industry certifications included in each school suggests there are 1050 certifications. 10% increase has been exceeded.</p> <p>Ongoing yearly evaluation and portfolio documentation suggest that all academies currently can demonstrate problem based learning in action within the Academies</p> <p>Local political context has made progress on the establishment of Cluster Advisory Boards difficult. Additional work to occur in this area. –Curriculum review not yet completed formally.</p>	<p>Data dashboard/Analytics systems need to be investigated for teacher use in making student level data-based decisions on educational process.</p> <p>Ongoing development of industry certification list within existing and new academies.</p> <p>Transition to survey and Google Docs for annual evaluation of instruction and progress of academies.</p> <p>Work in local environment to further develop cluster advisory groups. This organization mirrors the need to establish a linkage organization that ties the community, industry, and school components to a shared mission.</p>	<p>Mark Dunsford Abdu Taguri</p> <p>Workforce Team</p> <p>Workforce Team</p> <p>An organization/agent to be developed. Workforce Team</p>	<p>Implementation June, 2013</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall, 2013-TBD</p>
<p>EP 1.2 Develop highly qualified, well prepared teachers to implement strand vision</p>	<p>Informal Observation indicates that 23 academies offer technology rich instruction. Question on the technology embedded in the environment included in the survey to be distributed in June, 2013.</p> <p>Each academy has an Advisory Board and documentation</p>	<p>Distribute survey at end of 2012-13 school year. Design professional development to meet need based upon local assessment to improve technology embedded instruction.</p> <p>Develop documentation and culture of continuous improvement based upon</p>	<p>Workforce Team</p> <p>School Advisory Boards and Academy Advisory Boards</p>	<p>June, 2013</p> <p>June, 2013</p>

	<p>provided to the district. Input and narrative provided in the annual portfolio which is transitioning to a survey and Google docs.</p> <p>Teaching techniques and strategies presented in the annual portfolio. Information regarding best practices shared in August, 2012 pre-school retreat. Curriculum plans mapped to school improvement plans.</p> <p>No activity on establishment of comprehensive externship program to report.</p> <p>Portfolio analysis and documentation expresses that some Academy teachers have industry certification in the areas of teaching.</p>	<p>Advisory Board feedback.</p> <p>Staff survey to gather additional information to be distributed at the end of 2012-13 year to include information about existing teaching techniques.</p> <p>Include information on externships in the print materials designed for businesses. Present information at the NGL designation event and the WE3 event. Focus on identifying and implementing paid externship opportunities.</p> <p>Continue to motivate current teachers without Industry Certification to obtain it. Leverage School Administrators to require industry certification for new hires.</p>	<p>Workforce Team</p> <p>Advisory Boards to identify paid externships</p> <p>Workforce Team and Advisory Boards</p>	<p>Ongoing</p> <p>Year 3- June, 2014</p> <p>Ongoing</p>
<p><u>Strand 2: Educational Redesign</u></p> <p>EP 2.1 Engage 45% of the high school population (11,900 students) in career academies in Polk County.</p> <p>This objective needs to shift to show 100% of high school population involved in academies</p>	<p>What has been completed?</p> <p>Based upon district review, 72 CTE teaching units are not involved in teaching in an academy.</p> <p>Continuing advisory board and industry involvement. Participation in Academy Advisory Committee and other District events</p>	<p>What still needs to be completed?</p> <p>Survey questions to be tweaked to include appropriate information relating to implementation of internship programs and the type of experiences and the ongoing involvement of business/community in academy functions.</p>	<p>Who will be responsible for completion?</p> <p>Workforce Team</p> <p>Academy Advisory Board</p>	<p>Timeline: Date Due</p> <p>Implemented June, 2013</p> <p>Ongoing</p>

<p>within 5 years.</p>	<p>Academy instructor positions filled.</p> <p>All academies maximize dual enrollment options at Polk State College. Other dual-enrollment opportunities currently being investigated.</p>	<p>Further analysis on highly skilled instructor capacity in every academy, and plan for ensuring that teachers do achieve appropriate certifications.</p>	<p>School based academy advisory boards to assess instructor capacity and needs for positions.</p> <p>Workforce Team in conjunctions with post-secondary institutions</p>	<p>Annually</p> <p>Ongoing</p>
<p>EP 2.2 Academy teams of CTE and core academic teachers will form professional learning communities that develop integrated curriculum that is project based and meets the standards requirements of each course taught by the academy team members. Staff development will be provided and time will be identified for teachers to accomplish this goal. Principals will be challenged to select appropriate team members for each academy based on subject expertise and advocacy for project based learning.</p>	<p>Project based curriculum integrated within all academies as is documented in the portfolio submitted to the school district.</p>	<p>Curriculum review required by academy advisory cluster boards to analyze currency of curriculum.</p> <p>Cohort scheduling and common planning to be implemented more comprehensively within academies.</p> <p>Learning communities within the schools to be formed and implemented within best practices model.</p> <p>Formal principal advocacy of learning communities still requires implementation. Talks to identified principals and forge plan for disseminating information and sharing current best practices including transition to wall-to-wall.</p>	<p>Cluster Advisory Boards</p> <p>Workforce Team & School Based Administration</p> <p>School Based Administration</p> <p>Local Principals in conjunction with Workforce Team</p>	<p>After Aug., 2014</p> <p>Aug., 2013</p> <p>Jan., 2014</p> <p>Implement Jan., 2013</p>

<p>EP 2.3 The development of integrated curriculum projects must also be done in conjunction with schools scheduling academy students into cohort groups. Scheduling for the 2012-13 school year will be addressed via workshops with school administrators throughout the 2011/12 school year and strategies will be presented on the scheduling of academy students. Teachers will also receive professional development in the use of cohort student data that can be used to concentrate integrated projects to increase student-learning success. The academy PLC's will be key to this strategy.</p>	<p>40% of academies utilize cohort scheduling.</p> <p>50% of Academy teams have multiple teachers that form the Academy team versus one teacher assigned to an academy.</p> <p>Worked with external groups such as PEP to generate revenue for new and innovative academy programs.</p> <p>Portfolio documentation provides evidence of teacher impression of opportunities and challenges.</p>	<p>Staff survey to collect ongoing data regarding cohort scheduling.</p> <p>Submit for grants and explore additional funding opportunities.</p> <p>Develop support services to respond to data.</p>	<p>Workforce Team</p> <p>Workforce Team, Academy Advisory Board, and Individual school academies</p> <p>Workforce Team</p>	<p>June, 2013</p> <p>Ongoing</p> <p>Annually</p>
<p>EP 2.4 A career academy evaluation process will be developed during the 2011-12 school year and implemented on an annual basis beginning with the 2012-13 school year. Selected school administrators, career academy directors, and teachers will participate</p>	<p>No work has been done on the academy contract for academy parents. This will need to be addressed in the next year.</p> <p>Developed academy staff survey and Google docs format for supporting documentation to replace existing portfolio for comprehensive evaluation</p>	<p>Develop parent contract to be integrated into Academy registration process, affirming parental commitment to academy criteria developed for the entire district.</p> <p>Process developed. Continue implementation.</p> <p>Gather data on academy teacher survey about extent to which orientations and</p>	<p>Workforce Team, Academy Leaders, School based administration</p> <p>Workforce Team, School based administration</p>	<p>December, 2012</p> <p>Ongoing</p>

<p>in the bi-monthly Ford Next Generation Learning Community Elluminate Sessions on the Career Academy evaluation process beginning in October of 2011 through May of 2012.</p>	<p>process. Academies currently develop annual strategic plan, TRST do ongoing observation and collaboration with instructional staff and school leadership.</p> <p>Student contract currently in place through online application system, but parents agree upon criteria. Clear roles and responsibilities as well as consent (electronically) needs to be designated within the system.</p>	<p>other parental advisement activities are taking place.</p> <p>Gather data and develop systemic model for implementation of internships and externships within each Academy environment.</p> <p>Work with Academy Advisory boards to develop a model for appropriately aligned workplace guest speakers, teacher and administrator shadowing, and other integrated industry content delivery into the schools to expand perspectives from both industry and school based stakeholders.</p>	<p>Academy Advisory Board</p> <p>School based academy advisory boards</p>	<p>June, 2013</p> <p>January, 2013</p>
<p>EP 2.5 Stakeholder Chair and Director for Workforce Education will present 5 year Strategic Plan to Polk County School Board at a scheduled Board meeting in January of 2012. Chair and Director will report on current status of Polk Schools and Community and future goals annually addressing district policies that support or need to be adjusted to support career academies. Polk School Board members and Superintendent will be invited to the Workforce Education Expo on November 1, 2011.</p>	<p>The School Board and Superintendent voted and publicly endorsed a school district transition over the next 5 years to a wall-to-wall academy model.</p> <p>School board members and superintendent attended a Nashville Study Visit in Spring, 2012.</p> <p>Presentations have been made to Polk Vision, the School Board, Polk Association of Chamber Executives, and the Polk County Commissioners.</p>	<p>Compile the contents of this document into an annual report document to be presented at the November, WE3 conference.</p>	<p>Naomi Boyer, Community Coordinator Polk Academy Advisory Executive Committee Mark Dunsford</p>	<p>November, 2012 Ongoing</p>

<p><u>Strand 3: Sustaining Change Through Business & Civic Leadership</u></p>	<p>What has been completed?</p>	<p>What still needs to be completed?</p>	<p>Who will be responsible for completion?</p>	<p>Timeline: Date Due</p>
<p>EP 3.1 List all members of the community who will initially serve on the Master Plan Partnership for Sustaining Change through Business and Civic Leadership task force to complete the draft of how the community will implement the essential practices in strand 3.</p>	<p>This objective has been completed</p>	<p>Continue to add membership and update previous documentation</p>	<p>Workforce Team Polk Academy Advisory Board</p>	<p>July, 2013- Ongoing basis</p>
<p>EP 3.2 Identify senior business and civic leaders who have agreed to serve on the senior business board who will oversee the implementation of the master plan and describe how/when the community will bring this group together.</p>	<p>Members have been identified for CEO Champions Board</p>	<p>Schedule of meeting and coordination of CEO Champions group. Convene for the first time.</p>	<p>Naomi Boyer, Community Coordinator (facilitation) John Small- Implementation</p>	<p>Fall, 2012</p>
<p>EP 3.3 Which career pathways have been prioritized by the community for development over the next five years (based on what information) and which existing academies might not be continued given new priorities. Also</p>	<p>Task completed but modifications required.</p>	<p>Academy models in flux. General task completed, but further growth and development based upon community context and changes. i.e. PEP group. Further develop Academy Clusters (SRI group) to contribute to the curriculum and content guidance of industry.</p>	<p>Workforce Team Polk Academy Advisory Board Community Coordinator</p>	<p>Ongoing</p>

<p>describe the industry councils that your community will initiate prior to December (if any) and industry councils your community plans to develop in 2012.</p>				
<p>EP 3.4 Describe who will be initially tasked with facilitating the industry councils and coordinating support for academies within the prioritized pathways.</p>	<p>Explored community partnerships with existing agencies to create the cluster advisory board groups. Changes in local economic development council have delayed progress in this area.</p>	<p>Solidify model for cluster advisory groups and determine appropriate community organizations that might connect and sustain the cluster groups. Convene the industry councils bi-monthly, establish agenda, coordinate relationships between cluster areas and academies, one source contact for schools and industry. Locally we have been calling this the GLUE that is similar to Nashville's Alignment organization.</p>	<p>Naomi Boyer, Community Coordinator Christina Nykile, Marketing Specialist, Workforce</p>	<p>July, 2013</p>
<p>EP 3.5 & EP 3.6 Outline existing marketing activities to parents and other internal stakeholders regarding the career academy network and plans for developing new activities over the next five years and outline existing marketing activities to business and other external stakeholders regarding the career academy network and initial plans for developing new activities over the next five years.</p>	<p>The School Board and Superintendent voted and publicly endorsed a school district transition over the next 5 years to a wall-to-wall academy model.</p> <p>Presented to Polk Vision and the Polk Association of Chamber Executives.</p> <p>Social media campaign implemented. Facebook campaign.</p> <p>Polk Association for Chamber Executives – presentation fulfilled contact with 17 municipalities.</p>	<p>Schedule of meeting and coordination of CEO Champions group. Convene for the first time.</p> <p>Develop an Academy marketing committee. This is on the agenda for the Polk Advisory Council for the first quarter meeting.</p> <p>The development of the Cluster Advisory board will lead to better sustained communication with business and economic development groups.</p> <p>WE3 marketing materials developed and updated annually.</p>	<p>Naomi Boyer, Community Coordinator (facilitate –CEO) Debbie Burdett, Polk Advisory Board Chair (develop marketing committee structure) Christina Nykile, Marketing Specialist Workforce (Coordinate community/industry contacts)</p>	<p>Fall, 2013</p>

<p>EP 3.7 Describe existing data your community has gathered regarding how career academy students perform compared with other students in the district, other data that you intend to begin collecting, and any financial calculations your district has or intends to complete regarding what this improvement will mean to the district and to the community at large.</p>	<p>External evaluator utilized to gather ongoing data comparing Academy students to other students in the district</p>		<p>Shelba Lawhon, External Evaluator</p>	<p>Ongoing. Reports annually.</p>
<p>Annual Retreat</p>				
<p>What are the goals of the Annual Retreat?</p> <p>Ensure goal timeline from original strategic plan is being met</p> <p>Generate action steps for goal implementation</p> <p>Update objectives in plan as changes occur.</p>	<p>Who should attend?</p> <p>Investigate multiple counties (regional retreat) with Volusia, Pinellas, and Polk, Lee</p> <p>CEO Champions</p> <p>Polk Academy Advisory Council</p> <p>Polk Association of Chamber Executives</p> <p>Cluster Industry Advisory representatives as appropriate</p>	<p>Date and/or Location?</p> <p>May/June, 2013</p> <p>Location TBD: Legoland, Orlando, Tradewinds, Sanibel, Rotate locations</p>	<p>Tasks to be Completed? Date?</p> <p>Identify date and location</p> <p>Work with Workforce and Advisory Board teams to solidify retreat concept and attendees</p> <p>Continue to integrate best practices into instructional practice and academy model</p> <p>Build the GLUE structure to sustain and disseminate communication and cohesiveness for all Academy initiatives.</p>	<p>Person Responsible?</p> <p>Naomi Boyer, Community Coordinator</p> <p>Debbie Burdett, Polk Advisory Board Chair</p> <p>Christina Nykile, Marketing Specialist, Workforce</p>

How can Ford National Support Your Efforts?

Financial support for travel for community members to attend learning sessions to expand perspectives (i.e. Alignment Nashville, Nashville visit).

Funding for annual retreat for supporting the continued development of the Master Plans.

Support (funding-expertise-coaching), guidance, and experience with developing the GLUE for our environment as the local context continues to be somewhat in flux and lacking clarity on how to proceed to integrate the Academy model into the fiber of government, education, community, industry, and business/economic development.

Mentorship on moving our district to a wall to wall Academy structure.

How can the Florida Ford Learning Hub Support Your Efforts? I do not believe we require facilitation of our annual retreat- we would be open to collaborating with our colleagues at the hub. However, if the Florida hub could develop models for community cohesiveness that align to Nashville's model given the political/district landscape of the Florida reality, this would be very helpful. Mentorship on moving our district to a wall to wall Academy structure in way that aligns to Florida state standards and organizational structures.