

02 11 2014 Work Session 8 30 AM

For ADA assistance, contact the Office of Equity and Compliance, 534-0781, at least 3 business days before the meeting.

A. New Business

1. [8:30 - 8:40 AM School Board Comments](#)

Minutes:

Mrs. Cunningham commented that she has heard many compliments on the new format used at the Teacher of the Year Banquet.

Mrs. Wright asked if policies and procedures could be discussed at the upcoming retreat. Mr. Mullenax responded that if time didn't allow for a discussion at the retreat, the subject would be covered at a work session.

B. Board Agenda Review

2. [8:40 - 8:55 AM Review February 11, 2014 School Board Agenda as Revised](#)

Attachment: [02 11 14 School Board Agenda.pdf](#)

Minutes:

C-24: Pre-Qualified Vendors

Mr. Harris commented it appears the district is using more outside vendors and supplanting current employees. Mr. Rivers reported that larger paint jobs are outsourced because current staff cannot handle the work load. Mr. Harris asked why more personnel had not been hired. Mr. Rivers reported it is more cost effective to

outsource some of the larger jobs. Mr. Harris would like to see the numbers that support this decision.

Mrs. Fields inquired about the percentage of minority owned businesses on the list. Mr. Rivers reported the numbers are low; however, the district has been and will continue seeking minority vendors. He has been working with the Central Florida Minority Diversity Council to reach more minority businesses but hasn't had a good response. As more businesses apply, updates will be provided to the Board. If vendors are on the Pre-Qualified list, it guarantees them the opportunity to bid on jobs.

Mrs. Wright asked how frequently the information will be updated. Mr. Rivers reported that it will be refreshed on a quarterly basis. Vendors may qualify at any time; it will be an ongoing, open process.

Mrs. Sellers asked if minority vendors have problems qualifying? Mr. Rivers replied that small businesses have a problem with the insurance requirement. It is their choice. The process is very easy and it is to our benefit to have as many vendors included in the process. He is trying to stay local but may have to look outside the County to increase the minority percentage.

Consensus of Board was to stay local, if possible.

C-38: Project P-01491- Hillcrest Elementary - Bus and After School Pick up /Drop off modifications

Mrs. Fields asked how much is spent on charter school maintenance. She understands it is our responsibility but would like to see the numbers. Mr. Rivers will provide the data.

3. [8:55 - 9:05 AM BREAK](#)

C. Information

Item 4

4. [9:05 - 9:15 AM Sales Tax Revenue Refunding Bonds Series 2014](#)

Attachment: [Polk SB Sunshine.pdf](#)

Attachment: [Polk SB Resolution.pdf](#)

Minutes:

John and Jerry Ford with Ford and Associates, and Michael Wiener of Holland and Knight, provided information on an proposal to refund the District's outstanding portion of the Series 2004-2005 Sales Tax bonds. In the past, the Board has considered refunding bonds if the savings is greater than 3% of the outstanding bonds.

Several months ago, Wells Fargo Bank also offered a refund, on a forward basis, for the Series 2004 bonds: a forward-delivery agreement. This is where the bank commits a rate today then buys the bonds when they become available in October. This type of transaction has complications but also yields a greater savings level. The savings today on the proposed transaction is well above the 3% range, it's between 5.5 - 6%; a savings of approximately \$2.5 million on the present value basis. However, it will require the School Board to make certain representations on the financial conditions of the District. If the representations are incorrect, the bank has the right to issue a penalty of approximately \$440,000 (at today's rate). Ford and Associates have been working to resolve some of the risks to the District and the terms and conditions of Wells Fargo, who is now discussing the counter proposal with their investors.

Mr. Wiener stated that both the buyer and seller have provisions to withdraw from the transaction if certain things occur. If the District is unable to perform and the buyer is willing to buy, then the District would owe a breakage fee. If the situation was reversed, then a lawsuit will be imposed against the Bank. The District will make general representations that all documents are enforceable, the resolution has been adopted, and no litigations are pending that would prohibit the transaction. One concern is that Wells Fargo could unilaterally decide that the financial condition of the District changed significantly between now and October and impose a breakage fee. Ford and Associates are renegotiating this unilateral position and other indemnity language.

Mr. Ford reported that his proposal to the bank is that the School Board would be responsible for only those things they can control. If he does not receive confirmation from Wells Fargo within the next couple of hours, he will recommend that the transaction be withdrawn.

#### D. Discussion

##### Item 5

##### 5. [9:15 - 10:15 AM Strategic Plan Update](#)

Attachment: [mid year status report 2 11 14 version 2.pdf](#)

Minutes:

Superintendent LeRoy provided leading indicators on the measurable objectives of the Strategic Plan. The data was color-coded: White - to be determined; Green - the target has been met or exceeded; Yellow - approaching the target; Red - needs improvement.

Approximately 73% of the leading indicators are in the Green or Yellow range. The district grade target is to become an "A" District within the next five (5) years. Currently, the state's accountability system identifies a middle "A" at 535 points.

Based on the mid-year data, 44.7% of the objectives are coded Green and 27.7% are Yellow. This demonstrates the hard work of our leaders and teachers in every classroom.

Students at Proficiency:

- Reading - Green
  - Base line was at 50%, goal is 52%
  - Changed District Assessment to State's FAIR Assessment (given three times during the year). The predictability of the FAIR Assessment data is between 97-98%
  - Kindergarten shows the most improvement
  - In First Grade, increased 17% in the Green; Red increased a slight amount
  - Concern continues for 2nd Grade (fluency and comprehension)
  - Grade 3 - 5th reflect gains
  - Middle School is making gains
  - Grade 10 has less students in Red; increasing in both Green and Yellow
  - Grades 11 and 12 have students not passing the FCAT. More work is needed at the school level. There are other assessments that can be used to demonstrate proficiency: ACT, SAT, or PERT
- Mathematics - Green
  - Using Discovery Assessment
  - Gains in Grade 3-8
- Science - Yellow
  - Tested on content that may not have been covered by teacher
  - Believes there is a 20% gap in the predictability between the Discovery Assessment and State's expectation
  - Nationwide problem
- Writing - Red
  - We are not at the 3.5 mark in proficiency
  - Teachers may be self-reporting (inconsistency in scoring)
- Gap in Reading Subgroups - Red
  - Races are increasing at the same rate (gap is not narrowing)
- Algebra I - Yellow
  - Currently 76% are at proficiency
- Biology - Yellow
- Pre-K - Yellow
  - Last year students were tested one month after entering the system
  - Testing occurred earlier in the year
  - Our programs are excelling; however approximately 7000 students are in outside programs prior to entering Kindergarten; our students have some of the highest scores in the state
    - confirms the need to expand Pre-K
- Dual Enrollment Courses passed with a Grade "C" or Higher - Yellow
- Minority Participation in DE, IB, and AP - Green

- Decrease Dropout Rate - Red
  - Last year's data
  - Work is needed with over aged students
  - Increase multiple pathways in terms of career tracks
- Decrease Unexcused Absences - Red
- Over-aged Students in Grades 1-8 - Green
- Career Academies - Green
  - Can be more aggressive in Academies that meet the National Standard

#### Stakeholder Partnership

- Climate Survey - White
- Increase Number of Subscribers/Views to District Social Media Accounts - Yellow
- Increase Number of Annual Web Page Views on the District Website - Yellow
  - Based on the number of clicks to the site
- Increase Number of Community-Based Mentors - Green

#### Safe and Secure Environment

- Decrease Percent of Conduct Violations - Red
- Decrease Percent of Minority Students Receiving Discipline Referrals - Yellow
- Reduce Number of Expulsions - Green
- Decrease Percent of Male Students Receiving Discipline Referrals - Yellow

#### Staff Learning and Growth

- Increase Qualified Minority Instructional Personnel - Green
- Increase Qualified Male Instructional Personnel - Green
- Increase Ana Mendez Intern Placement - Red
- Decrease Schools with less than 5% Black or Hispanic Staff - Red
  - Number of schools in the less than 5% is not 26 as reported but 51
  - Might have been caused by moving minority staff to coaching positions
- New African-American Teachers - Red
- Fully Bilingual Hispanic Teachers - Red
- Reduce Turnover Rate of New Teachers - Green
- Decrease Number of Teachers Out of Field - Red
- Increase Number of Qualified Candidates in the Assistant Principal Pool - Green
- Increase Number of Qualified Candidates in the Principal Pool - Red
- Increase Number of Qualified Minorities in the AP Pool - Green
- Increase Number of Qualified Minorities in Principal Pool - Green
- Increase Number of Qualified Males in the AP Pool - Yellow
- Increase Number of Qualified Males in Principal Pool - Red

## Support and Resources

- Decrease Percent of Behavior Incidents on School Buses - Green
- Decrease Number of Late Arriving School Buses - Green
- Increase Internet Bandwidth - Green
- Increase Number of Technology Coaches - Green
- Maintain Fund Balance - Yellow
- Investment Grade Bond Rating - Green

Mr. Harris asked if the district is providing Kindergarten readiness expectations to the private Pre-K/Early Childhood providers. Mrs. LeRoy reported that is part of the mission of the Early Learning Coalition. She is not sure if there is a rating system in place; other districts have a 5-star rating system. The Superintendent stated that for private homes and 'mom and pop' day care centers, the PBS Channel (Public Broadcasting System) has free excellent educational programs aired throughout the day.

## Item 6

### 6. [10:15 - 10:45 AM Power Up Polk](#)

Attachment: [Power Up Polk Executive Summary.pdf](#)

Attachment: [Power Up Polk Board Presentation 2-11-14 WS.pdf](#)

Minutes:

Jacqueline Bowen, Senior Director of Curriculum, provided information on one of the Superintendent's reading initiatives: Power Up Polk.

Superintendent's Priorities

- increase reading proficiently
- close the achievement gap
- improve the graduation rate
- improve community partnership

The Reading Imperative: Every PCSB student must be a proficient reader

- district support - curriculum and instruction
- professional development - leadership and teachers
- community engagement - student, school and family support
- communication plan - city-wide community and marketing
- increase PreK-12 Reading achievement - school-based support

#### 1. Reading Initiative Committee:

- the current Reading Initiative Committee has been meeting to provide

input on elements and structure of the Initiative

- the next step is to expand the Committee and invite teachers, principals, parents, representatives from PEA, local partners supporting reading, and other community stakeholders to provide input and feedback on the District and city-wide Reading Initiative

FOCUS Groups will provide feedback on the value of a reading initiative, the need for a comprehensive reading blueprint, and a plan to communicate the initiative county-wide and provide goals for professional development.

2. Communications - Implement a district-wide media launch of the Superintendent's Reading Initiative Campaign

3. Community Engagement - collaborate with community stakeholders to implement the PCSB reading initiative and increase engagement and support for strategies

4. Superintendent's Significant Seven 'Reading Strategies'

- target reading comprehension across all classrooms based on district FAIR data
- design monthly rollout of key reading strategies
- seven explicit reading strategies selected based on multiple comprehension research
- strategies will be implemented district and city-wide
- extensive professional development on each strategy for district and school-based staff

5. District-Wide Million Words Campaign

6. Progress Monitoring

- monitoring of student proficiency in reading is critical to effective instruction and early warning of gaps.

7. Extended Reading Opportunities

- books on the bus (read while you roll)
- on line eBooks and other reading software programs

Extended Summer Reading

- Power Up Polk and Required Summer Reading camps
- Superintendent's AMP Academies (Accelerating and Maximizing Achievement)

8. PCSB Comprehensive Blueprint for Reading

- provide the foundation for organizing reading instruction across all

classrooms ensuring student proficiency.

9. Reading Professional Development

- build capacity of leadership, coaches, teachers, media specialists, parents and other community stakeholders to support effective teaching and learning of reading

Proposed Time Line: February - August 2014

Item 7

7. [10:45 - 11:00 AM Differentiated Accountability](#)

Attachment: [DAUpdate2-11-14 Work Session.pdf](#)

Attachment: [DA overview for Feb 11 Work Session.pdf](#)

Minutes:

Deputy Superintendent Jackie Byrd and Aaron Smith, Senior Director provided PCSB's Mid-year Differentiated Accountability Overview.

All district coaches are to be at schools, in the classrooms, and on the grounds on a weekly basis. Training for teachers has been after school, after hours, and on Saturdays.

- provide tools and support for teachers
- increase student achievement in all academic areas
- watch vacancy report at all Turnaround schools
- ensure certified teachers are placed in the classrooms
- using baseline data, lesson plans are created for an increase focus on standards based instruction
- every school is developing a data room where professional development is held for teachers. Focus is on individual child's needs
- every high school has a plan to track their students

Item 8

8. [11:00 - 11:10 AM Proposed School Calendars: 2014-2015 AND 2015-2016](#)

Attachment: [Proposed 14-15 and 15-16 School Calendars WS2-11-14.pdf](#)

Minutes:

Jose Farinas, Senior Director of Employee Relations, presented a school calendar for the next two years.

Mrs. Fields stated she had heard from parents and students that no learning is going on the early release days and students arrive home hungry.



Mrs. LeRoy reported that when she arrived here, the district had 10 1-hour early release days which have been reduced to 5 2-1/2 hour days to provide for professional development. It is our responsibility to ensure that effective instruction takes place in the classroom every day.

Mrs. Sellers commented that students on block schedules have an advantage. However, if all the release days fall on the same course, this will mean a loss instruction for them as well.

Mrs. LeRoy reported it will be reviewed again to make sure there are no conflicts with lunch and block schedules.

Mrs. Wright asked if this loss of instructional time is right for our students.

Mr. Harris voiced concern on an early release day scheduled for the last day of school when final exams are going on. He suggested professional development be held on other days.

Mrs. LeRoy will continue to have discussions with PEA and Professional Development on early release days and report back to the Board.

#### E. Adjournment

The meeting adjourned at 11:30 AM. Minutes were approved and attested this 25th day of February, 2014.

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Dick Mullenax, Board Chair

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Kathryn M. LeRoy, Superintendent