

Superintendent Annual Report

July 1, 2018 – June 30, 2019

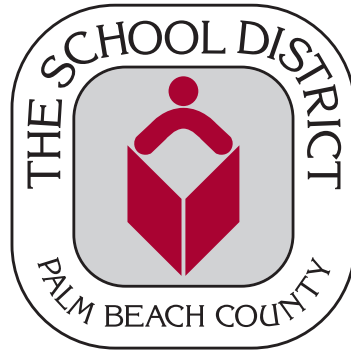
Donald E. Fennoy II, Ed.D.



School District of Palm Beach County



palmbeachschools.org



Vision

The School District of Palm Beach County envisions a dynamic, collaborative, multicultural community, where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Mission

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

School Board **Members**



Barbara McQuinn
District 1



Chuck Shaw
Vice Chair; District 2



Karen Brill
District 3



Erica Whitfield
District 4



Frank A. Barbieri, Jr. Esq.
Chairman, District 5



Marcia Andrews
District 6



Debra Robinson, M.D.
District 7

Message from the Superintendent

Dear Chairman Barbieri, Board Members, Colleagues, and Community Stakeholders:

The 2018-2019 school year is behind us and we have accomplished so much together as a community in just a year's time. From watching the excited faces of students, parents, and teachers on the first day of school to shaking more than 14,000 hands as seniors walked across the graduation stage, I will always remember this year as my first full year as Palm Beach County's Superintendent.

I am proud to share the School District of Palm Beach County once again received the distinction of being an A-rated school district for the 2018-2019 school year! It is no easy feat to repeat such a high level of performance, especially for such a large and diverse district like Palm Beach County. We also continue to remain one of Florida's top-performing large urban school districts.



Over 76 District-operated schools earned A's, which is up five schools compared to the 2017-2018 school year. In addition, 24 schools improved their rating by at least one letter grade, and two schools improved by two letter grades. Glade View Elementary improved from an F to a C, while Jupiter Elementary improved from a C to an A. There is also reason to celebrate that for the first time in two decades, all schools in the Glades Region received a grade of C or better. The District also achieved its goal of eliminating F-rated schools. Taken together, all of these accomplishments are a true testament to the hard work put in every day by students, teachers, school-based leadership, central office staff, and other community stakeholders throughout Palm Beach County.

Data released during the 2018-2019 school year revealed the graduation rate for District-operated schools continued to increase and even hit an all-time high of 91.7%—the second highest for any large urban school district AND above the average for the State of Florida overall! The achievement gap also continued to close, with increases this past year to the graduation rates of our Black and Hispanic students. Many of our seniors graduated with industry certifications thanks to the more than 300 Choice and Career programs offered throughout the District at the elementary, middle, and high school levels. And yet in light of these successes, increasing the number of third grade students reading on grade level proved to be a challenge. As the new school year gets underway, the Strategic Plan will continue to keep us laser-focused on the long-term outcomes we initially committed to as a district in FY16.

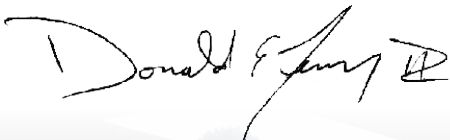
Our District employs over 23,000 dedicated individuals with one common goal: academic excellence for all students. However, we must recognize that academic excellence cannot occur in the absence of a safe and secure learning environment. Our School Police force was over 200 officers strong at the close of the 2018-2019 school year, and efforts continue to codify existing partnerships with municipal law enforcement agencies in service of the safety of our students and staff. The Penny Sales Tax also allowed for the completion of over 200 construction projects, many of which aimed to improve the security of our school buildings.

Along with safety, the overall well-being of our students was a paramount priority for the District during FY19, and remains as such moving forward. A new division of Student Wellness was created at the central office level as a direct result of the recognized need for enhanced services related to student mental health. This division has already begun to support school centers with the rollout and implementation of best practices related to behavioral and mental health, along with owning other key initiatives geared towards addressing the whole child.

None of the above would have been possible without the successful passage of the November 2018 Referendum. More than 380,000 Palm Beach County residents voted in favor of the Referendum, which also had the added goals of improving teacher pay and maintaining arts and music programming in schools. Because of the community's support, the School District of Palm Beach County is well positioned for even more success during the upcoming school year. As Superintendent and a resident of Palm Beach County, I remain grateful for the community's belief in, and commitment to, traditional public schools. Looking ahead, we will continue our strong and intentional focus on the pursuit of high achievement amongst ALL student groups.

I am certain there will be many more accomplishments worth celebrating next school year due in part to your support. Thank you for your continued partnership as we work together to build a better future for the children of Palm Beach County.

Sincerely,



Donald E. Fennoy II, Ed.D.
Superintendent

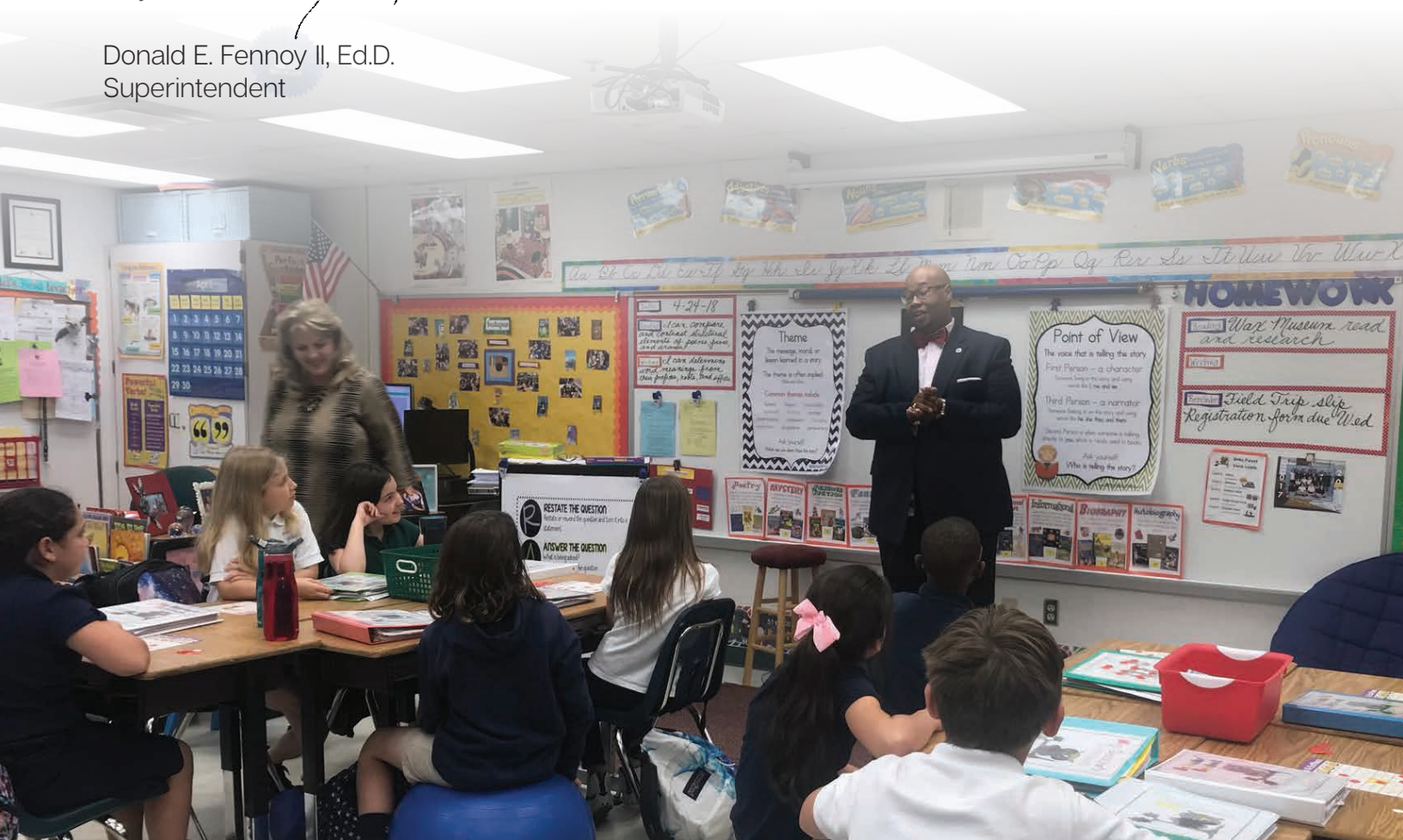


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Effective and Relevant **Instruction**

Strategic Plan 2021
Long-term Outcome Goals

Long Term Outcomes	Performance Measure	Unit of Measure	Students	Baseline	Actual					Targets	
				FY15	FY16	FY17	FY18	FY19	FY20	FY21	
Increase reading on grade level by 3 rd grade	Florida Standards Assessment English Language Arts	Students scoring Level 3 or higher	All Students	51%	52%	54%	56%	54%	68%	75%	
			Female - Black	41%	41%	40%	45%	43%			
			Female - Hispanic	49%	49%	48%	53%	51%			
			Female - White	75%	76%	80%	78%	75%			
			Female - ELL	16%	15%	28%	37%	35%			
			Female - ESE	21%	25%	29%	31%	30%			
			Female - FRL	43%	44%	45%	49%	46%			
			Male - Black	28%	28%	34%	37%	37%			
			Male - Hispanic	42%	43%	44%	46%	45%			
			Male - White	69%	71%	75%	73%	73%			
			Male - ELL	15%	13%	25%	32%	32%			
			Male - ESE	22%	23%	28%	33%	34%			
			Male - FRL	35%	35%	38%	42%	47%			
Ensure high school readiness	Florida Standards Assessment English Language Arts, Math, Algebra 1 Attendance Suspensions	Students scoring Level 3 or higher Less than 11 absences 0 Suspension Days (OSS)	All Students	58%	61%	60%	61%	59%	69%	75%	
			Female - Black	47%	51%	50%	50%	50%			
			Female - Hispanic	57%	61%	58%	59%	57%			
			Female - White	78%	80%	79%	79%	77%			
			Female - ELL	33%	36%	37%	35%	35%			
			Female - ESE	32%	32%	32%	32%	31%			
			Female - FRL	51%	56%	53%	55%	52%			
			Male - Black	38%	41%	40%	41%	41%			
			Male - Hispanic	51%	52%	51%	52%	51%			
			Male - White	70%	72%	71%	72%	70%			
			Male - ELL	28%	31%	33%	30%	31%			
			Male - ESE	32%	31%	30%	33%	31%			
			Male - FRL	43%	45%	46%	48%	45%			
Increase the high school graduation rate	Federal Cohort Graduation Rate	Percent of students graduating on-time with standard diploma	All Students	85%	88%	90%	92%	88%	89%	90%	
			Female - Black	80%	87%	90%	93%				
			Female - Hispanic	86%	88%	90%	92%				
			Female - White	94%	95%	95%	96%				
			Female - ELL	60%	68%	77%	84%				
			Female - ESE	77%	81%	84%	89%				
			Female - FRL	81%	87%	88%	91%				
			Male - Black	74%	80%	84%	86%				
			Male - Hispanic	79%	84%	87%	89%				
			Male - White	90%	92%	92%	94%				
			Male - ELL	55%	60%	70%	74%				
			Male - ESE	72%	79%	79%	84%				
			Male - FRL	75%	80%	84%	86%				
Foster post-graduate success	Achieving Accelerated Diploma, Acceleration Success, Military Enlistment or National Merit Semi-finalist	Percent of Graduates Achieving or Completing one or more Accelerated Measures	All Students	62%	67%	67%	68%	71%	73%	75%	
			Female - Black	47%	56%	55%	56%				
			Female - Hispanic	63%	70%	69%	71%				
			Female - White	78%	82%	80%	81%				
			Female - ELL	34%	45%	54%	54%				
			Female - ESE	27%	34%	42%	34%				
			Female - FRL	51%	61%	60%	61%				
			Male - Black	36%	44%	46%	47%				
			Male - Hispanic	57%	59%	63%	62%				
			Male - White	74%	74%	75%	75%				
			Male - ELL	29%	34%	50%	46%				
			Male - ESE	29%	32%	40%	34%				
			Male - FRL	46%	51%	54%	54%				

Target Met or Exceeded

Target Not Met

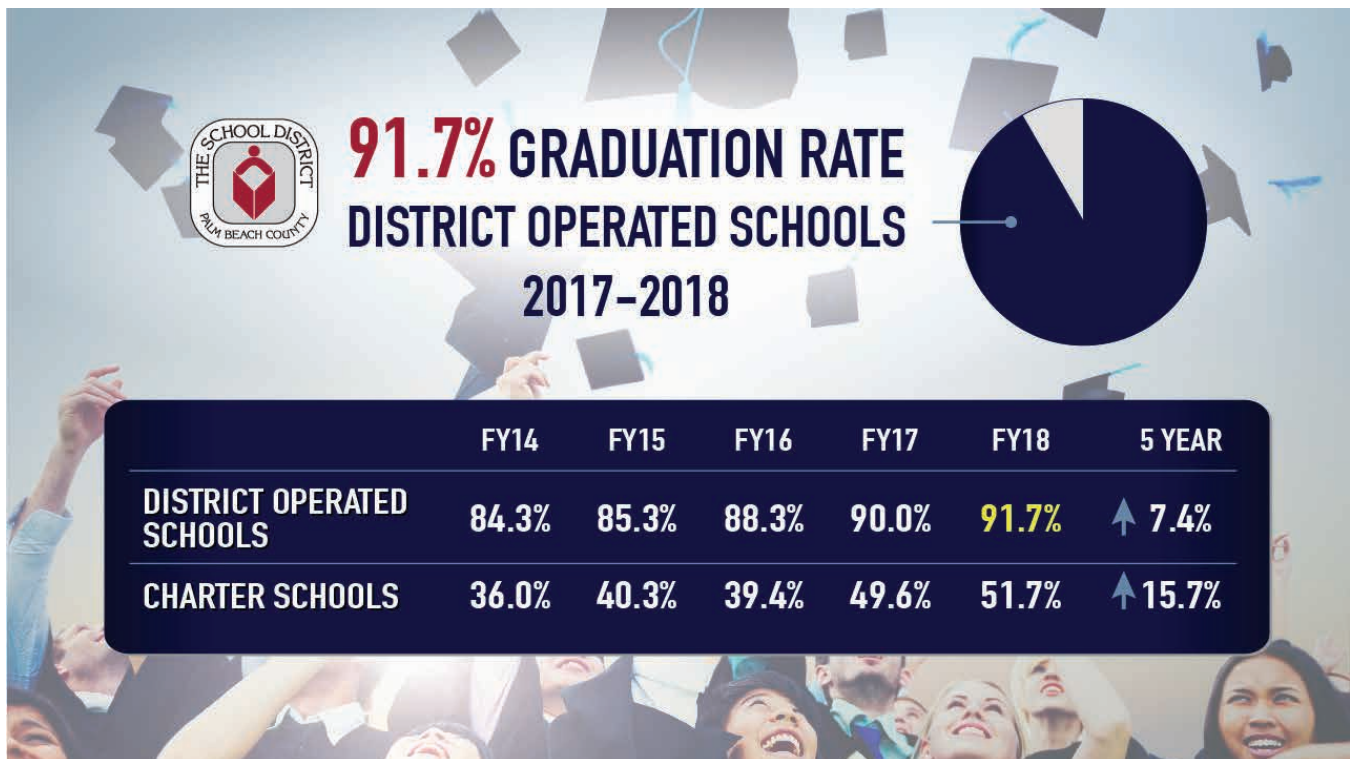
Effective and Relevant **Instruction**

Objective 1: Ensure a shared commitment and collective responsibility for the academic success of every student.

High School Graduation

On December 19, 2018, the Florida Department of Education (FDOE) released high school graduation rates for the State of Florida and the School District of Palm Beach County (SDPBC). The FY18 Federal High School Graduation Rate includes standard diplomas but excludes special diplomas and GEDs (General Education Diplomas). This year marks the first cohort in which all students with disabilities (SWD) on Access Points curriculum are working to earn a standard diploma and included as graduates if successful.

The SDPBC has identified graduation as a long-term outcome as part of the five-year Strategic Plan. In 2016, the Board established a goal of a 90% graduation rate for students attending District-operated schools by the year 2021. Students attending District-operated schools exceeded the Board's Strategic Plan goal of 90% by posting a graduation rate of 91.7% during FY18.



In FY18, SDPBC outperformed Florida and five other large urban school districts for the fifth consecutive year (FY14-FY18), and has consistently increased the graduation rate, including from FY17 to FY18. Additionally, over the last two years, graduation rates for Black students and Hispanic students increased by 9.2 points and 5.2 points, respectively. Table 1 reports the graduation rates for the five years (FY14 – FY18) for Florida, the SDPBC, and the other large urban school districts.

Table 1. FY14-FY18 Federal Graduation Rate for Florida and Large Urban Districts¹

	FY14	FY15	FY16	FY17	FY18
Florida	76.1%	77.9%	80.7%	82.3%	86.1%
Palm Beach	77.9%	79.4%	82.3%	85.0%	87.2%
Broward	74.2%	76.6%	78.7%	81.0%	84.3%
Dade	76.6%	78.1%	80.4%	80.7%	85.4%
Duval	74.0%	76.6%	78.8%	80.8%	85.1%
Hillsborough	73.5%	76.0%	79.1%	82.9%	85.8%
Orange	74.6%	77.6%	81.3%	84.7%	88.9%
Pinellas	76.2%	78.3%	80.1%	82.9%	86.0%

From FY14 to FY18, the SDPBC:

- Increased the District graduation rate by 9.3 percentage points (from 77.9% to 87.2%), which includes students from both District-operated and charter schools.
- Increased the graduation rate for Black students by 18.1%, for Hispanic students by 8.0%, and for White students by 5.4% (see Table 2).

Table 2. FY14-FY18 Federal Graduation Rate by Student Subgroup

	Subgroup	FY14	FY15	FY16	FY17	FY18
Florida	Black	64.7%	68.0%	72.3%	74.8%	80.9%
	Hispanic	75.0%	76.7%	79.5%	81.3%	85.1%
	White	81.7%	82.8%	85.1%	86.2%	89.0%
	ELL	55.8%	59.5%	62.0%	67.3%	75.0%
	FRL	67.7%	70.4%	74.4%	76.8%	82.0%
	SWD	55.1%	56.8%	61.6%	66.0%	77.0%
Palm Beach	Black	64.8%	69.1%	73.7%	79.1%	82.9%
	Hispanic	76.7%	76.3%	79.5%	82.9%	84.7%
	White	87.8%	88.5%	90.7%	90.9%	93.2%
	ELL	45.7%	50.9%	56.7%	67.0%	71.8%
	FRL	67.6%	70.8%	75.9%	80.0%	83.1%
	SWD	59.6%	64.1%	68.9%	71.2%	79.2%

¹ Florida urban school districts exceeding 100,000 students. Calculations for overall graduation rates include individual rates from both District-operated schools and charters.

In addition, 20 District-operated schools reported graduation rates equal to or exceeding 90% (see Table 3). Palm Beach Lakes High School had the largest increase (4.6), followed by Atlantic High School (4.3) and Seminole Ridge High School (3.8).

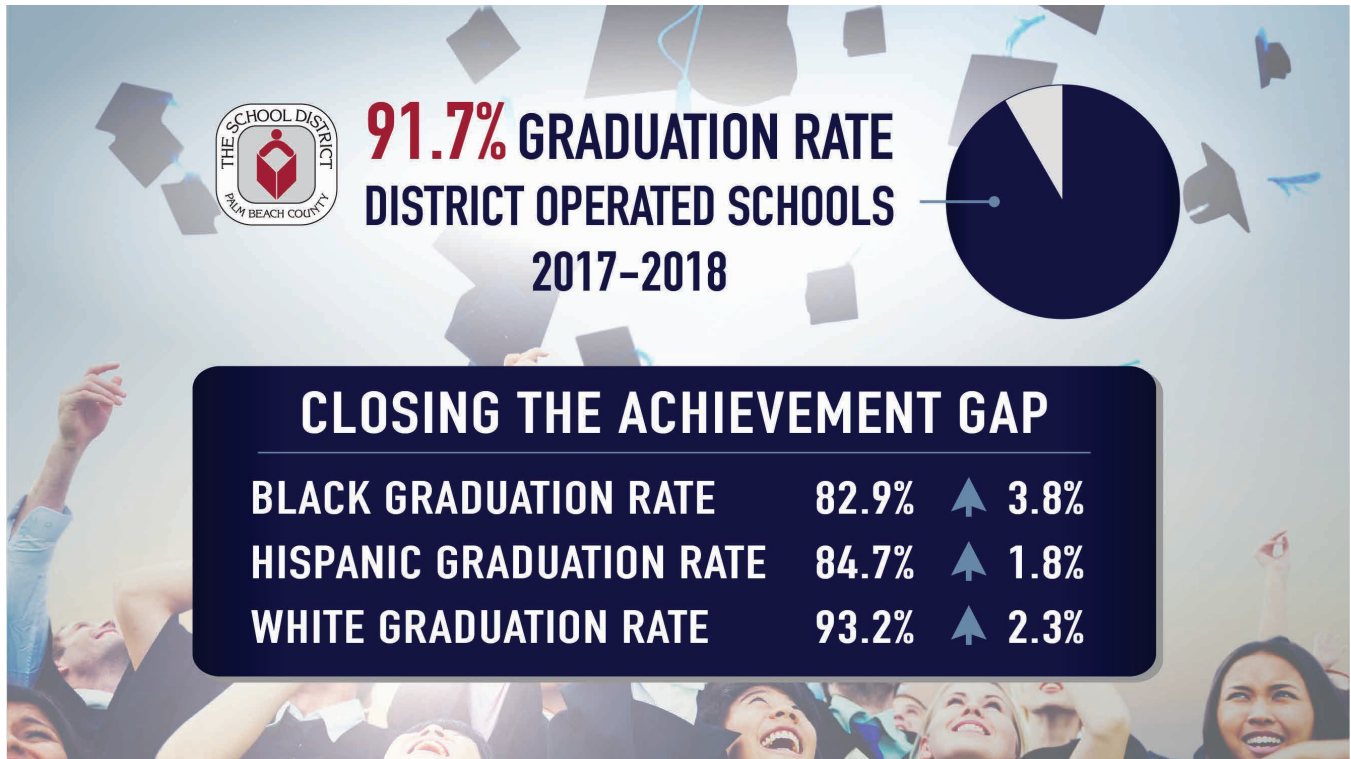
Table 3. FY14-FY18 Federal Graduation Rates for District-Operated Schools

Region	School	FY14	FY15	FY16	FY17	FY18	Change FY17 to FY18
C	FOREST HILL HIGH	77.2	83.0	87.3	89.3	90.1	0.8
C	JOHN I. LEONARD HIGH	76.6	78.7	88.5	94.0	93.0	-0.9
C	LAKE WORTH HIGH	73.3	78.9	74.9	82.0	84.1	2.1
C	PALM BEACH CENTRAL HIGH	90.4	91.3	91.6	93.9	95.4	1.5
C	ROYAL PALM BEACH HIGH	77.2	82.8	88.4	90.9	92.8	2.0
C	WELLINGTON HIGH	88.7	89.0	91.9	91.9	93.6	1.7
G	GLADES CENTRAL HIGH	70.3	64.8	75.1	84.2	86.9	2.6
G	PAHOKEE MIDDLE-SENIOR HIGH	89.6	85.5	82.4	92.2	95.3	3.2
N	A W DREYFOOS SCHOOL OF ARTS	99.4	100.0	100.0	99.1	100.0	0.9
N	INDIAN RIDGE	20.0	NR	0.0	50.0	41.7	-8.3
N	JUPITER HIGH	90.2	92.5	92.6	92.9	95.4	2.5
N	PALM BEACH GARDENS HIGH	83.0	81.7	87.7	93.4	92.0	-1.5
N	PALM BEACH LAKES HIGH	67.7	72.0	82.2	82.8	87.4	4.6
N	SEMINOLE RIDGE HIGH	87.5	88.1	92.0	86.5	90.3	3.8
N	SUNCOAST HIGH	99.2	99.4	100.0	100.0	100.0	0.0
N	WILLIAM T. DWYER HIGH	89.2	90.8	91.0	91.0	92.3	1.4
S	ATLANTIC HIGH	90.0	92.2	91.7	91.5	95.7	4.3
S	BOCA RATON HIGH	93.9	91.8	91.9	93.8	93.1	-0.7
S	BOYNTON BEACH HIGH	78.3	80.4	85.0	86.1	86.5	0.4
S	OLYMPIC HEIGHTS HIGH	89.1	92.8	94.5	95.8	99.2	3.3
S	PARK VISTA HIGH	89.6	92.8	93.9	95.2	98.8	3.6
S	ROYAL PALM	11.1	0.0	0.0	28.6	6.3	-22.3
S	SANTALUCES HIGH	83.2	84.1	88.1	92.0	90.4	-1.6
S	SPANISH RIVER HIGH	93.7	90.4	93.9	95.6	97.5	1.9
S	VILLAGE ACADEMY CENTER	85.7	94.4	97.2	100.0	100.0	0.0
S	WEST BOCA RATON HIGH	86.5	85.7	92.3	94.3	96.1	1.8
V	PALM BEACH VIRTUAL FRANCHISE	100.0	100.0	100.0	93.1	100.0	6.9

Regions = C: Central; G: Glades; N: North; S: South; V: Virtual. NR = Not Reported by FDOE.

From FY17 to FY18, the SDPBC:

- Increased the overall District graduation rate (includes students attending both District-operated and charter schools) from 85.0% to 87.2%.
- Increased graduation rates for District-operated school students from 90.0% to 91.7%, while charter school students increased from 49.6% to 51.7%.
- Increased the graduation rate for Black students by 3.8% (79.1% to 82.9%) and for Hispanic students by 1.8% (82.9% to 84.7%).



Student Performance Data

Results for All FY19 Florida Standards Assessments and End of Course Assessments

In June, the Florida Department of Education (FDOE) released the FY19 results of the Florida Standards Assessments (FSA) for English Language Arts (ELA) and Mathematics, Statewide Science Assessments, FSA End-Of-Course (EOC) assessments for Algebra 1, Geometry, and Next Generation Sunshine State Standards (NGSSS) EOC assessments for Biology, U.S. History, and Civics.² Both FSA and EOC assessments are considered high school graduation requirements; students must score a Level 3 or above on both Grade 10 FSA ELA and the Algebra 1 EOC to earn a Standard Diploma.

The table on the following page shows the number of District students who took the FSA and EOC tests in April and May of 2019.

² This summary is based on all students tested, not on the group of students used in the calculation of school grades.

Table 4. FY19 Number of Students Tested in Different Assessments

Assessment	Grade Levels	Number of Students Tested
FSA ELA	3–10	115,512
FSA Mathematics	3–8	80,260
Statewide Science	5 & 8	28,957
FSA Algebra 1 EOC	7–12	14,087
FSA Geometry EOC	8–12	12,962
Biology EOC	8–12	13,477
Civics EOC	6–8	15,081
U.S. History EOC	9–12	13,885

A preliminary analysis of the test results for the students scoring Level 3 or higher revealed the following:

- From FY18 to FY19, the District increased students scoring Level 3 or above on the following assessments:
 - Grades 4, 6 FSA ELA
 - Grades 3, 4, 6 FSA Math
 - Algebra 1 EOC, Geometry EOC, and Biology EOC

- In FY19, the District outperformed Florida on each of the following assessments:
 - Grades 4, 5, 6, 7, 8, 9 and 10 FSA ELA
 - Grades 3, 4, 5, 6, and 8 FSA Math
 - Biology, Algebra 1, Geometry, and Civics EOC
 - Grade 8 Statewide Science

- In FY19, when compared with the seven largest districts in Florida, the District had the highest performance or tied with the highest performing districts for the following assessments:
 - Grades 6 and 10 for FSA ELA
 - Grades 5, 6, and 8 for FSA Math
 - Algebra 1 and Biology EOC
 - Grades 8 Statewide Science

The tables that follow report the percentage of students scoring Level 3 or higher in each FSA subject area, Statewide Science Assessment, or EOC Assessment. Results for the District, State, and other large districts in Florida are also reported.

Table 5. FSA ELA – Percentages of Students Scoring Level 3 or Higher for the District and Florida

Year	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL
FY17	54	58	57	56	52	53	54	52	55	52	56	55	54	52	51	50
FY18	56	57	58	56	59	55	53	52	54	51	60	58	56	53	55	53
FY19	54	58	62	58	59	56	58	54	53	52	58	56	56	55	54	53
FY18 - FY19 Difference	-2	1	4	2	0	1	5	2	-1	1	-2	-2	0	2	-1	0

PB = District; FL = State of Florida

Table 6. FSA ELA – Percentages of Students Scoring Level 3 or Higher by Grade Level for the Seven Largest Florida Districts and State

District Name	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff
Florida	57	58	1	56	58	2	55	56	1	52	54	2	51	52	1	58	56	-2	53	55	2	53	53	0
Broward	59	60	1	58	62	4	56	59	3	54	57	3	54	55	1	60	59	-1	55	57	2	53	53	0
Dade	61	60	-1	60	64	4	59	60	1	53	58	5	54	56	2	59	60	1	54	55	1	54	53	-1
Duval	50	51	1	49	52	3	51	50	-1	44	47	3	41	44	3	51	49	-2	48	48	0	49	48	-1
Hillsborough	53	52	-1	55	55	0	51	54	3	52	53	1	52	54	2	54	53	-1	53	55	2	52	53	1
Orange	55	55	0	54	57	3	55	54	-1	48	52	4	48	48	0	55	54	-1	50	52	2	49	50	1
Palm Beach	56	54	-2	58	62	4	59	59	0	53	58	5	54	53	-1	60	58	-2	56	56	0	55	54	-1
Pinellas	53	56	3	51	56	5	50	54	4	49	51	2	48	51	3	55	55	0	53	54	1	54	53	-1

Diff = Difference

Table 7. FSA Mathematics – Percentages of Students Scoring Level 3 or Higher for the District and Florida

Year	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL
FY17	62	62	64	64	61	57	55	51	38	53	63	46
FY18	63	62	63	62	66	61	56	52	39	54	65	45
FY19	65	62	67	64	65	60	60	55	35	54	64	46
FY18 - FY19 Difference	2	1	4	2	-1	-1	4	3	-4	0	-1	1

PB = District; FL = State of Florida. Note: The FDOE does not administer an FSA Mathematics test at grades 9 and 10.

Table 8. FSA Mathematics – Percentages of Students Scoring Level 3 or Higher by Grade Level for the Seven Largest Florida Districts and State

District Name	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7*			Grade 8		
	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff
State	62	62	1	62	64	2	61	60	-1	52	55	3	54	54	0	45	46	1
Broward	63	65	2	63	67	4	62	64	2	55	58	3	54	53	-1	47	45	-2
Dade	67	67	0	68	69	1	66	65	-1	56	58	2	52	53	1	38	40	2
Duval	59	61	2	60	64	4	61	57	-4	42	51	9	50	47	-3	31	32	1
Hillsborough	55	54	-1	57	57	0	54	54	0	48	49	1	61	62	1	29	31	2
Orange	61	62	1	62	63	1	59	57	-2	35	43	8	51	49	-2	32	36	4
Palm Beach	63	65	2	63	67	4	66	65	-1	56	60	4	39	35	-4	65	64	-1
Pinellas	62	62	0	62	64	2	61	60	-1	45	44	-1	59	60	1	31	31	0

Diff = Difference

*In FY19, the District continued to have seventh grade students enroll in Advanced Mathematics and take the Grade 8 FSA in Mathematics. As such, the tested population on the Grade 7 and 8 FSA in Mathematics for Palm Beach differs from other districts.

Table 9. EOC Subjects – Percentages of Students Scoring Level 3 or Higher for the District and Florida

Year	Algebra 1		Geometry		Biology		US History		Civics	
	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL
FY17	62	62	55	54	66	64	68	67	73	70
FY18	64	63	57	57	68	65	68	68	72	71
FY19	65	62	61	57	69	67	69	70	72	71
FY18 - FY19 Difference	1	-1	4	1	1	2	1	2	0	0

PB = District; FL = State of Florida

Table 10. EOC Subjects – Percentages of Students Scoring Level 3 or Higher for the Seven Largest Florida Districts and State

District Name	Algebra 1			Geometry			Biology			US History			Civics		
	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff	FY18	FY19	Diff
State	63	62	-1	57	57	0	65	67	2	68	70	2	71	71	0
Broward	63	62	-1	52	56	4	63	68	5	66	67	1	71	71	0
Dade	60	63	3	54	55	1	65	68	3	67	71	4	72	73	1
Duval	63	60	-3	57	63	6	64	68	4	65	69	4	84	69	-15
Hillsborough	63	63	0	57	57	0	63	67	4	70	73	3	66	67	1
Orange	62	63	1	67	53	-14	62	68	6	65	70	5	66	66	0
Palm Beach	64	65	1	57	61	4	68	69	1	68	69	1	72	72	0
Pinellas	57	56	-1	57	56	-1	64	63	-1	70	70	0	66	68	2

Diff = Difference



Table 11. Statewide Science Assessment Results – Percentages of Students Scoring Level 3 or Higher for the District and Florida

Year	Grade 5		Grade 8	
	PB	FL	PB	FL
FY17	52	51	52	48
FY18	56	55	54	50
FY19	51	53	51	48
FY18 - FY19 Difference	-5	-2	-3	-2

PB = District; FL = State of Florida

Table 12. Statewide Science Assessment Results – Percentages of Students Scoring Level 3 or Higher for Grades 5 and 8 for Seven Largest Florida Districts and State

District Name	Grade 5			Grade 8		
	FY18	FY19	FY18-FY19 Difference	FY18	FY19	FY18-FY19 Difference
State	55	53	-2	50	48	-2
Broward	51	49	-2	45	43	-2
Dade	56	53	-3	44	43	-1
Duval	56	49	-7	44	40	-4
Hillsborough	52	51	-1	48	47	-1
Orange	53	54	1	49	49	0
Palm Beach	56	51	-5	54	51	-3
Pinellas	57	54	-3	53	51	-2



FY19 School Grades*

Palm Beach Highest Percent of "A" Rated Elementary, Middle, High Schools

State/Districts	ELEMENTARY					MIDDLE					HIGH					COMBINATION				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
State	31	27	35	6	1	30	28	38	4	0	31	34	33	2	0	48	27	23	2	0
Broward	33	27	35	5	0	26	31	43	0	0	45	10	45	0	0	20	30	40	10	0
Dade	42	36	22	1	0	23	33	44	0	0	39	35	26	0	0	55	22	22	0	0
Duval	28	26	33	11	2	29	13	33	25	0	37	26	37	0	0	25	50	0	25	0
Hillsborough	20	22	41	14	3	36	17	40	7	0	22	30	48	0	0	50	13	13	12	12
Orange	32	23	38	6	0	30	22	46	3	0	30	50	20	0	0	75	13	13	0	0
Palm Beach	46	24	29	2	0	50	9	38	3	0	45	23	32	0	0	40	0	60	0	0
Pinellas	26	30	38	5	1	26	26	42	5	0	18	35	47	0	0	100	0	0	0	0

*District-operated traditional schools

1

24 Schools increased performance by one or more letter grades

	2018	2019
BELLE GLADE ELEMENTARY SCHOOL	D	→ C
BOCA RATON ELEMENTARY SCHOOL	B	→ A
CLIFFORD O. TAYLOR / KIRKLANE ELEM.	C	→ B
CORAL SUNSET ELEMENTARY SCHOOL	B	→ A
CROSSPOINTE ELEMENTARY SCHOOL	C	→ B
DWIGHT D. EISENHOWER ELEM. SCHOOL	B	→ A
EGRET LAKE ELEMENTARY SCHOOL	C	→ B
FREEDOM SHORES ELEMENTARY SCHOOL	C	→ B
GLADE VIEW ELEMENTARY SCHOOL	F	→ C
GRASSY WATERS ELEMENTARY SCHOOL	C	→ B
GROVE PARK ELEMENTARY SCHOOL	C	→ B
J.C. MITCHELL ELEMENTARY SCHOOL	B	→ A

	2018	2019
JUPITER ELEMENTARY SCHOOL	C	→ A
K.E. CUNNINGHAM / CANAL POINT ELEM.	C	→ B
LAKE PARK ELEMENTARY SCHOOL	B	→ A
LAKE SHORE MIDDLE SCHOOL	D	→ C
LOXAHATCHEE GROVES ELEM. SCHOOL	B	→ A
NORTH GRADE ELEMENTARY SCHOOL	C	→ B
NORTHBORO ELEMENTARY SCHOOL	B	→ A
NORTHMORE ELEMENTARY SCHOOL	C	→ B
PIONEER PARK ELEMENTARY SCHOOL	C	→ B
PLEASANT CITY ELEMENTARY SCHOOL	C	→ B
ROLLING GREEN ELEMENTARY SCHOOL	D	→ C
ROYAL PALM BEACH HIGH SCHOOL	C	→ B

2

Glades Region Achievement: All Schools Rated A, B, or C

School Name	FY19	FY18	FY17	FY16	FY15	FY14	FY13	FY12	FY11	FY10	FY09	FY08	FY07	FY06	FY05	FY04	FY03	FY02	FY01	FY00	FY99
BELLE GLADE ELEMENTARY SCHOOL	C	D	C	C	F	D	D	C	D	F	C	C	C	B	C	C	D	C	D	D	D
GLADE VIEW ELEMENTARY SCHOOL	C	F	C	C	D	D	C	B	A	C	A	B	A	C	B	C	C	D	D	D	F
GLADES CENTRAL HIGH SCHOOL	C	C	C	C	C	D	C	C	B	C	D	F	F	D	D	D	D	F	D	D	F
GOVE ELEMENTARY SCHOOL	C	C	D	D	D	C	B	A	C	C	A	C	A	A	A	A	A	A	C	D	D
K. E. CUNNINGHAM/CANAL POINT	B	C	C	C	F	D	D	C	D	C	B	B	C	C	C	C	C	D	D	D	D
LAKE SHORE MIDDLE SCHOOL	C	D	D	C	F	F	D	D	C	C	C	C	D	C	D	C	C	D	D	D	D
PAHOKEE ELEMENTARY SCHOOL	C	C	C	C	D	C	C	C	B	C	A	D	D	C	C	B	C	C	D	D	D
PAHOKEE MIDDLE-SENIOR HIGH	C	C	C	C	C	D	D	C	D	B	C	C	D	C	C	C	D	F	D	D	D
PIONEER PARK ELEMENTARY SCHOOL	B	C	C	C	D	F	F	D	C	D	D	A	B	A	C	C	C	D	D	D	D
ROSENWALD ELEMENTARY SCHOOL	C	C	C	B	D	C	C	C	C	D	D	D	D	C	C	D	C	D	D	D	D

3

FY16-FY19 School District of Palm Beach County District Grade Component Improvements

	ELA		ELA Gains of the		Math		Math Gains of the		Social	Middle	College and Career	Total	Percent	District Grade
	ELA Achieve	ELA Gains	Lowest 25%	Math Achieve	Math Gains	Lowest 25%	Science Achieve	Studies Achieve	School Accel.	Grad Rate (1 Yr Lag)	Accel. (1 Yr Lag)	Points Earned	of Total Possible Points	
FY19	59	57	47	63	60	46	59	73	78	87	68	697	63	A
FY18	58	57	47	62	60	45	62	73	76	85	67	692	63	A
FY17	56	56	45	60	57	42	59	73	70	82	62	662	60	B
FY16	55	55	44	58	55	42	60	72	60	79	61	641	58	B
FY16-19 Diff.	+4	2	3	+5	+5	+4	-1	1	+18	+8	+7	+56	+5	

Highest or tied for highest performance among FL Large Urban Districts

4

Spotlight: Results for Grade 3 Florida Standards Assessment English Language Arts³

In FY16, with input from over 20,000 stakeholders, the District created a Strategic Plan with four Long-Term Outcomes (LTOs), including possibly the most critical: reading on grade level by Grade 3, which ensures students are reading to learn. Education experts agree that reading well by Grade 3 is central to students' academic success, since this marks the point at which students are expected to pivot from learning how to read to using reading as a learning tool. The Strategic Plan also identifies Annual Growth Targets for each LTO (see page 8).

In May, the Florida Department of Education (FDOE) released the results of the FY19 Grade 3 Florida Standards Assessments (FSA) English Language Arts (ELA) test. This school year, 14,916 students took the Grade 3 FSA ELA test in the School District of Palm Beach County (SDPBC).⁴

Results show the District fell short of the FY19 LTO annual growth target of five percentage points, demonstrating a decline from 56% to 54%. The District also continued to lag behind the state and four of the other large urban districts on Grade 3 ELA performance due to the FY19 two-point decrease in Grade 3 students scoring Level 3 or higher. However, there was a notable increase in performance of 4.8 percentage points for male students receiving free or reduced-price lunch (FRL).

The summary that follows includes the percentage of students scoring Level 1 as well as students scoring Level 3 and above. A preliminary analysis of the results from the seven large urban districts and the state overall reveals the following for Grade 3 FSA ELA (see Table 13):

- From FY18 to FY19, the percent of District students scoring Level 3 or above decreased by 2 percentage points, while students scoring Level 1 remained stable.
- In FY19, when compared to the state and six other large urban districts:
 - The District had a lower percent of students scoring Level 3 or above than four of the other large urban districts and was 4 percentage points below the state.
 - The District percent of students scoring Level 1 remained stable while four large urban districts decreased. One other district and the state remained stable, while one increased.

Table 13. FY19 FSA ELA Grade 3 Results: Percent of Students Scoring Level 3 or Higher and Scoring at Level 1 with Change for Big Seven Urban Districts and the State

District Name	Percent of Students Scoring Level 3 & Above			Change FY18 to FY19	Percent of Students Scoring Level 1			Change FY18 to FY19
	FY17	FY18	FY19		FY17	FY18	FY19	
Palm Beach	54%	56%	54%	-2%	22%	22%	22%	0%
Broward	57%	59%	60%	1%	20%	19%	18%	-1%
Miami-Dade	58%	61%	60%	-1%	20%	19%	19%	0%
Duval	51%	50%	51%	1%	24%	26%	25%	-1%
Hillsborough	56%	53%	52%	-1%	20%	23%	25%	2%
Orange	57%	55%	55%	0%	21%	24%	23%	-1%
Pinellas	56%	53%	56%	3%	19%	22%	19%	-3%
Florida	58%	57%	58%	1%	19%	20%	20%	0%

³ The previous section of the FY19 Annual Report highlighted results for all tested grade levels, but the current section focuses on results related to Long-Term Outcome 1 of the Strategic Plan.

⁴ This summary is based on all students tested, not on the group of students used in the calculation of school grades.

- For students scoring at Level 3 or higher from FY18 to FY19:
 - FRL male students showed a substantial increase (4.8%)
 - Decreases were noted for the following subgroups –
 - ♦ FRL female students (-3.6%)
 - ♦ White female students (-3.0%)
 - ♦ Black female students (-2.4%)
 - ♦ Hispanic female students (-2.3%)
 - ♦ ELL female students (-2.3%)
 - ♦ Female students overall (-2.2%)
 - ♦ All FRL students (-2.0%)
- For students scoring at Level 1, from FY18 to FY19:
 - ESE male students declined (-1.2%)
 - Increases were noted for the following subgroups –
 - ♦ ESE female students (2.3%)
 - ♦ FRL female students (2.1%)
 - ♦ Hispanic female students (1.7%)
 - ♦ All FRL students (1.5%)



The table below provides the percentage of students scoring Level 3 and above and scoring Level 1 for students by gender, race/ethnicity, ELL, ESE, and FRL status.

Table 14. FY19 FSA ELA Grade 3 Results: Percent of Students Scoring Level 3 or Higher and Scoring at Level 1 with Change for All and Subgroups

Subgroup	Percent of Students Scoring Level 3 & Above			Change FY18 to FY19	Percent of Students Scoring Level 1			Change FY18 to FY19
	FY17	FY18	FY19		FY17	FY18	FY19	
Female	57.1%	59.3%	57.1%	-2.2%	19.6%	18.5%	19.4%	0.9%
Male	51.3%	52.1%	52.1%	0.0%	25.1%	24.4%	24.5%	0.1%
Black - All	36.9%	40.7%	39.6%	-1.1%	33.2%	30.0%	30.6%	0.6%
Black - Female	40.2%	45.0%	42.6%	-2.4%	28.0%	25.9%	26.8%	0.9%
Black - Male	33.9%	36.8%	36.8%	0.0%	38.0%	33.9%	33.9%	0.0%
Hispanic - All	45.7%	49.1%	47.5%	-1.6%	27.5%	26.6%	27.6%	1.0%
Hispanic - Female	47.8%	52.8%	50.5%	-2.3%	25.5%	23.1%	24.8%	1.7%
Hispanic - Male	43.7%	45.7%	44.6%	-1.1%	29.5%	29.8%	30.4%	0.6%
White - All	77.9%	75.4%	74.1%	-1.3%	7.5%	8.5%	8.6%	0.1%
White - Female	80.3%	78.0%	75.0%	-3.0%	6.8%	7.4%	7.8%	0.4%
White - Male	75.5%	73.0%	73.2%	0.2%	8.1%	9.6%	9.4%	-0.2%
ELL (LY & LF) - All	26.1%	34.6%	33.3%	-1.3%	44.0%	38.1%	39.1%	1.0%
ELL (LY & LF) - Female	27.7%	37.2%	34.9%	-2.3%	41.2%	35.9%	36.9%	1.0%
ELL (LY & LF) - Male	24.8%	32.3%	31.9%	-0.4%	46.6%	39.9%	41.1%	1.2%
ESE - All	28.7%	32.6%	32.8%	0.2%	43.2%	38.3%	38.2%	-0.1%
ESE - Female	29.4%	31.0%	30.3%	-0.7%	41.0%	37.2%	39.5%	2.3%
ESE - Male	28.4%	33.3%	34.1%	0.8%	44.4%	38.7%	37.5%	-1.2%
FRL - All	41.5%	45.7%	43.7%	-2.0%	30.3%	27.6%	29.1%	1.5%
FRL - Female	44.5%	49.4%	45.8%	-3.6%	26.6%	24.0%	26.1%	2.1%
FRL - Male	38.6%	42.3%	47.1%	4.8%	33.8%	31.0%	31.9%	0.9%

ELL- English Language Learner; ESE- Students with Disabilities; FRL- Students of Free or Reduced Price Lunch

Master Schedule Analysis

In FY16, the District began developing a Master Schedule Analysis system. A primary goal of this analysis was to identify and remove barriers preventing students from having access to greater opportunities for acceleration. The goal of the Master Schedule Analysis is to:

- Facilitate and provide the appropriate materials/tools with key site and district personal to construct/review a student-centered Master Schedule based on student data aligned to site/district/state metrics.
- Provide information to support the design, implementation and utilization of a student-centered, data driven master schedule to meet the needs of all students by ensuring students are appropriately placed and on track to be College and Career Ready.

During FY19, additional systems were developed and implemented to support schools in effective Master Schedule Analysis and planning. A Time/Task Calendar was created to support school staff and leadership by providing time and quality benchmarks throughout the school year (see Figure 1). In addition, to support Principal Supervisors in monitoring and supporting schools, a Master Schedule Tracking System was made available (Figure 2).

Figure 1. Master Schedule Time/Task Calendar

The tasks below will ensure that your school will be able to develop a Master Schedule on time. Please refer to Training Documents located in the SIS Training & Resource Center to assist you in these tasks. "Position Responsible" is a guide to help you decide on the staff members to complete the task, but may vary from school to school.

Month	Task	Deadline?	Reports to Use	Position Responsible
December	Meet with department chairs for next-year course offerings	Before CSS developed		Administration
December	Decide on Course Pairings (Parent/Child) ONLY Parent course goes on Course Selection Sheet	Before CSS developed		Master Schedule Team
December	ABCD at the end of courses to differentiate versions of the same course number			Master Schedule Team
December	Develop Course Selection Sheet	January		Master Schedule Team
December	Teachers recommend or use Mass Requests	January		Master Schedule Team
January	Planning Course Selection Process (class visits, feeder schools, one-on-one meetings, group meetings)	February		Master Schedule Team/School Counselors
January	Set deadline for return of Course Selection Sheet	February		Master Schedule Team
January	Check results of roll	Before entering Course Requests	Scheduling > Master Schedule Report	Master Schedule Team
January	Adopt new courses	Before entering Course Requests	Scheduling > Master Schedule Report	Data Processor
January	Check Course Catalog for any missing courses you plan to offer	Before entering Course Requests	Scheduling > Master Schedule Report	Data Processor
January	If course number NOT in catalog, contact supporting department for approval	Before entering Course Requests	Scheduling > Master Schedule Report	Master Schedule Team
January	Check Course Catalog for any missing ABCD course number extensions	Before entering Course Requests	Scheduling > Master Schedule Report	Data Processor
January	If an A, B, C or D needed at the end of course number, contact FTE	Before entering Course Requests	Scheduling > Master Schedule Report	Data Processor/Master Schedule Team

Figure 2. Master Schedule Tracking System

Number	School	Portfolio	Enrollment	Populated	Sections	sections	Schedules	Fully
1	ABC	North	1398	TRUE	N/A	FALSE	0	100.00%
2	XYZ	North	293	N/A	N/A	FALSE	1	99.66%
3	PBC	South	1243	N/A	TRUE	TRUE	14	98.87%
4	TUV	Central	871	N/A	N/A	TRUE	14	98.39%
5	AAA	South	3152	N/A	TRUE	TRUE	51	98.38%

The results from the Master Schedule Analysis show increases in the percentage of traditionally underrepresented student groups participating in accelerated coursework in middle and high school (see Tables 15 and 16).

Table 15. Principal Dashboard: Comparison of Middle School Student Acceleration Rates (FY16 to FY19)

Middle School Student Acceleration Percentage of Students Enrolled in High School Courses					
GROUP	FY16	FY17	FY18	FY19	DIFF
Total	32.8%	36.9%	42.3%	42.8%	10.0%
White Female	47.5%	52.0%	56.7%	56.5%	9.0%
Black Female	25.5%	26.8%	31.4%	35.1%	9.6%
Hispanic Female	30.7%	34.7%	39.3%	38.1%	7.4%
ELL Female	5.5%	7.5%	9.2%	11.1%	5.6%
SWD Female	5.2%	5.3%	8.8%	9.8%	4.6%
White Male	41.5%	47.0%	54.1%	54.1%	12.6%
Black Male	17.7%	20.6%	26.3%	29.1%	11.4%
Hispanic Male	23.9%	28.8%	35.0%	35.3%	11.4%
ELL Male	5.2%	8.7%	7.3%	8.6%	3.4%
SWD Male	5.3%	7.0%	9.6%	12.7%	7.4%

Table 16. Principal Dashboard: Comparison of High School Student Acceleration Rates (FY16 to FY19)

High School Acceleration Percentage of Students Enrolled in College Prep Courses*					
GROUP	FY16	FY17	FY18	FY19	DIFF
Total	34.3%	39.0%	43.3%	48.4%	14.1%
White Female	57.3%	63.2%	62.8%	69.2%	11.9%
Black Female	24.6%	28.3%	33.4%	38.3%	13.7%
Hispanic Female	36.1%	42.2%	48.6%	54.6%	18.5%
ELL Female	12.8%	17.8%	23.0%	26.4%	13.6%
SWD Female	9.5%	11.3%	13.8%	15.5%	6.0%
White Male	42.0%	47.3%	50.5%	55.1%	13.1%
Black Male	13.4%	15.6%	20.7%	24.6%	11.2%
Hispanic Male	24.1%	29.6%	34.8%	38.5%	14.4%
ELL Male	7.9%	13.5%	15.2%	18.4%	10.5%
SWD Male	7.0%	7.8%	9.9%	11.2%	4.2%

*College Prep Courses = Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International Certificate of Education (AICE), or Dual Enrollment (DE).



School Choice

Choice and Career programs continue to be a core element in meeting the District's Strategic Plan goals and long-term outcomes. There are over 300 existing Choice and Career programs offered throughout District schools, which provide vibrant learning options to meet the academic and career needs of students in Pre-kindergarten through Grade 12.

As a state and national leader in Choice and Career & Technical Education, the District continued to see an increase in the number of students applying for and being assigned to programs that meet the different passions, aptitudes, and gifts of our students.

Table 17. School Choice Applicant Breakdown for 2018-2019 School Year

Level	1st Choice Applicants	1st Choice Eligible	1st Choice Assigned
Elementary	4,740	4,625	2,071
Middle	8,322	6,564	4,472
High	9,091	7,435	4,944

Note: Data is based on 1st Choice applications only.

New Choice Programs in FY19

During the 2018-2019 school year, the District added three new Choice programs to the list of over 300 existing programs. These new programs included:

- **Elementary School Level:**
 - North Grade - Spanish Dual Language (K-8)
- **Middle School Level:**
 - L.C. Swain - Spanish Dual Language
- **High School Level:**
 - Palm Beach Lakes - Fire Academy



New Programs Approved in FY19 to Open in FY20

During the 2018-2019 school year, the following programs were approved to open in FY20.

- **Elementary School Level:**
 - Elbridge Gale - Science, Technology, Engineering, and Math (STEM)
 - D.D. Eisenhower - Environmental Science and Field Research
- **High School Level:**
 - Lake Worth High - 3DE Business Management and Analysis (in partnership with Junior Achievement)
 - Forest Hill High - Spanish Dual Language
 - Palm Beach Central High - Cybersecurity
 - Wellington High - Cybersecurity

Annual Showcase of Schools

The 22nd Annual Showcase of Schools took place at the South Florida Fairgrounds and Expo Center on October 16, 2018. The event allowed parents and students to explore the various choice and career options available at schools throughout Palm Beach County. Representatives from 114 different school campuses were on-hand to engage with attendees, and over 15,000 individuals took advantage of the informational event.

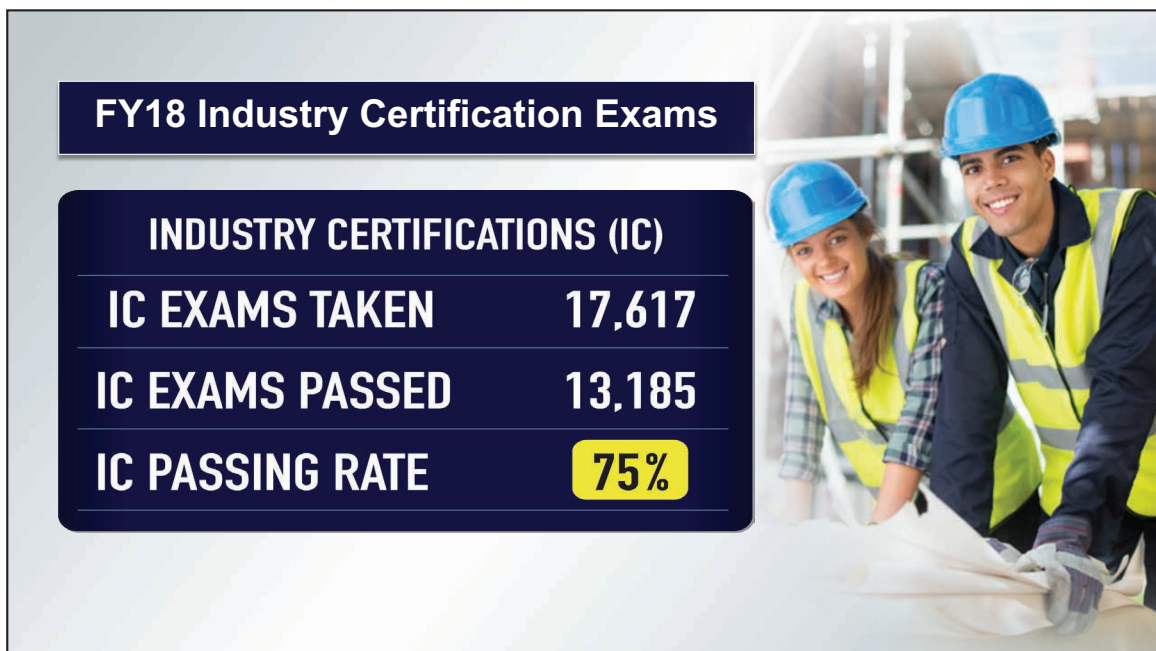
The Showcase of Schools for FY20 is scheduled to take place on October 22, 2019 at the Fairgrounds. The Choice Program application window will open to students and families on November 4, 2019.

FY19 Industry Certification Data (as of July 18, 2019)

The District continues to lead the state in industry certifications earned by students. For the 2018-2019 school year, students earned 5.3% more industry certifications than in the previous year. (See graphic below.)

Improvements in participation and pass rates for the following subgroups from FY18 to FY19 are as follows:

- English Language Learners (ELL) – 3.0% pass rate improvement
- All Students with Disabilities (SWD) – 2.4% pass rate improvement



Literacy Initiatives

Cadre 2021

As part of the Strategic Plan Initiative around early literacy, the Division of Teaching and Learning continued with the implementation of Cadre 2021, which aims to build the capacity of K-3 teachers across four school years in service of achieving the District's long-term outcome to have 75% of third graders reading on grade level by 2021. This year, the cadre focused on first grade literacy and included four modules of blended learning (digital and face-to-face). The focus for FY20 will be Grade 2 literacy.

Content-Based Literacy Initiative

Another focus of the Strategic Plan Initiative was to expand content-based literacy in selected elementary schools. This year, the initiative expanded to 29 elementary schools implementing content-based literacy in grades ranging from K-5. In Grades K-3, teachers and students used the Core Knowledge Language Arts curriculum (CKLA). Seven of the 29 schools expanded content-based literacy into Grade 4 using the EL Education curriculum, with plans to expand into Grade 5 during FY20. The feedback from administrators and teachers has been overwhelmingly positive.

New Reading Scope & Modules of Instruction for Grades 3-5

The Elementary Literacy Team has redesigned the reading scope, which organizes instruction around clusters of standards. To support this redesign, newly created resources, referred to as the Modules of Instruction, are being written for Grades 3-5.

The Modules of Instruction contain a combination of lessons to support 30 minutes of daily, whole group reading instruction: Explicit Standards-Based Lessons, Interactive Read Aloud Lessons, Shared Reading/Close Reading Lessons, and Whole Class Conversation Lessons. All of the lessons follow a sequence of instruction that builds on the work of the standards across the module. Each Module of Instruction will have a mid-module assessment along with an end-of-module assessment to monitor and assess students. To conclude each module, Elementary Literacy has created Assessment Application Lessons to support learning from the module and provide students practice with item types consistent with FSA Test Item Specifications. Students will also have the opportunity to complete an Editing Task aligned to grade level item specifications.

Professional Development to Support Literacy

Opportunities for literacy-focused professional development included Reading Record PD, K-2 multi-sensory instructional modules and resources, blended-learning Grade 3 Literacy Modules "Know Your 5", expanded standards-based Blender resources, and extensive on-demand, school-based, personalized support.

Supporting Literacy in the Low 300 Schools

In FY19, the School District of Palm Beach County had 18 elementary schools on the State's lowest 300 school list. These schools implemented an additional hour of reading instruction within the school day. Principals were provided with two options to structure the additional hour, including the use of differentiated small groups or the double-down approach to ensure that the needs of individual students were met with instruction in specific reading skills. Additionally, all teachers within these schools were provided with professional development in Reading Running Records, and training on how to assess where students are reading, where they may be having difficulties with reading, and how to address these challenges. Professional development in Word Study was also provided, which focused on how to teach phonics and vocabulary. To address the needs of English Language Learners, teachers participated in GO TO Strategies PD to learn strategies and scaffolds that assist ELLs with accessing on-grade-level texts and resources.

In order to provide ongoing support, literacy specialists from the regional and/or district offices worked with administrators and staff within the extended day schools. Specialist support included job-embedded professional development, modeling of instruction, coaching, classroom walkthroughs with administrators, and professional learning community (PLC) support. By giving school-based administrators and teachers choice around curricular options, coupled with up-front professional development and ongoing support, the District is working to improve literacy outcomes for all students and decrease the number of identified Low 300 schools.

Charging Forward with Multisensory Strategies Grant

The goal of this initiative is to improve reading proficiency of students in primary grades with language-based learning disabilities, including students with characteristics of dyslexia, by improving the strategies and approaches used by teachers to address specific student needs. This is accomplished by increasing the capacity of teachers in the area of research-based, multisensory strategies. A District cohort of 10 teachers from the Elementary Literacy, Exceptional Student Education, and Multicultural teams oversee and facilitate this initiative. The District cohort is responsible for creating the professional development, training the teachers in the pilot program, and coaching and supporting teachers during implementation. The Multisensory Grant provides Kindergarten and Grade 1 teachers with various multisensory learning strategies that incorporate visual, auditory, kinesthetic, and tactile activities. These strategies, when incorporated into daily lessons, assist with increasing student memory, learning, and written language. Teachers can use these strategies in whole group lessons across content subject areas, shared reading, guided reading, small groups, and independent centers. These strategies complement the units of study, CKLA skills, Foundations, SPIRE, and other reading programs used throughout the District.

Objective 2: Establish personalized learning opportunities for all students.

Accelerating Students in Math

To best meet the needs of all students in Grades 3-5 in Palm Beach County, the Accelerated Mathematics Plan (AMP) provides an opportunity for students to receive targeted instruction addressing three years of mathematics standards over only two years of classroom instruction. AMP provides a platform of compacted instructional planning allowing for personalized learning in an accelerated, rigorous mathematics classroom.

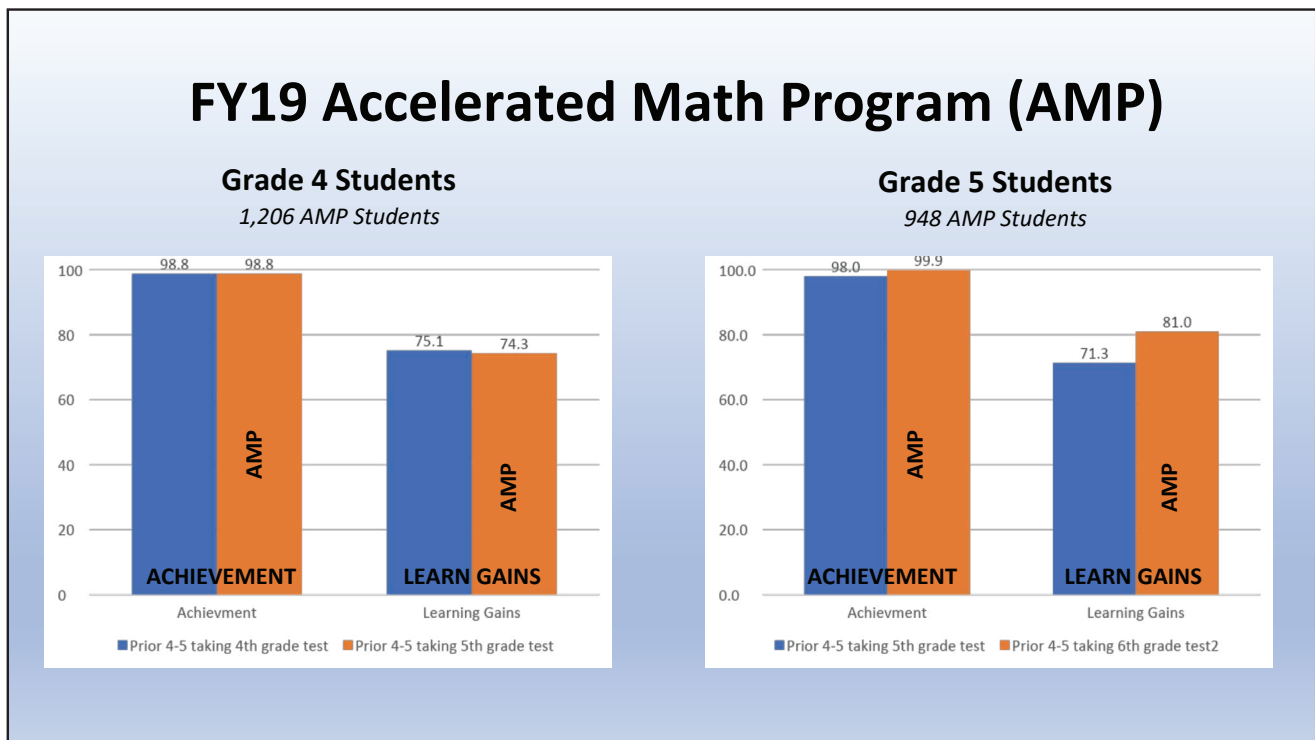
The 2018-2019 school year saw an increase of 44% in AMP enrollment (from 1,200 to 4,070 students), which represents 10% of students in Grades 3-5. Enrollment increases were similar across subgroups, although some gaps continue to exist.



Table 18. Comparison of Accelerated Mathematics Plan (AMP) Enrollment for FY18 and FY19 by Subgroup⁵

Subgroup	FY18		FY19		Change FY18 to FY19
	AMP Enrollment	% of Total Enrollment (AMP and non-AMP)	AMP Enrollment	% of Total Enrollment (AMP and non-AMP)	
Total	2,823	6.9%	4,070	10.1%	3.2%
White Female	576	20.4%	870	21.4%	1.0%
White Male	757	26.8%	1074	26.4%	-0.4%
Black Female	172	6.1%	232	5.7%	-0.4%
Black Male	168	6.0%	253	6.2%	0.2%
Hispanic Female	358	12.7%	490	12.0%	-0.7%
Hispanic Male	434	15.4%	614	15.1%	-0.3%
SWD	118	4.2%	229	5.6%	1.4%
ELL	279	9.9%	385	9.5%	-0.4%
FRL	1,225	43.4%	1,561	38.4%	-5.0%

Of the students enrolled in AMP courses for FY19, over 98% scored a Level 3 or higher on the FSA Math test. Nearly 75% of AMP students in Grade 4 and 82% in Grade 5 made learning gains. When compared to non-AMP students earning a Level 4 or 5 on the FSA Math test during the year prior, achievement was similar in both Grades 4 and 5 no difference was seen when comparing learning gains in Grade 4. In Grade 5, however, the percent of AMP students demonstrating learning gains was nearly 10 percentage points higher than non-AMP students in the same grade.



⁵ Subgroups are not mutually exclusive. For example, a Hispanic Female may also be counted in the total AMP Enrollment for ELLs.

Adult Education

The Department of Adult Education plays a critical role in building the human capital of the underserved community members who have limited English language proficiency as well as those who lack a high school diploma. Many of the 30,000 adult students served each year are the parents of SDPBC K-12 students. The Department provides comprehensive instructional programs designed to improve the employability of adult students by increasing the percentage who enter postsecondary education and earn a degree, certificate, and/or industry certification. Programs are designed to improve the occupational outlook for all students through acquisition of communication skills and cultural competencies that enhance the ability to read, write, speak, and listen in English. Services provided include:

- Adult Basic Education, General Educational Development (GED)
- Adult High School and Adult High School (Co-enrolled)
- Adult English for Speakers of Other Languages (ESOL) and Citizenship
- Pre-Apprenticeship courses at North Tech and West Tech
- Family Literacy Programs
- Post-Secondary Adult Vocational Training (PSAV)

During FY19, the Department opened two new medical academies in Palm Beach County at Delray Full Service and the Adult Education Center. All medical students enrolled in the Home Health Aide program passed the course, with 100% of students passing the state test. In addition, the Department merged Glades Central into West Tech to make West Tech the epicenter of adult education in the Glades Region and course offerings at West Tech were expanded by adding plumbing as an available pre-apprenticeship option. The Department also continued to grow enrollment in the District's online school for adults, thereby providing more opportunities for working adults to be able to continue their educational goals. Lastly, GED Centers were created to focus resources and standardize the GED coursework offered by the District.



The map displays the geographical layout of Palm Beach County, Florida, with major roads and highways labeled. Red pins with numbers 1 through 26 are placed across the county to indicate the locations of various adult and community schools. The schools are distributed across several municipalities including Jupiter, Riviera Beach, West Palm Beach, Lake Worth, Boynton Beach, Delray Beach, Boca Raton, Wellington, and Royal Palm Beach.

ADULT & COMMUNITY SCHOOL LOCATIONS

<p>1 Adult Education Center 261 N. Military Trail 561.616.7800 Page 5</p>	<p>10 John I Leonard Comm. High 4701 10th Avenue N. 561.641.1237 Page 14</p>	<p>19 Park Vista Comm. High 7900 Jog Road 561.491.8448 Page 23</p>
<p>2 Adult Virtual Academy Online at avapbc.org 561.649.6006 Page 6</p>	<p>11 Jupiter Comm. High 500 North Military Trail 561.743.6012 Page 15</p>	<p>20 Royal Palm Beach Comm. High 10600 Okeechobee Blvd. 561.753.4070 Page 24</p>
<p>3 Atlantic Comm. High School 2455 West Atlantic Avenue 561.243.1520 Page 7</p>	<p>12 Lake Worth Comm. High 1701 Lake Worth Road 561.533.6363 Page 16</p>	<p>21 Santaluces Comm. High 6880 Lawrence Road 561.642.6212 Page 25</p>
<p>4 Boca Raton Comm. High 1501 NW 15th Court 561.338.1420 Page 8</p>	<p>13 Lantana Middle Comm. School 1225 W. Drew Street 561.540.3407 Page 17</p>	<p>22 Seminole Ridge Comm. High 4601 Seminole Pratt Whitney 561.422.2673 Page 26</p>
<p>5 Boca Raton Comm. Middle 1251 NW 8th Street 561.416.8717 Page 9</p>	<p>14 Olympic Heights Comm. High 20101 Lyons Road 561.852.6905 Page 18</p>	<p>23 South Tech Adult Education 1300 SW 30th Avenue 561.369.7018 Page 27</p>
<p>6 Boynton Beach Comm. High 4975 Park Ridge Blvd 561.752.1213 Page 10</p>	<p>15 Palm Beach Central Comm. High 8409 W. Forest Hill Blvd 561.304.1008 Page 19</p>	<p>24 Wellington Comm. High 2101 Greenview Shores Blvd. 561.753.9404 Page 28</p>
<p>7 Delray Full Service Center 301 SW 14th Avenue 561.266.1201 Page 11</p>	<p>16 Palm Beach Gardens Comm. High 4245 Holly Drive 561.775.7226 Page 20</p>	<p>25 West Boca Raton Comm. High 1281 Glades Road 561.672.2035 Page 29</p>
<p>8 Forest Hill Comm. High 6901 Parker Avenue 561.540.2417 Page 12</p>	<p>17 Palm Beach Lakes Comm. High 3505 Shioh Drive 561.640.5025 Page 21</p>	<p>26 West Tech. Education Center 2625 NW 16th Street 561.829.4620 Page 30</p>
<p>9 Inlet Grove Comm. High 600 West 28th Street 561.881.4645 Page 13</p>	<p>18 Palm Springs Comm. Middle 1560 Kirk Road 561.357.5017 Page 22</p>	<p> Denotes a GED* Location</p>

African, African American, Latino, and Gender Studies

The Department of African, African American, Latino, and Gender Studies is a critical part of the District's initiative of providing culturally relevant curriculum and instruction to all students. There is substantial evidence that a direct correlation exists between student achievement and participation in culturally relevant curriculum and pedagogy. Self-esteem and self-actualization are impacted when learning takes place in a culturally responsive environment. This department is tasked with providing teachers the support needed to establish classroom and school environments reflective of culturally relevant instructional best practices. Supports typically focus on the development of lesson plans and instructional materials that accurately represent people from diverse races, ethnicities, genders, and sexual orientations, while showcasing their contributions to society as a whole.

To help support and further the District's work in this area, the Department has developed key relationships within the community. Staff has viable and standing relationships with Florida Atlantic University, the Coalition of Black Student Achievement, Compass LGBTQ Community Center, the Guatemalan-Mayan Center, the Hispanic Education Coalition, El Sol, Caridad Center, and numerous community advocates.

During the FY19, the Department hosted several events that provided professional development for all District personnel. During the fall, a symposium on the Intersectionality of Race, Ethnicity, Gender, and Religion was held at Park Vista High School. The objective was to help participants understand how all of the disparate subject areas within the Department intersect, while simultaneously demonstrating how to facilitate lessons around these subjects. In addition, a fall workshop was held on the teaching of African and African American Studies at Atlantic High School. The event was organized in collaboration with Florida's African American History Task Force.

A Cultural Intersectionality Perspective





October 13, 2018
8-12 pm
Park Vista High School
Continental Breakfast Provided

Please register through eLearning by searching for the course title Perspectives and Intersectionality of Race, Gender, and Religion. 10 in-service points



Keynote Speaker
Michael Woods
Palm Beach Educator

Symposium

- ⇒ Holocaust/Genocide
- ⇒ Historical Perspectives of Gender
- ⇒ Reach to Teach the Hispanic/Latino Learner
- ⇒ Role of Religion in African American Struggle in the 20th Century



During the spring, another symposium was hosted on the Intersectionality of Race, Ethnicity, Gender, and Religion at Florida Atlantic University. FY19 culminated with the 25th Annual African and African American Studies Summer Institute and the 7th Annual Latino/Hispanic Studies Summer Institute. During the institutes, the Department offered breakout sessions on topics ranging from *Approaches to Educating Black and Brown Boys*, *Identifying Hidden Gifted and Talented Students of Color*, *Intercultural Communication* and much more. Both institutes drew a combined 600 participants, which is the highest attendance to-date since the inception of both events.

Extended Learning



Extended Learning offers a broad range of afterschool programs that provide students with academic enrichment and supervised activities beyond the traditional school day. The Department is committed to fostering safe, positive activities for children and young people to explore their interests and develop their talents.

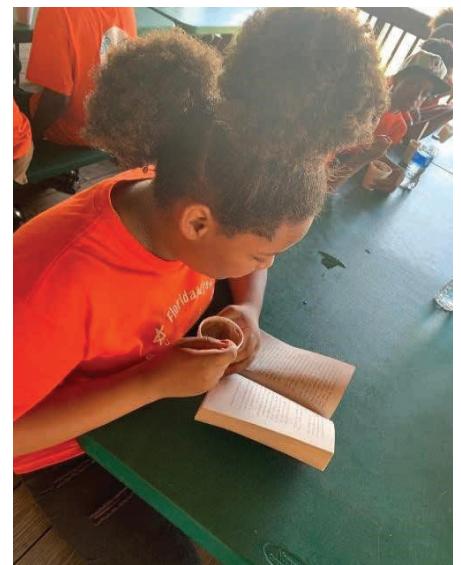
During the 2018-2019 school year, approximately 20,000 Pre-kindergarten through Grade 12 students in the District benefited from participation in afterschool programs. This included participation in before and after school care, as well as winter, spring, and summer

camp. The Department also provided programmatic and fiscal management support, technical assistance, and training to District afterschool program staff, in addition to coordinating community-sponsored afterschool initiatives and overseeing implementation of the Academic Enrichment Initiatives in afterschool programs. These programs included:

- 21st Century Community Learning Center (CCLC)
- Middle School Course Recovery
- JumpStart to High School

Other highlights from FY19 include providing enriched learning opportunities for students by complementing school learning initiatives through site collaboration and partnering with national leaders in social and emotional learning (CASEL, Wallace Foundation, and Weikart Center) to integrate social and emotional learning practices during out-of-school time. Additionally, Extended Learning staff participated in a robotics program in which eight afterschool robotics teams were offered bids to the FIRST Lego Regional Tournament. They also developed an enhanced data system to track site deficits in order to provide improved program services moving forward, codified a process to meet the requirements of the state's mandates related to school readiness, and processed over 2,300 afterschool employees within five months. Because of these efforts, the Department received the 2018 Florida Afterschool Alliance Award of Excellence (SDPBC 21st CCLC). Lastly, the Department added four 21st Century Community Learning Center grants to the 12 school sites listed below:

1. CO Taylor/Kirklane Elementary School
2. Dr. Mary McLeod Bethune Elementary School
3. Highlands Elementary School
4. Indian Pines Elementary School
5. Lake Park Elementary School
6. Northmore Elementary School
7. Pine Grove Elementary School
8. Pleasant City Elementary School
9. Rolling Green Elementary School
10. Roosevelt Elementary School
11. Seminole Trails Elementary School
12. West Riviera Elementary School



Gifted Screener Update

The goal of implementing a gifted screener in Grade 2 is to identify traditionally under-represented students. These students are represented in Title I and non-Title I schools. Through the gifted screener, the District is able to identify potential for giftedness and provide students access to accelerated/gifted coursework as they progress through the evaluation process toward a determination of eligibility.

The 2018-2019 school year marked the District's third year implementing the gifted screener process. During FY19, 34 schools participated in the gifted screener resulting in 180% more students accessing the gifted screener. The number of students screened for gifted programs has now doubled when taking totals for FY18 and FY19 into account (combined total = 6,470).

National averages show that between 6-10% of students initially screened meet the requirements for gifted identification. At the close of the 2018-2019 school year, 13% of screened students in Palm Beach County met the requirements and moved forward in the gifted evaluation process.

As students identify as potentially gifted, it is important to ensure that the District has enough gifted-certified teachers to serve this population of students. The District has responded to this potential need by revamping the teacher certification program to increase course access to more educators. Since the development of no-cost, flexible-schedule certification courses, 1,051 teachers have completed the requirements for gifted endorsement. This is in addition to the over 300 teachers currently completing the digital gifted endorsement program.

Multicultural Education

The Department of Multicultural Education serves to meet the educational needs of a diverse student population of English Language Learners (ELLs) representing 28% of the total student population served by the School District of Palm Beach County. Through the Title III Grant, the department has been able to support the individual and unique educational needs of ELLs throughout the system and provide guidance to ensure compliance with all requirements of state and federal mandates regarding ELLs. Through the efforts listed below, the latest graduation rate for SDPBC ELL students is 72%, which represents a 15.3% increase compared to FY16.

The Department of Migrant Education serves to meet the diverse needs of migrant students and families, which grew to over 800 students this past year. Through the Title I-C Grant, the department provides support for students and families migrating to the district throughout the year.

These two departments work in tandem to collaborate with various community organizations and form partnerships in service of the District's Welcoming and Inclusive Schools Resolution. Through this resolution, staff developed and implemented the District's Immigrant Support Plan. Over 3,000 employees participated in the online learning on the Immigrant Support Plan this past year. Currently, schools and departments are engaging in deeper learning on ensuring that each school and department is welcoming and inclusive for all students, but particularly for any who are part of the immigrant or migrant communities.



Supporting Graduation and Post-Graduation Success

The Department partners with Florida Atlantic University to provide scholarships to two cohorts of graduate students pursuing their School Counseling degree to become an ESOL Bilingual/Bicultural School Counselor. The Department also conducted a College Tour for 100 ELLs in Grades 11 and 12 and visited seven Florida colleges and universities over the course of four days. As a part of this initiative, an “After High School What?” booklet was created and translated into four languages and utilized by bilingual counselors as schools to mentor ELLs.

A newly created position of ELL Success Coach was allocated to three high schools in FY19 to support incoming Grade 9 immigrant students and at-risk ELLs in Grade 12. These schools were Lake Worth High, Boynton Beach High, and John I. Leonard High. Over 200 ELL students also participated in SAT/ACT boot camps to develop needed language skills for these assessments, and scholarships were provided for ELL students who had utilized all waivers.

Language Development and Literacy Initiatives

The Department conducted an inaugural summer STEM Explorers Camp over the summer for incoming Grade 5 immigrant ELLs. This opportunity provided 173 students with a high quality, hands-on and literacy-based STEM experience during the summer months.

Options for dual language programming expanded to 24 schools this past year with LC Swain Middle and Forest Hill High beginning new programs, along with North Grade Elementary expanding to Grade 6. Supplemental literacy materials in English and Spanish, Benchmark Advanced/Adelante, were piloted in eight dual language elementary schools in Grades K-2.



Research-based supplementary materials such as Saddleback Newcomers Kits, content-based academic reference cards in multiple languages, and content-area dictionaries were supplied to schools offering courses aimed at developing language acquisition for secondary ELLs. Materials were used in newly created courses, including English Language Development (ELD) and Developmental Language Art Through Reading (DLA-R).

Instructional Professional Development

The Department has provided targeted professional development on English-language development standards and strategies to ensure content is comprehensible. Over 3,597 teachers and administrators were trained on “Go-To Strategies” for ELLs through webinars, PLCs, and large and small group face-to-face trainings. In addition, targeted training on “Cultivating Practices to Support Language Learner Success” was implemented in schools at each level.

Language Support Services

In collaboration with other departments, the Department provides professional development to the District’s over 250 Community Language Facilitators on effective ways to support students and families, and standardization in translation and interpreting services. The District’s translation team also ensures that all official documents are translated into English, Spanish, Haitian Creole, and Portuguese. All registration documents are also available for families in Russian, Vietnamese, Mandarin Chinese, and Arabic.

Supporting Families and Community

The Department facilitated four regional Family Engagement Nights in collaboration with Federal & State Programs during FY19. Over 562 families attended one of four events, representing 956 students receiving information and backpacks containing supplies and books. During these Family Engagement Night, content was provided in the following languages: English, Spanish, Haitian Creole, Portuguese, Q'jano'bal, and Mam.



The Welcome Center assisted over 280 families during FY19 by facilitating 121 student registrations, providing assistance to families affected by hurricanes, and arranging vaccinations for 78 students through bi-monthly visits from the Immunization Van. In collaboration with TRIOS from Palm Beach State University, the Welcome Center hosted four-targeted FAFSA Nights for ELLs throughout the District.

Summer Internship Program

The School District of Palm Beach County provided 73 high school students with internship positions during the summer of FY19. After undergoing a rigorous selection process, student interns were placed in departments across the District. Summer placements provided students with valuable experiences in a wide variety of fields, including School Police, Information Technology, Facilities & Maintenance, and Professional Growth.



Teaching with Technology Trailblazers - Digital Classroom Plan



Students expect technology in the classrooms to equal what they experience in their everyday lives outside of school. Students are comfortable engaging and collaborating through many communication and technology channels. The District is leading the way nationally in how teachers use technology to shape their instructional time.

Setting the stage for SDPBC's Strategic Plan Initiative around creating personalized learning through digital and blended learning opportunities to engage learners, the District continued its implementation of the Teaching with Technology Trailblazers program. Initially launched in FY18, this program ties professional growth opportunities to classroom technology deployment. Principals nominate educators who are willing to train their colleagues, exhibit the necessary leadership traits, embrace change, do not fear failure, and have strong relationships with students.

There are many benefits to becoming a Google Certified Educator, including the ability to effectively engage students in lessons by using tools available as part of G Suite. Trailblazers have been the first to receive new technology, such as Chromebooks or SMART Interactive Flat Panels funded through the Penny Sales Tax. The Penny Sales Tax has helped make the Trailblazer program possible by providing the necessary technical infrastructure, including upgrading wireless technology in classrooms.

During FY19, the program was implemented at 60 secondary schools. As a result, over 850 middle and high school teacher-leaders have become Digital Classroom experts, referred to as Trailblazers, within their subject area. Trailblazers have been building their school's digital culture by learning to use tools and adopting a common language through instructional practice tied to standards. The District has 1,610 Trailblazers who have earned Google Certified Educator status, or are working towards that distinction. Every school in the District has at least one Google Certified Educator, and the program is expected to continue growing in FY20. Google Education even recognized the success of the District's Technology Trailblazer program in a recent case study.



The District understands the importance of technology in the classroom, including how it can enhance student learning: adaptive technology reinforces the lessons students learn. The District is determined to invest in teachers specifically by providing the training and resources necessary to create the kind of classroom environments conducive to 21st century learning. Because of the efforts, teachers in the School District of Palm Beach County hold the most Google certifications than any other District in the world!

Objective 3: Ensure academic proficiency of all students in Pre-kindergarten through Grade 2.

Pew Literacy Linkages – Early Learning DLL Grant

Through the Pew Literacy Linkages grant from the Mary and Robert Pew Public Education Fund, the Department of Early Childhood Education designed and implemented a pilot to improve the outcomes of young Dual Language Learners (DLLs). The pilot was implemented in select VPK classrooms situated in five elementary schools. The VPK teaching teams in these schools received focused, on-site coaching, individually tailored parent workshops, and a study of the WIDA (World-class Instructional Design and Assessment) Early Years Promising Practices.

An analysis of child outcomes conducted by the grant's external researcher indicated that over 90% of the children showed growth in all areas of literacy, with 94% showing growth in oral language. Teaching team member growth in research-based quality teaching practices was measured using the Classroom Assessment Scoring System (CLASS) tool. Results indicated that teacher proficiency in the area of Instructional Support increased at least 44% or higher. Moving forward, high leverage practices identified through this pilot will be included in professional development opportunities for all VPK teachers.

New Florida Early Learning and Developmental Standards

The Florida State Board of Education approved new Florida Early Learning and Developmental Standards Birth to Kindergarten for use beginning in FY19 in VPK and School Readiness-supported classrooms. The standards were created to be rich and interactive, thus leading to better preparation of children based on current research.

The standards address eight early learning and developmental domains reflecting a child's expected age-appropriate progress in multiple areas, including physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expressions through the arts.

The Department of Early Childhood Education provided face-to-face and online learning opportunities as well as onsite coaching to ensure that all teaching team members in the District's VPK program used the new standards. The District's VPK program is comprised of five program models offered across 130 classrooms in 66 schools with the capacity to serve approximately 2,500 children. Approximately 91% of students in the District-run VPK program scored Meeting or Exceeding Expectations on the Florida VPK Assessment, which was created by the Florida Center for Reading Research in collaboration with the Department of Education to measure children's progress on meeting the Standards.

Pilot Head Start Curriculum – Frog Street

The Department of Early Childhood Education manages the District's Head Start and Early Head Start programs, which are offered year-round in 33 classrooms in 10 school sites serving 600 children. Head Start is a federally funded program that promotes the school readiness of children from birth to age five from low-income families by supporting the development of the whole child. All children receive health and developmental screenings, oral health services, and mental health supports. Parents and families are supported in achieving their own goals and have a role in the governance of the program.

The District's Head Start program uses the Head Start Performance Standards and the Florida Early Learning and Developmental Standards as guidelines for programming. During FY19, four Head Start programs piloted the new version of Frog Street curriculum aligned to the new Florida Early Learning Standards and the Head Start Standards. Frog Street is a comprehensive, research-based curriculum with cornerstones that include a joyful approach to learning, ongoing assessments, differentiated instruction, and social emotional development through daily integration of concepts from Dr. Becky Bailey's Conscious Discipline program. Due to enhanced child outcomes as shown on the ending VPK Assessment scores, the Frog Street curriculum is slated for implementation in all Head Start and Early Head Start classrooms beginning in FY20.

Early Learning at Dr. Mary McLeod Bethune Elementary School

The Division of Performance Accountability, the Department of Early Childhood Education, and Dr. Mary McLeod Bethune Elementary School completed the second year of implementation of a \$4.5 million School Improvement Grant Cohort 4 (SIG4). Under the leadership of Principal Katrina Granger, PK3-year and PK4-year-old programs opened in August 2018 with four full, early learning classrooms and a waiting list. The classrooms were outfitted with state-of-the-art learning materials and technology, including Interactive Flat Panels and iPads. The use of technology was integrated into the early learning curriculum to help increase children's learning outcomes. The Department of Educational Technology assisted in the selection of digital tools and the training of teachers. To help promote children's oral language and early literacy skills development, the Department of Early Childhood Education provided supports for a digital Book Creator program, which also encouraged parent engagement.

In addition, a fully equipped, state-of-the-art Parent/Family Academy Lab opened in the space of a former music room to support Pre-kindergarten through Grade 5 parents and the community. This Academy Lab provides a lending library, accessibility to technology, resources, parent training, community collaboration, and guest speakers. A Parent/Family Liaison worked with all school stakeholders to ensure a seamless integration of SIG4, Title I, and school-funded family and community engagement activities with whole school parent education for all grades. Parent participation in school-sponsored events increased by 50% during FY19.



Principal Granger established community partnerships that led to the school's unique SIG Advisory Council. The Council meets regularly to provide planning and implementation supports and to ensure integration of these supports with existing early education efforts. To support grant innovations, she and team members participated in the FDOE Commissioner's Leadership Academy, Harvard Graduate School of Education's Urban Leaders Institute, and UnBoundEd. To support the success of Kindergarten through Grade 5 students, Principal Granger created and implemented a robust program of professional development for Academic Success Tutors. These tutors were hired from the surrounding community, many of whom were men, to provide data-driven literacy and math intervention and instruction. Lessons learned from the implementation of programs at Dr. M.M. Bethune will help inform future practices on a school and district-wide basis.



Positive and Supportive **School Climate**

Positive and Supportive **School Climate**

Objective 1: Ensure a safe and supportive school climate that promotes the social, emotional, and academic development of all students.

Supporting Social and Emotional Learning (SEL)

SEL Signature Practices

SEL Signature Practices continue to be implemented as a key strategy to increase student and adult SEL alike. The three SEL Signature Practices include a welcoming ritual, engaging practices, and an optimistic closure. As a valuable resource and planning tool, the District SEL team has created a Palm Beach County Signature Practices Playbook, which includes contributions from District staff across multiple departments. Professional learning and modeling were provided again this year through District Leadership Academy, Principal Leadership Academy, Leaders Learn and Grow and the PSELI and SEL cohort school sites.

Partnerships for Social Emotional Learning Initiative (PSELI)

The Wallace Foundation funded project, known as the Partnerships for Social Emotional Learning Initiative (PSELI), is a project meant to enhance SEL through the direct support of out-of-school time (OST) efforts, otherwise known as after school. The local partner for the project is PrimeTime Palm Beach County. The project is part of a national demonstration and research effort to study the effects of SEL enhanced by OST in six communities. Seven elementary schools are involved in the field-testing and research for the pilot school sites. Through this initiative, the District has a partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL) organization to ensure best practices in research, practice, and policy are followed.

SEL Cohort Schools

The SEL Cohort initiative has scaled SEL programming to 28 schools in FY19, with an additional 24 schools receiving training to begin implementation in FY20. These schools received an initial onboarding training to introduce SEL instructional strategies and materials, as well as adult SEL Signature Practices. Follow-up training is also provided throughout the school year to align with the five CASEL SEL competencies for both students and adults.

SEL Summer Institute

This summer, the District and PrimeTime Palm Beach County hosted their first annual SEL Summer Institute. This institute was designed for administrators, teachers, OST/Afterschool directors, OST/Afterschool practitioners, and non-instructional staff. Karen Pittman, President and CEO of the Forum for Youth Investment, served as the keynote speaker. Participants also had the opportunity to attend two breakout sessions as part of the event.

Multi-Tiered Systems of Support

Positive Behavior Support and Classroom Management

PBS is a District-wide behavior initiative that is implemented by schools to improve student behavior and is based upon seven Essential Components:

1. Administrator support, participation, and leadership.
2. Common purpose and approach to discipline – The Team Process.
3. Define positive expectations (for all students & staff).
4. Procedures for teaching expected behaviors.
5. Continuum of procedures for encouraging expectations.
6. Continuum of procedures for discouraging inappropriate behavior.
7. Procedures for ongoing monitoring and evaluating effectiveness of the PBS system.

Principles that guide PBS and support Objective 1 from the Strategic Plan:

- Focus of discipline is on academic & behavior success.
- Model is for all students, all staff, and all settings.
- Emphasizes prevention.
- Uses research-validated practices.
- Coordinated by a PBS Team at each school.
- Emphasizes an instructional approach.
- Uses data to guide decisions.

Implementation of the PBS framework supports Objective 1 in that the focus is on preferred behaviors, intervention, and prevention. Schools select 3-5 guidelines for success (character traits), known as the Universal Guidelines. The PBS Team gathers faculty input and creates a matrix defining the behavioral expectations for the campus. These expectations are visibly posted around campus and are taught to become a common language among all staff and students. In FY19, 33 schools were eligible to apply for Model School Status by Florida's Positive Behavior and Intervention Support Project (FLPBIS), an increase of 13 compared to FY18.

The District's Single School Culture for Behavior (SSC-B) team provides training in Proactive & Positive Classroom Management Strategies (CHAMPS) from Randy Sprick's Safe & Civil Schools as well as Tough Kid Practical Classroom Management Strategies from Dr. Bill Jenson. The resources and content for these training sessions are based on the research literature outlining what effective teachers do to implement Positive Behavior Support (PBS) strategies in their classrooms. These proactive, positive instructional approaches to classroom management connect directly to Objective 1 by guiding educators in how to make effective decisions about managing behavior. This informed decision-making process results in increased student engagement, improved academic achievement, as well as prevention and intervention for meeting the social, emotional, and behavioral needs of all students.

In following the Multi-Tiered System of Supports (MTSS)/PBS model, CHAMPS serves as Core (Tier 1) foundation for all students. The CHAMPS approach is based on the following principles, coined as the STOIC framework:

S = Structure classroom for success
T = Teach behavioral expectations to students
O = Observe and supervise
I = Interact positively with students
C = Correct fluently

The acronym CHAMPS reflects the types of expectations educators need to clarify for students about every major activity and transition that occurs in the classroom:

C = Conversation
H = Help
A = Activity
M = Movement
P = Participation
S = Success

A benefit of incorporating The Tough Kid approach with existing PBS and CHAMPS implementation is that doing so offers additional strategies and techniques for the most challenging students in need of Supplemental (Tier 2) or Intensive (Tier 3) behavioral support. The Tough Kid approach emphasizes positive intervention strategies to reward "tough kids" and keep them motivated both academically and socially.

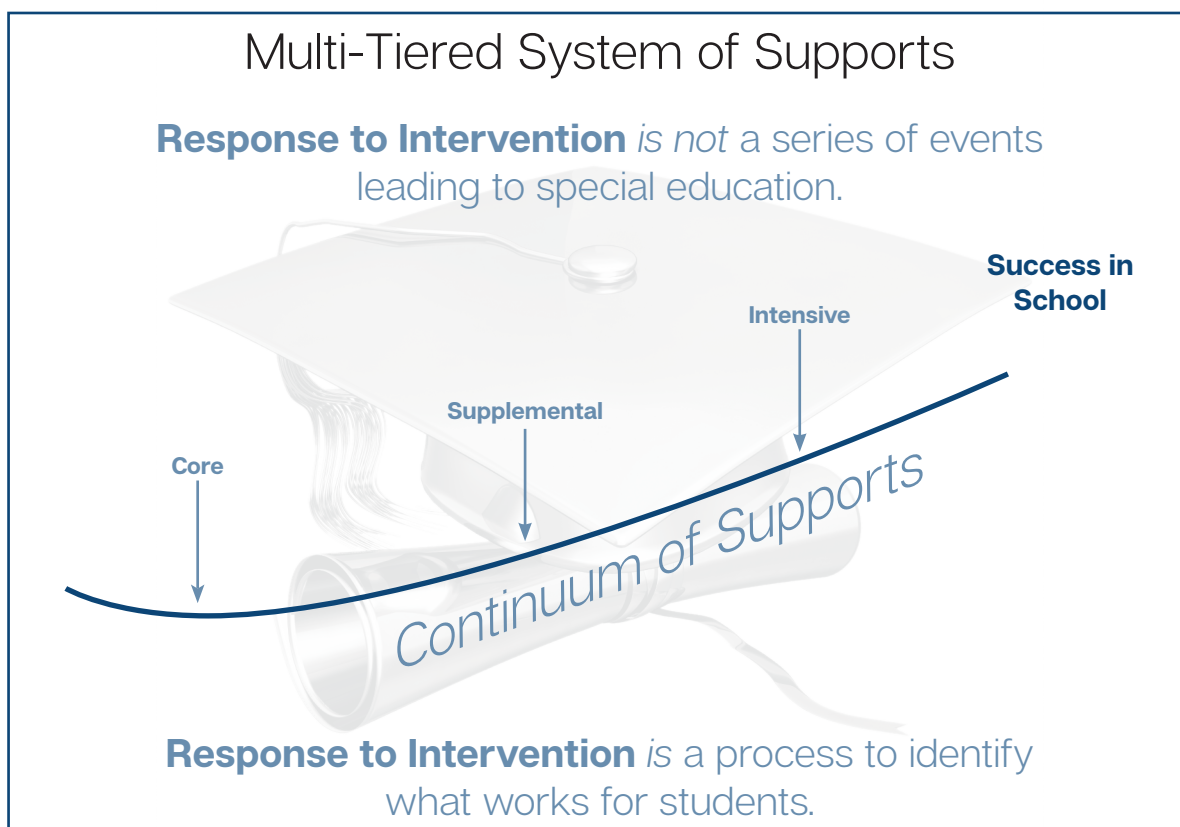
Problem Solving/School Based Teams

Problem Solving/School Based Teams (PS/SBTs) are multidisciplinary teams on each school campus tasked with problem solving across the Multi-Tiered System of Supports Framework. These teams are in place in order to support the academic, behavioral and social emotional needs of all students. The PS/SBT is a vehicle that ensures a safe and supportive school climate that promotes the behavioral, social/emotional, and academic development of all students. The PS/SBT is a proactive and preventative venue for problem solving.

The PS/SBT follows the four-step problem solving process in order to remove barriers to student learning. The PS/SBT meets weekly, biweekly or sometimes more frequently to address immediate barriers to student learning. The following is a list of mandatory referrals. Mandatory referrals are those referrals that require immediate attention and the PS/SBT should discuss these cases in a timely manner in order to address barriers that may exist:

- Re-entry following hospitalization under a Baker Act.
- Level 1, 2 or 3 incidents marked with an * in student code of conduct.
- Students experiencing homelessness.
- Students in foster care.
- Re-entry following Department of Juvenile Justice placement.
- Re-entry after Educational Alternatives placement.
- Teen Pregnancy.
- Prior to Hospital Homebound consideration.

Additional referrals to the PS/SBT include those students that may have academic or behavioral barriers to learning. If interventions are deemed necessary, they are provided through a continuum of supports based on need. All students receive Core instruction (Academics/Behavior). Some students may not respond to Core instruction and will need Supplemental (Tier 2) instruction/intervention. A few students may not respond to Core and Supplemental, which will require additional Intensive (Tier 3) instruction/intervention. Interventions are monitored to ensure fidelity of implementation and progress, including observation of student response to instruction/intervention.



Safe School Ambassadors

The Safe School Ambassadors (SSA) program recruits and enlists student opinion leaders from formal and informal groups on school campuses to serve as allies with adults in preserving positive campus climates. It was predicated on the premise that students see, hear, and know things about campus interpersonal dynamics that adults don't know, and that they can intervene as influence agents in ways that adults can't. Safe School Ambassadors intervene with specific diplomatic communication skills in non-classroom settings to defuse conflicts, provide support to targets, distract or reason with aggressors, and neutralize cruel humor, harmful gossip, rumors and intergroup prejudice. Following initial training provided onsite by Department of Safe Schools trainers, school site advisors meet with SSAs regularly to supervise, debrief, and encourage them.

Community Matters, a non-profit organization housed in Santa Rosa, California, own this expanding international program. Because of early District contributions to the model, the District has an exclusive agreement to present the program free of charge to schools in Palm Beach County.

This program directly supports Objective 1 by building a cadre of skilled students who model, utilize, and extend high-level social and emotional learning skills on elementary and secondary campuses. The program not only helps keep the peace on campuses, it maximizes the social and emotional learning skills of the Safe School Ambassadors and advisors so they can utilize positive approaches to problem solving in classrooms, at home, and in the community. Action Logs of SSAs reveal that the average member intervenes in two incidents per week. Using that average, it could be estimated that District SSAs have intervened over 20,000 times in FY19.

While participation in this program is voluntary and participation ebbs and flows based on leadership priorities and the presence of motivated advisors, over 60 District schools have undertaken the program since its inception. During SY19, 19 schools had active programs, with one new school requesting initial training in August FY20.

Mental Health First Aid

Children and Youth Mental Health First Aid courses are designed to provide adults who come in to contact with children and adolescents with the knowledge, skills, and attitude needed to compassionately engage, assist, and connect young people in distress to sources of help available to them in a school-based or community setting. Participants are given information about the most common mood, thought, and behavior disorders that impact children (ages 5-12) and youth (ages 12 – 18), along with an opportunity to engage in supervised practice for intervention in crisis and non-crisis situations.

These courses directly support Objective 1 by building a cadre of caring adults who are trained to notice and attend to any troubling changes they may observe during the course of contact with students.



During FY19, the District increased its capacity by training 45 additional course instructors, bringing the total number of internal trainers to 62 members. Having more certified instructors within the District allows for more robust scheduling of future training sessions. By the end of FY19, these instructors had conducted 45 classes with 732 participants. A more detailed breakdown is provided in the tables below.

Table 1. Total Number of FY19 Youth Mental Health First Aid Training Sessions

FY19 Youth Mental Health First Aid Training Sessions Coordinated by the School District		
Month	Number of Sessions	Number of Participants
October 2018	2	76
November 2018	10	86
December 2018	6	98
January 2019	9	200
February 2019	9	90
March 2019	3	79
June 2019	3	20
Total FY19	42	649

Table 2. Total Number of FY19 Child Mental Health First Aid Training Sessions

FY19 Child Mental Health First Aid Training Sessions Coordinated by the School District		
Month	Number of Sessions	Number of Participants
June 2019	3	83
Total FY19	3	83

Supporting Students in Foster Care

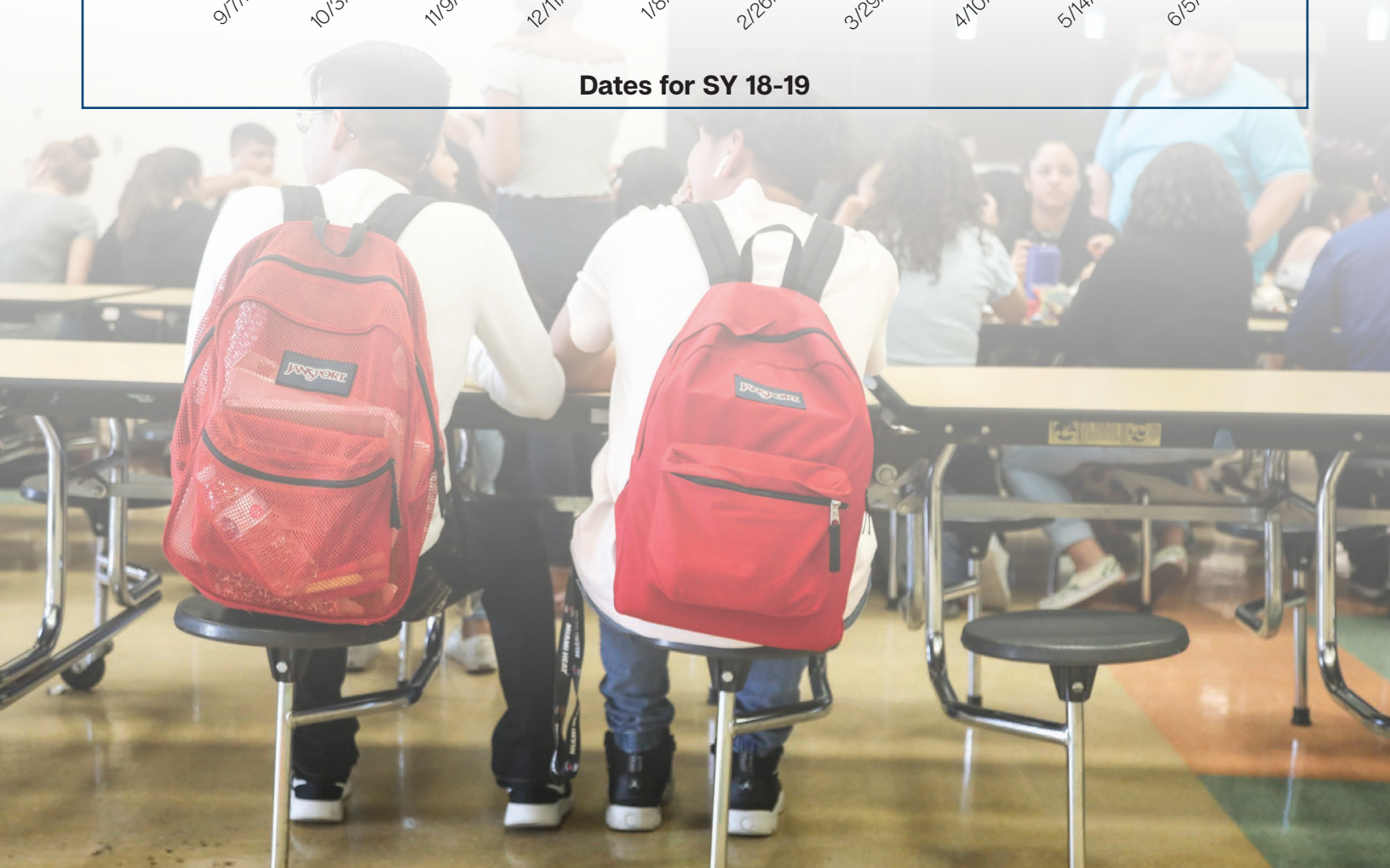
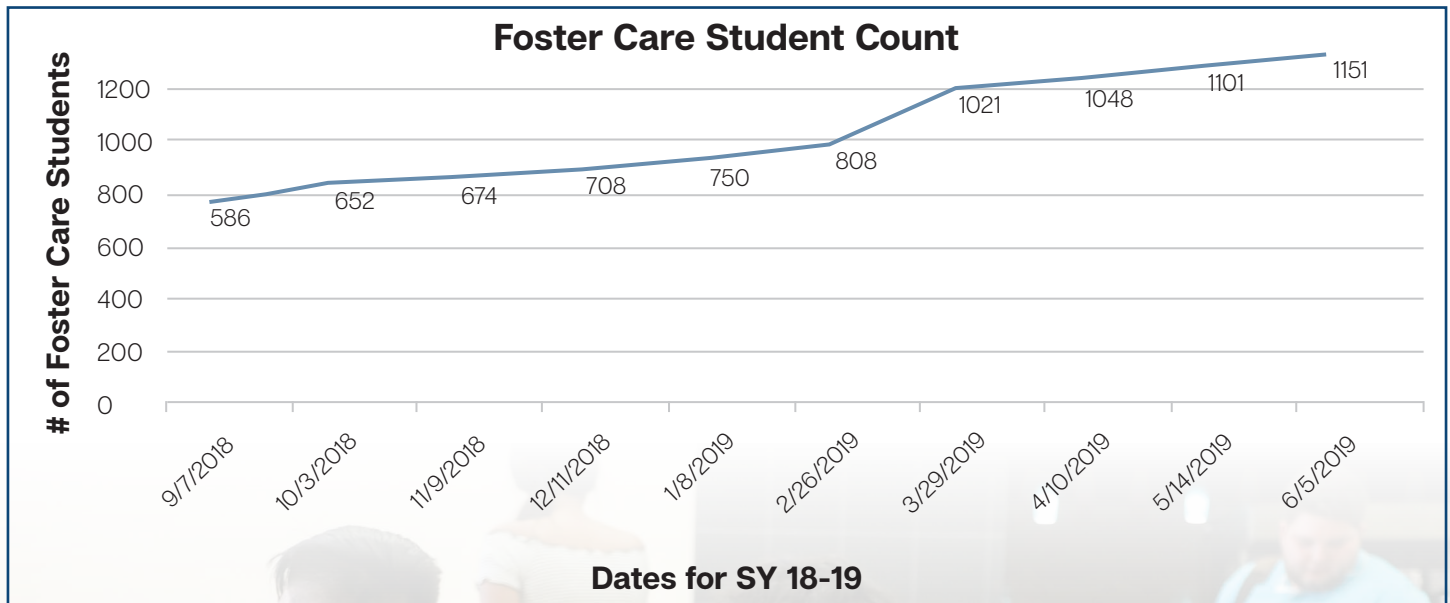
On average, there are 1,124 school-aged children in foster care in Palm Beach County Schools annually, with 21 foster care group homes in this county. A Foster Care Interagency Agreement exists between the Department of Children & Families, the Department of Juvenile Justice, the School Board of Palm Beach County, CareerSource of Palm Beach County, the Agency for Persons with Disabilities, the Early Learning Coalition, ChildNet Inc., and the Southeast Florida Behavioral Health Network.

Over one-third of youth in foster care do not receive a high school diploma or GED by the time they turn 19, as compared to less than 10% in a comparable national sample. Daily attendance is crucial for success. Students in foster care are twice as likely to be absent from school. In addition, 40% of students in foster care will experience at least three or more moves in a year. Transportation funds are needed to maintain school stability.

Students in foster care are two to three times more likely to be suspended or expelled from school, so emphasis must be placed on providing this vulnerable population with positive behavior supports. Relatedly, being trauma informed is important. School staff are reminded that traumatic events may be at the heart of academic or social/emotional difficulties these students may face. School Based Team (SBT) referrals are critical for all students in DCF custody.

Under Florida's dependency law (F.S. § 39), students have a right to remain in their home school even when living outside the attendance zone, when feasible and in the student's best interest. These students have a right to an immediate enrollment and have a 30-day exemption to provide a school with records. Students transferring in county are provided with appropriate school placements and diligent efforts are made to research and obtain missing records. This might include three to four of the most recent schools attended based on a student's mobility within foster care. Schools are provided with vital caregiver information via Salmon Forms and Dependency Shelter Orders when a student enters DCF custody or changes foster homes. District communication between community agencies and various stakeholders positively impacts the academic progress of these students.

Figure 1. Count of Students in Foster Care Attending District Schools by Month



The following table lists the 21 foster care group homes in Palm Beach County, along with corresponding schools served by region.

Table 3. Foster Care Homes and Capacities by Region

South Region			
Elementary	Homes/Capacity	High	Homes/Capacity
Del Prado	Place of Hope (4)	Boca Raton	Libra South (4)
JC Mitchell	Libra South (6)	Olympic	Place of Hope (4)
Plumosa	Reyna Delay (3)	Spanish River	Place of Hope (4)
Waters Edge	Reyna Boca (3)		
Middle	Homes/Capacity		
Boca Raton	Libra South (4)		
Carver	Reyna Delray (2)		
Omni	Place of Hope (4)		
Logger's Run	Reyna Boca (2)		
North Region			
Elementary	Homes/Capacity	High	Homes/Capacity
Timber Trace	Place of Hope (12)	Palm Beach Gardens	Place of Hope (12)
Seminole Trails	Libra North (12)	Palm Beach Lakes	Villages/Joanne's Cottage (10)
Middle	Homes/Capacity	Seminole Ridge	Libra North (12)
Bear Lakes	Libra North (12)		84th Court (2)
Osceola Creek	84th Court (2)		Castle House (2)
Watson B. Duncan	Castle House (2)		The Grove (3)
Western Pines	Mandarin (2)		Lake House (2)
	Place of Hope (12)		Mandarin (4)
	46th Street (4)		
	The Grove (2)		
	Lake House (2)		
Central Region			
Elementary	Homes/Capacity	High	Homes/Capacity
Berkshire	Safe Harbor (2)	Believer's Academy	Oak Street (4)
Cypress Trails	Grandma's Place (12)	Forest Hill	Safe Harbor (4)
Everglades	Kid's Sanctuary (2)	Lake Worth	Libra Girls (6)
Hope Centennial	Safe Place (2)	Palm Beach Central	Kid's Sanctuary (2)
Seminole Trails	Libra North (12)	Palm Beach Lakes	Safe Place (2)
Middle	Homes/Capacity	Royal Palm Beach	46th Street (2)
Crestwood	Grandma's Place (4)		Camellia House (3)
Emerald Cove	Camellia House (2)		
Jeaga	Kid's Sanctuary (2)		
Lake Worth	Safe Place (2)		
Palm Springs	Libra Girls (2)		
	Safe Harbor (4)		

Homeless Education Program

The McKinney-Vento Program (MVP), the District's Homeless Education Program, consists of the Homeless Liaison, the Academic Support Specialist, and the MVP Case Managers. These staff members provide support to homeless children and youth, including unaccompanied homeless youth, throughout the District in compliance with the McKinney-Vento Homeless Assistance Act. The McKinney-Vento Act protects the educational rights of children and youth experiencing homelessness.

MVP removes or overcomes the barriers and obstacles often faced by homeless children and youth in enrolling, attending, and succeeding in school through the provision of services and supports at the school, district, and community levels. Program staff work collaboratively with schools, district departments, and community social service agencies to maximize access to various educational, social, and enrichment programs needed to promote the academic success and achievement of homeless children and youth. Types of MVP services include:

- Identification of Homeless Children and Youth
- Immediate Enrollment Assistance
 - School Records, Shots/Shot Records, School Physicals, etc.
- School Stability
 - Transportation to the School of Origin (when requested and in the child's best interest)
- Free School Meals
- School Supplies, Backpacks, Uniforms, Toiletries
- Community Referral Assistance
 - Health/Medical, Dental, Vision, Mental Health
 - Homeless Resource Center
 - Other
- Attendance Monitoring
- Academic Supports
- Post-Secondary Planning/Preparation/Access
- Tutoring Services at Local Homeless and Domestic Violence Shelters
- Enhanced Case Management Services for High School Unaccompanied Homeless Youth (UHY)

Figure 2. FY19 Number of MVP Students by Grade Level

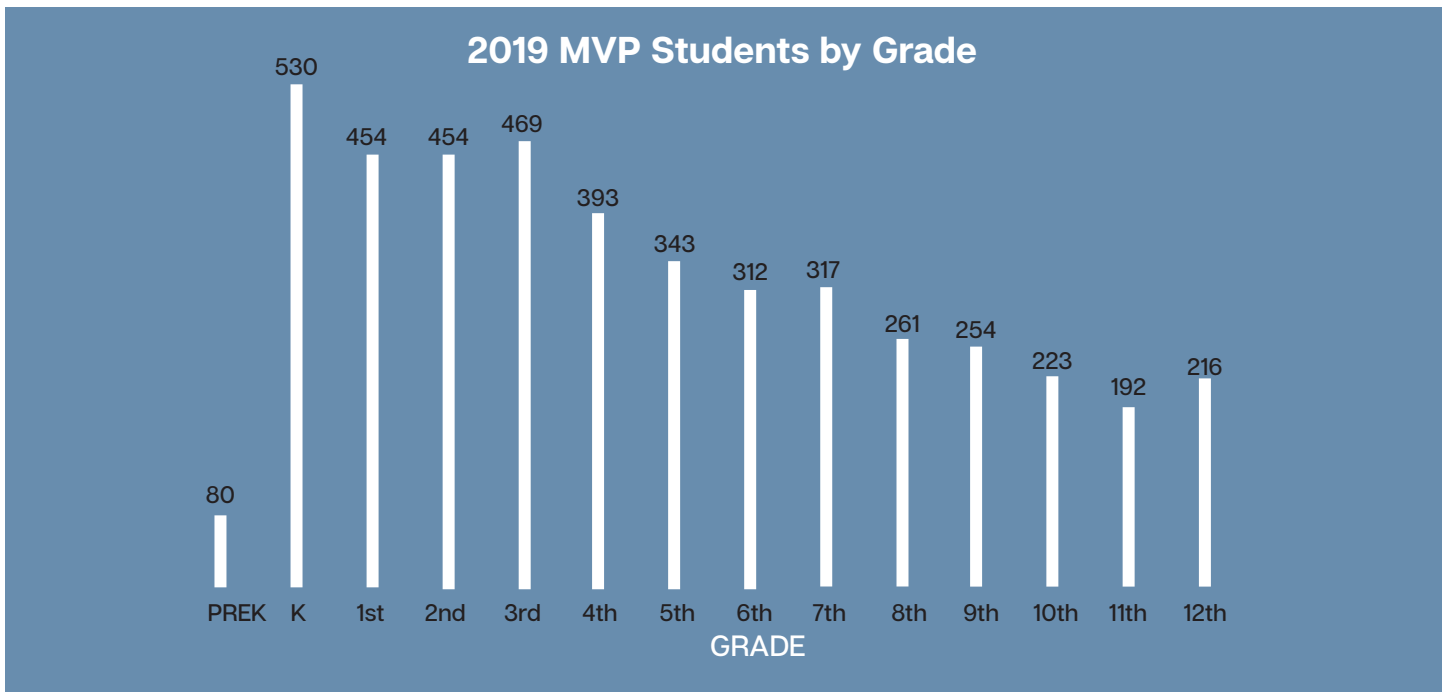
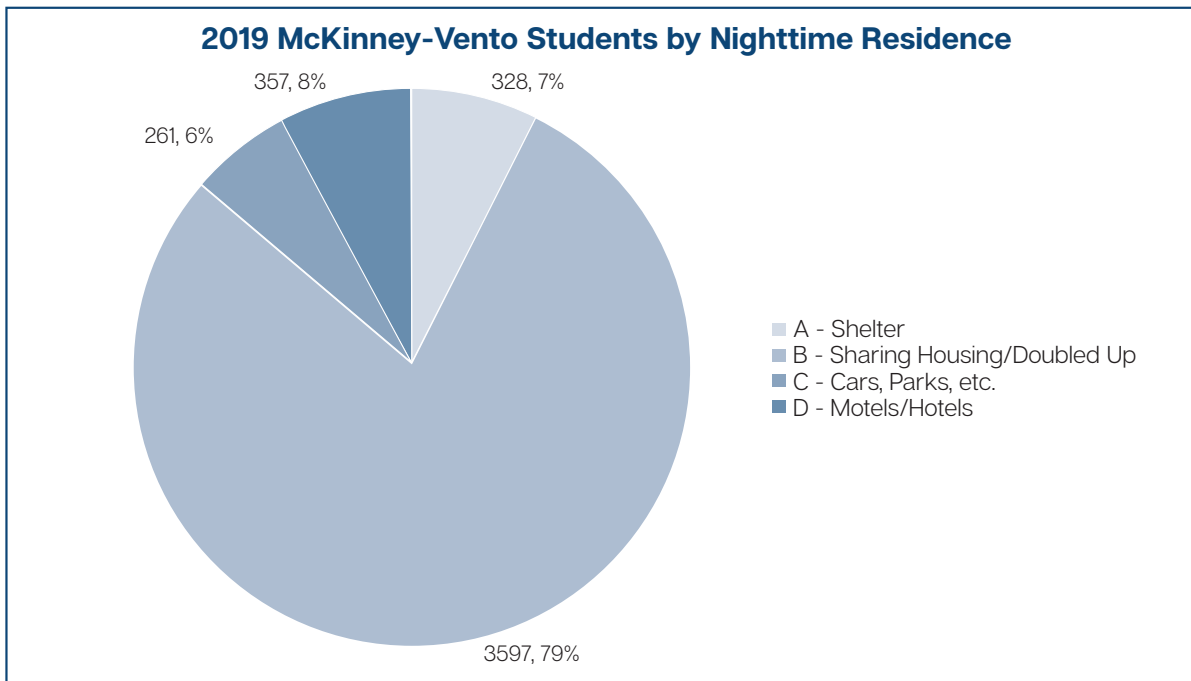


Figure 3. FY19 MVP Students by Residence Type



After School Academic Support

The tutorial program provides after-school tutoring and mentoring for students who reside in neglected residential group homes. The primary goal of the program is to provide quality supplemental supports that are aligned with the long-term outcomes under the District's Strategic Plan. District-certified tutors are equipped with effective learning strategies, relevant instructional materials, and reliable student data to positively impact academic achievement.

Understanding the common characteristics of children in neglected group homes, the tutorial program is tailored to function with the students' unique needs in mind. Some of the students have faced significant trauma and are extremely transient, which can greatly impact educational progress. The tutors use evidenced-based tools that are designed to improve the academic performance of at-risk and highly-mobile students. In addition, state, District, and classroom data are analyzed to help identify specific skill deficits to narrow learning gaps.

The structured tutoring program focuses on skill remediation, computer-assisted instruction, mentoring, and homework assistance. To promote fidelity of the program, tutors must provide consistent tutoring sessions for the duration of a student's stay at the group home, regularly communicate with the classroom teacher, and submit weekly lesson plans. Each group home operates differently, but the missions are similar with the offering of comprehensive programs and on-going residential treatment. The tutorial program is flexible, adaptive, and works in partnership with eligible neglected facilities to provide appropriate educational services. Approximately 22% of students in the neglected group homes withdrew from the District in FY19. Additional FY19 metrics for the tutorial program are below:

- Served 3 neglected residential institutions throughout Palm Beach County (Children's Home Society, Place of Hope, and HomeSafe).
- Serviced 10 group homes within the 3 institutions, which includes 4 therapeutic group homes.
- Over 220 students resided in the neglected group homes this school year.
- Over 150 students received after-school tutoring.
- Ten district-certified teachers served as after-school tutors.
- Provided school uniforms, backpacks, and school supplies to each group home.

Teen Parent Program

The Teenage Parent Program (TPP) is a voluntary program offered by Palm Beach County Schools to provide education, along with access to health and social services for pregnant and parenting teens. Students who are pregnant, as well as teen mothers and fathers, are supported in becoming responsible parents while simultaneously completing requirements for graduation. TPP works directly with Healthy Mothers/Healthy Babies and HomeSafe to assist pregnant and parenting students in accessing a variety of programs through Healthy Beginnings to support a healthy pregnancy and healthy birth. Additionally, the District and the Early Learning Coalition of Palm Beach County work together to assist students who may need childcare following the birth of their child.

Participants in TPP must take at least one parenting skills course while continuing to earn credits toward a standard or special diploma, and courses are offered through Palm Beach Virtual High School. Students who have completed the parenting course continue to receive support services while enrolled in their high school diploma program. For FY19, TPP served 265 students (11 middle school-aged parents and 254 high school-aged parents). Childcare services were provided for 93 children of TPP participants.

The Teenage Parent Program employs a program case manager to assess students and connect them to services throughout the county. Of the 265 students enrolled in the Teenage Parent Program, 178 individual student assessments were completed by the TPP Case Manager for services/support. Metrics for TPP are listed below:

- 53% of the students were participating in Healthy Beginnings Programs.
- 81% of the students received information/referral to Teen Parent Mentoring Programs.
- 68% of the students received information/referral to TRIO College Readiness Programs.
- 55% of the students who conducted an intake requested assistance with personal resources.

Alternative-to-Suspension Program

The Alternative-to-Suspension program, or ATOD (Alcohol, Tobacco and Other Drugs), provides two options for middle and high school students suspended for alcohol, tobacco, or other drug use in lieu of the traditional out-of-school suspension process. By attending the program's three-hour classroom drug education course, students suspended for alcohol and other drugs may receive a waiver of up to five days from the mandatory 10-day suspension, with five days held in abeyance. Likewise, students suspended for tobacco may receive a waiver of up to three days of the mandatory five-day suspension, with two days held aside.

Over the four-year period since the program began, more than 50-plus schools throughout the District—including traditional, magnet, charter, and alternative—have referred students to the program each year. Nearly 3,000 students have taken and completed the program, saving more than 10,000 out-of-school suspension days. The program's educational component is also extended to include students involved in or referred by the District's Youth Diversion (Youth Court) program for substance abuse offenders.

In addition to the substance abuse awareness instructional practices provided in the single course program, students are engaged in a combination of whole group, small group, and individual activities and discussions involving reflection, decision-making, time, money and stress management through a variety of strategies. Strategies are designed to support and strengthen students' social and emotional development. The program concludes with students having one-on-one communication with the classroom facilitator through the use of motivational interviewing and the Exit Ticket Strategy, which is required for students to complete and return to their school-based administration for follow-up monitoring. Exit Tickets are also used by facilitators to provide referral information, as needed, regarding the District's Behavioral Health Cooperative Agreement.

Figure 4. Number of ATOD Program Participants vs. Number of Suspension Days Saved

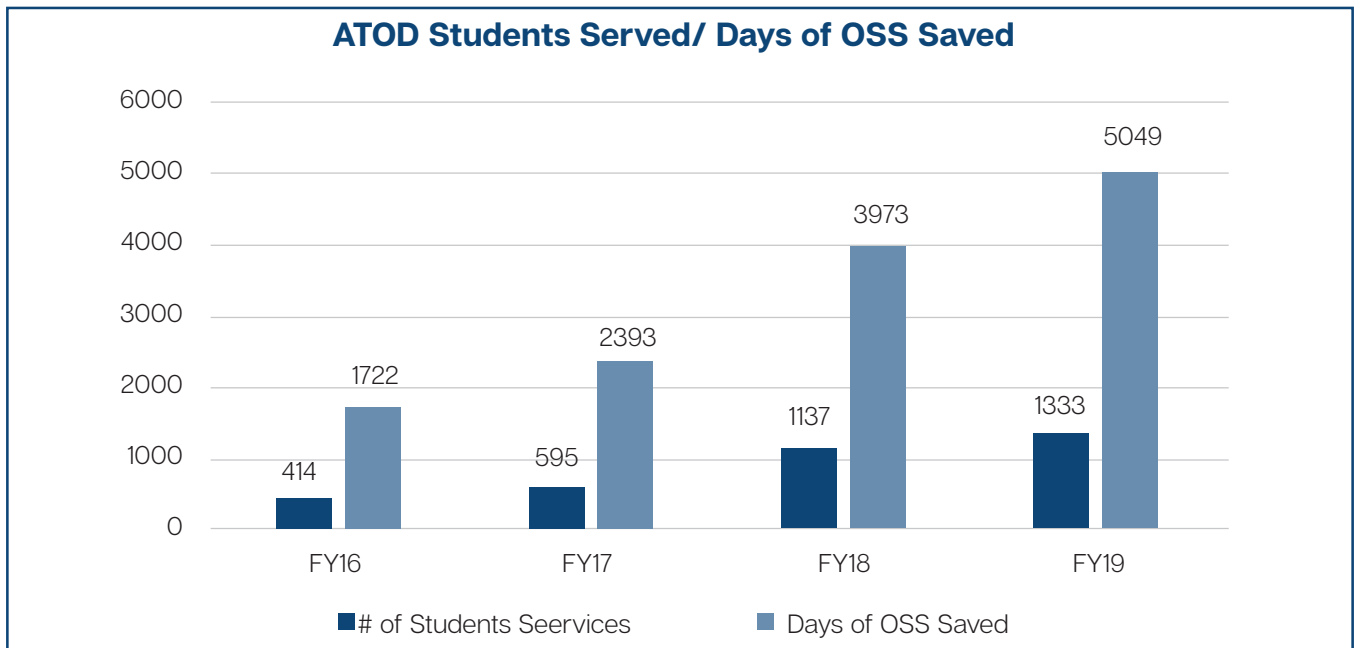
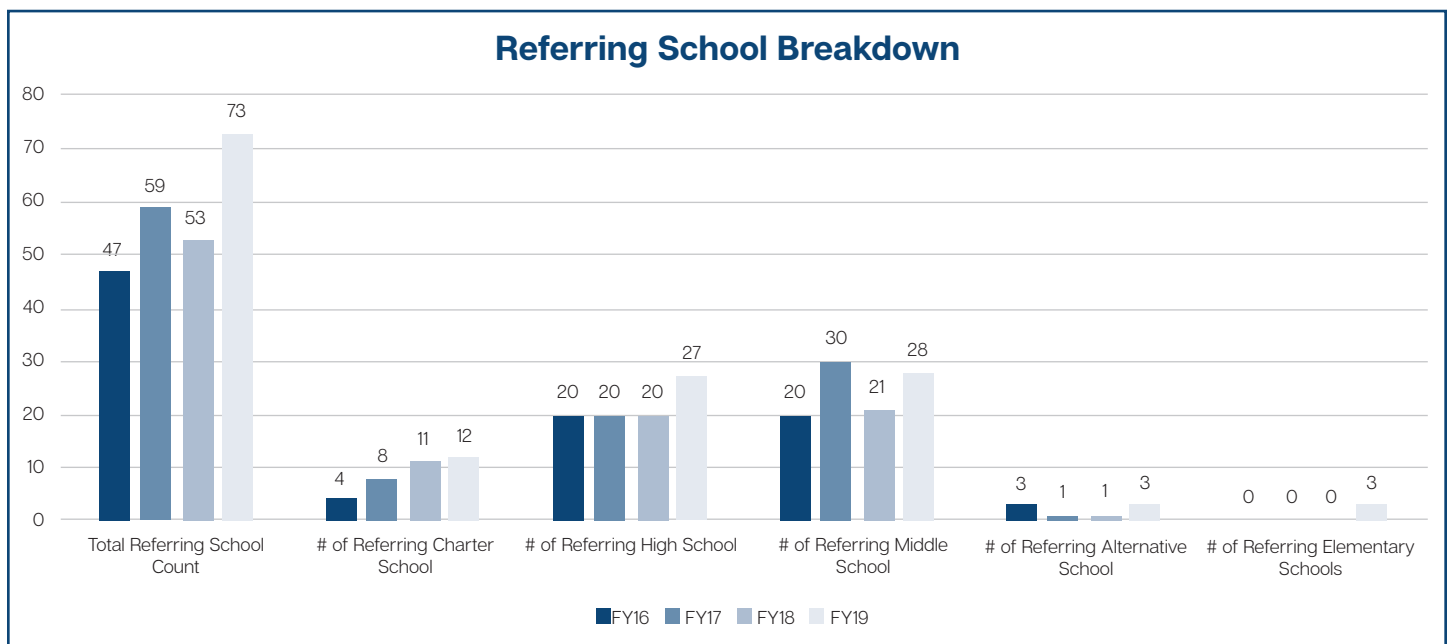


Figure 5. Number of Schools Referring Students to the ATOD Program by School Type



School Effectiveness Questionnaire

The District administered the School Effectiveness Questionnaire (SEQ) from January to February 2019. The SEQ measures perceptions regarding the effectiveness of District schools. The SEQ provides important information at the individual school and District levels to ensure a positive and supportive school climate, which is a central theme in the Strategic Plan.

Stakeholders completing the voluntary survey included students, parents, and school staff. Response rates for FY19 by stakeholder types can be seen below, along with tables summarizing the perceptions of students, parents, and school staff. Higher percentages are associated with increased positive perceptions in the indicated SEQ domains.

Table 4: FY16-FY19 Parent, Student, and Staff SEQ Response Rates

School Type	Parent*				Student				Staff			
	FY19	FY18	FY17	FY16	FY19	FY18	FY17	FY16	FY19	FY18	FY17	FY16
District	19%	12%	19%	21%	44%	39%	52%	51%	62%	55%	68%	54%
Elementary	26%	18%	27%	28%	66%	72%	68%	73%	75%	63%	74%	57%
Middle	17%	8%	18%	17%	51%	54%	61%	55%	54%	48%	59%	49%
High	10%	4%	11%	12%	35%	20%	42%	43%	43%	42%	63%	51%

* Due to limited response rate, parent version SEQ results should be viewed with caution. Negative significant difference from prior year. Positive significant difference from prior year.

Table 5. Student Positive Responses Overall and by SEQ Categories

Level	School Year	Overall Positive	School Climate	Challenging Assignments	Diverse Community	Parental Involvement	Individual Concerns	College Preparation
District (All Levels)	FY19	77.0%	76.3%	85.7%	78.7%	81.7%	53.1%	88.2%
	FY18	79.0%	80.6%	88.5%	79.8%	84.9%	51.1%	91.6%
	FY17	78.1%	80.2%	78.4%	90.7%	74.1%	58.8%	84.8%
	FY16	78.1%	80.4%	78.7%	90.9%	73.6%	58.8%	84.9%
Elementary	FY19	84.6%	86.8%	91.5%	87.8%	88.6%	59.1%	
	FY18	85.8%	91.9%	94.3%	88.3%	90.9%	61.9%	
	FY17	83.7%	88.8%	81.9%	92.4%	82.3%	61.8%	
	FY16	84.6%	90.2%	83.8%	93.1%	82.2%	62.0%	
Middle	FY19	75.5%	74.4%	84.8%	77.2%	82.5%	49.7%	85.9%
	FY18	78.5%	77.9%	87.1%	77.1%	83.4%	50.1%	90.8%
	FY17	77.2%	78.9%	77.9%	90.9%	73.9%	57.2%	83.3%
	FY16	77.3%	79.2%	78.1%	91.0%	73.5%	57.1%	83.6%
High	FY19	75.4%	73.1%	83.8%	75.9%	77.5%	53.8%	90.6%
	FY18	76.9%	73.1%	84.4%	75.0%	80.5%	54.9%	93.1%
	FY17	77.0%	78.0%	77.5%	89.9%	70.9%	59.2%	86.5%
	FY16	76.5%	77.3%	77.1%	90.0%	69.9%	59.0%	86.2%

Table 6. Parent Positive Responses Overall and by SEQ Categories

Level	School Year	Overall Positive	School Climate	Diverse Community	High Expectations	Individual Concerns	Parental Involvement
District (All Levels)	FY19	91.5%	92.9%	96.5%	93.3%	81.2%	91.7%
	FY18	92.1%	94.9%	95.4%	93.0%	81.2%	95.8%
	FY17	91.1%	93.2%	97.1%	88.8%	79.3%	90.9%
	FY16	90.8%	92.9%	96.9%	88.5%	78.0%	91.1%
Elementary	FY19	93.9%	95.4%	97.8%	94.7%	82.9%	95.3%
	FY18	94.5%	96.6%	96.9%	94.7%	84.9%	97.7%
	FY17	93.6%	95.7%	98.2%	90.0%	81.1%	95.1%
	FY16	93.3%	95.4%	98.0%	89.6%	80.1%	95.0%
Middle	FY19	88.5%	89.6%	94.9%	91.6%	79.3%	87.7%
	FY18	90.2%	92.1%	92.9%	91.0%	79.2%	93.8%
	FY17	88.7%	90.5%	96.8%	87.3%	79.2%	86.6%
	FY16	88.2%	90.2%	96.4%	86.4%	77.8%	86.2%
High	FY19	84.8%	86.2%	93.9%	89.2%	77.7%	81.3%
	FY18	85.6%	88.1%	89.3%	85.2%	77.3%	86.5%
	FY17	85.1%	87.6%	93.9%	86.4%	73.1%	81.3%
	FY16	84.5%	86.7%	93.9%	86.4%	71.1%	81.7%

Table 7. School Staff Positive Responses Overall and by SEQ Categories

Level	School Year	Overall Positive	Instructional Leadership	High Expectations	School Climate	Diverse Community	Decision Making	Student Conduct
District (All Levels)	FY19	90.2%	92.9%	93.4%	90.1%	95.3%	82.4%	83.8%
	FY18	86.7%	89.5%	90.5%	86.1%	95.8%	77.3%	81.7%
	FY17	85.2%	91.4%	90.0%	85.4%	N/A	73.1%	74.5%
	FY16	84.9%	90.3%	88.7%	84.1%	N/A	76.1%	76.5%
Elementary	FY19	91.6%	94.2%	94.8%	90.8%	95.9%	84.4%	87.8%
	FY18	89.4%	90.9%	92.5%	86.9%	96.1%	79.3%	85.5%
	FY17	86.8%	92.7%	91.4%	85.7%	N/A	73.4%	80.1%
	FY16	82.0%	92.5%	91.2%	85.7%	N/A	78.0%	82.0%
Middle	FY19	89.4%	92.8%	92.9%	90.1%	95.0%	80.6%	76.3%
	FY18	86.9%	90.5%	90.3%	87.6%	95.8%	77.3%	70.7%
	FY17	83.9%	91.0%	89.3%	84.9%	N/A	72.0%	69.8%
	FY16	77.5%	88.8%	86.4%	81.9%	N/A	74.1%	72.5%
High	FY19	86.1%	88.9%	89.2%	87.5%	93.8%	77.8%	77.5%
	FY18	82.9%	84.4%	84.4%	82.4%	95.0%	70.7%	72.6%
	FY17	82.0%	88.2%	87.0%	84.7%	N/A	73.4%	65.1%
	FY16	75.7%	86.5%	84.7%	81.9%	N/A	73.3%	66.7%

Objective 2: Secure parent and community partnerships to support the academic, social, and emotional development of all students.

Supporting Students Birth to 22

The Birth to 22 partnership embodies an alignment of agencies within Palm Beach County to coordinate and promote more effective and efficient services for the community at-large, with a focus on local youth. The partnership is aligned with the District's Strategic Plan in the area of developing and educating youth to eventually graduate from high school and succeed in life. As one of the organization's main partners, the District has focused on several areas: equity, special needs, behavioral/mental health, and social/emotional learning.

The District highlights its work with Social and Emotional Learning (SEL) in our continued partnership with PrimeTime Palm Beach County, which targets 27 elementary schools that have included social and emotional competencies within the school structure. The District is expanding this work to 25 schools in FY20.

As the community continues to address the ever-changing needs in the area of behavioral and mental health in youth, a new initiative emerged in FY19. The Birth to 22 School Mental/Behavioral Health Action Team informs and supports the community and the District's commitment to provide supports for youth that may be struggling. Supports include collaboration with community agencies to identify specific student and family supports to coordinate structures and systems to improve outcomes and professional growth opportunities that facilitate identification of signs and symptoms of concern in youth, as well as increased engagement and alignment of services in order to support the development of pro-social adolescent behaviors while addressing mental/behavioral health.

The District has also engaged with community partners to establish and provide training on developing trauma sensitive schools. This has been an effort to address the pervasive and cumulative effects of personal, community, and systemic trauma in order to provide support and intervention while creating sanctuaries for youth where resilience can flourish.

To ensure that school readiness is a right for all children, the Birth to 22 initiative includes an equity agenda as a foundation. The foundation for embedding equity within the aspects of services allows every stakeholder and shareholder to own equity, and through distributed leadership, promote equitable services in every area. One of the main aspects of the work is to apply a racial equity lens to strategic development. In other words, applying a racial equity lens allows organizations to more effectively determine what supports are needed to address the various inequities that may exist.

Furthermore, the District supports the Special Needs Action Team. The District works to ensure that all families and students with disabilities have seamless transitions when entering school and upon exiting as part of their journey towards post-graduation success in the community and workforce.

The District lends its expertise within this partnership through facilitation and participation on various committees that support and enhance the work involving equity across the community. One area in particular is to collaborate with our community partners on providing professional development opportunities that build capacity in our community as a whole.



Achieve Palm Beach County

The fourth long-term outcome captured by the District’s Strategic Plan aims to foster post-graduate success for all students. In support of this goal, the District not only participates in Achieve Palm Beach County (Achieve), but also serves as a critical partner in the collective-impact initiative. The collective impact approach organized a broad coalition of community leaders who agreed to leverage resources focused on improving college access and completion for Palm Beach County. The goal of Achieve is to ensure that every Palm Beach County high school graduate completes a post-secondary credential within six years of high school graduation to prepare them for a meaningful career with a sustainable wage.

The District is providing leadership for Achieve Palm Beach County, along with in-kind services such as secretarial and administrative support. District personnel also serve as members of work group teams and provide advisory support. Over the past year, District staff have participated as part of working groups and support teams.

Partnerships in Service of Student Well-Being

In FY19, the District had Behavioral Health Agreements with 31 agencies to comprehensively provide a variety of mental health and/or counseling services for children and their families in schools. These agencies covered mental health and substance abuse treatment utilizing evidence-based practices such as: Wrap-around, Trauma Informed Care and Cognitive Behavioral Therapy. As required by SB7026, the Marjory Stoneman Douglas High School Public Safety Act, the School Board approved the District’s Mental Health Assistance Allocation Plan in June of last year. With implementation of the plan in 2018-2019, mental health services were expanded throughout the District.

The District continued its implementation of Youth Mental Health First Aid (YMHFA), and provided training in YMHFA to teachers and other District personnel. The District also held its annual Mental Health and Wellness conference in collaboration with community agencies and partners. The annual conference is a free, full-day professional development event aimed at providing attendees with valuable information on social/emotional learning, mental health, and wellness in order to align behavioral and social/emotional services offered by the District and community to meet the needs of students.

Additionally, ongoing professional development was provided in FY19 and included training on topics including, but not limited to: crisis prevention and de-escalation, suicide prevention, non-suicidal self-injury, common mental health concerns in school-aged children, adverse childhood experiences, resilience, early warning indicators, and community agency referrals. The Department of Safe Schools also supervised the District-wide implementation of a number of prevention initiatives that included: Positive Behavior Support, bullying prevention programs, Safe School Ambassadors, and Restorative Justice.

Agencies Involved with Supporting Student Behavioral Health

Agency	Services Provided
Aid to Victims of Domestic Abuse, Inc.	Violence prevention & counseling (domestic, dating and school).
American Association of Caregiving Youth	Caregiving youth project: support to youth who are taking care of ill or physically challenged family member.
ASPIRA of Florida, Inc.	Hispanic leadership program (mentoring, counseling, and community service); dropout prevention; and a violence prevention component.
Best Foot Forward, Inc.	One-on-one intervention and support for students in foster care.

Agency	Services Provided
Big Brothers Big Sisters of PB & Martin Co.	Mentor/Mentee Program.
Boys Town South Florida	In-home family services, common sense parenting, behavioral health clinical services, and care coordination.
Camelot Community Care	Specialized therapeutic foster care, trauma informed care, abuse and neglect, cognitive behavioral therapy, functional family therapy, crisis management, and psychiatric services for identified clients.
Center for Child Counseling	Play therapy, trauma informed cognitive behavior therapy and child and family psychotherapy.
Center for Family Services	Prevention (individual and small group), child and family counseling.
The Children's Healing Institute (Dick Webber)	Parent Aide mentoring for families with a child <12 years old; bereavement support groups for children 3-17 years old, and resources and support for families with premature infants in the NICU.
Children's Home Society of Florida	Counseling; case management; truancy and ungovernable petitions; and respite care.
The Chrysalis Center d/b/a Chrysalis Health	Outpatient therapy.
Drug Abuse Treatment Association	Counselors provide outreach educational programs, short-term counseling, and referrals to students at risk in specific MS and HS in Palm Beach County. Provides assessment, prevention, and short-term substance abuse treatment.
Families First of PBC (CCMO)	Individual, child, and family counseling; case management; and crisis management. Specialty: behavioral interventions, trauma, family therapy, and adjustment issues.
Faulk Center for Counseling	Provides on-site group counseling to children and teens referred for behavioral or emotional issues: problem solving, anger management, social skills, and self- esteem for a period of 8-16 weeks.
Gulfstream Goodwill Industries, Inc.	Build career plans/skills and prepare for school completion, post HS training, and productive work by providing structured and supportive relationships with trusted adult.
Hanley Foundation	Project Northland, Class Action, Alcohol Literacy Challenge, ATLAS, ATHENA, Alcohol EDU, PATHS, Teen Intervene, Active Parenting Now & Then; and, Level 1 approved programs including Kid's of Promise, Toxic Mixture, Brain Drain, The Blunt Truth, Life Skills and Mental Health First Aid training.
Healthy Mothers, Healthy Babies Coalition of PBC, Inc.	Educational presentations in support of the human growth curriculum; responsibilities of fathers; and, the importance of access to services for pregnant teens.
Jerome Golden Center for Behavioral Health, Inc.	Crisis intervention services (mobile crisis team) and youth and adolescents North of Southern Boulevard and in the Glades.
Legacy Behavioral Health Center, Inc.	Targeted case management and comprehensive behavioral health services.

Agency	Services Provided
Mental Health Association of PBC	Individual in-school weekly mentoring, care coordination and referrals, Mental Health First Aid training, free screening for depression and anxiety. Helpline (561) 801-HELP (4357) for parents, youth, teachers, school counselors, etc.
Multicultural Community Mental Health Center, Inc.	Psychiatric, psychological care, and case management counseling in English, Spanish, and Creole.
Multilingual Psychotherapy Center, Inc.	Individual counseling, case management, individual crisis management, and psychiatric medication management. Specialty: ADHD, trauma, grief, child abuse, anger management, bipolar depression. Services in English, Spanish, Creole, French and Portuguese.
PBC Sheriff's Office Alternative Intervention Services Unit	Case management/truancy intervention services: contacting parents of truant youth; brief bio-psychosocial assessments to determine needs; case management including frequent visits to home & school, linkage to community agencies, and ongoing bio-psychosocial assessments.
PBC Youth Services Dept. - Youth & Family Counseling	School-based services, including individual, group, and assessment, and intake.
Parent Child Center	Individual and family counseling case management, parenting (specialty: trauma, child welfare, anger, self-esteem, boundaries, severe mental illness)
Ruth & Norman Rales Jewish Family Services	Child and Family therapy, domestic abuse, special needs, psychiatry, and financial assistance, career and employment services (case management and crisis management).
SequelCare of Florida	Outpatient therapy for children and adults, case management, psychiatric care, Baker Act follow-up, anger management, trauma, and child abuse
South County Mental Health Center, Inc.	Crisis intervention, screening, and evaluation services are provided, 24 hours a day, 7 days a week, wherever there is the need. The goal is to reduce unnecessary "Baker Act" admissions to the inpatient units.
TrustBridge	Grief support for individuals and group.
Urban League of Palm Beach County	Case management, mentoring, individual counseling, prevention education also a CINS/FINS funded agency.



Crosswalk of District Partnerships

Community Collaborative Initiatives in Support of the SDPBC Strategic Plan

Community Initiative	Purpose	Strategic Plan Connection
Birth to 22 United for Brighter Futures (Palm Beach County's Youth Master Plan)	To support the healthy growth, development and education of our children and youth prenatal through young adulthood, so that they can graduate from high school and succeed in life. Goals include: improved physical health; improved behavioral/mental health; improved social/emotional health; increased school readiness; increased educational performance; increased career readiness; increased (adolescent) pro-social behavior; and increased connection and contribution to the community and society.	LTO 1, 2, 3, 4 Initiatives: 1, 2, 3, 4, 5, 6, 7, 9, 10, 19
Achieve Palm Beach County	To ensure that every Palm Beach County high school graduate completes a post-secondary credential within 6 years of high school that prepares them for a meaningful career with a sustainable wage. Services offered include: parent engagement and support; post-secondary advising for high school students; FAFSA completion; and scholarships, non-financial resources and support services for college students.	LTO 2, 3, 4 Initiatives: 1, 2, 3, 4, 7, 9, 10, 19
My Brother's Keeper	To improve life outcomes for boys and young men of color through internal agency policy review, education and employment opportunities. Their mission is to ensure all children/youth: enter school cognitively, physically, socially and emotionally ready; read at grade level by 3rd grade; graduate from high school; complete post-secondary education or training; are employed if out of school; remain safe from violent crime.	LTO 1, 2, 3, 4 Initiatives: 1, 2, 3, 4, 5, 6, 7, 9, 10, 19
Wallace Grant - Social Emotional Learning	To provide SEL programming and support to roughly 15,000 children in kindergarten through fifth grade through a phased approach involving up to seven pilot schools. In the first year of the initiative, each district/out-of-school-time pair will share grants ranging from \$1 million to \$1.5 million.	LTO 1, 2 Initiatives: 3, 5, 6, 7, 9, 10
Mental Health and Wellness School Health Advisory Council	To implement the Coordinated School Health Model, which includes services such as: health education; physical education; nutrition; school health services; guidance, psychological, and social services; healthy school environment; staff wellness; and family and community involvement.	LTO 1, 2, 3, 4 Initiatives: 2, 5, 7, 9, 10
Homelessness Initiative	To provide support in service of achieving the following goals: universal intake/assessment; provide interim housing; coordinate partnerships and resources; improve access to services; prevent homelessness; secure affordable/accessible housing; and oversight and evaluation.	LTO 1, 2, 3, 4 Initiatives: 10
Hunger Relief Initiative	To provide support in service of achieving the following goals: all county residents will be aware of hunger in Palm Beach County and solutions at hand; the Palm Beach County Hunger Relief Task Force, elected officials and community members will advocate for the strengthening of public policies at all levels of government to systematically fight hunger and reduce food hardship; hunger in the Glades will be reduced through intensive, focused, outreach and attention; all Palm Beach County children will have access to the nutritious food they need to build healthy bodies and strong minds; all Palm Beach County residents will be able to access healthy, affordable food in their community; food banks, pantries and other charitable agencies will partner to connect families to nutritious food and resources; and all Palm Beach County families will have the knowledge to make the best possible healthy food choices.	LTO 1, 2, 3, 4 Initiatives: 7, 10



Talent **Development**

Talent Development

Objective 1: Promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement.

Wallace Foundation Leadership Grant

The Wallace Foundation University Principal Preparation Initiative seeks to answer the question, “How can university principal preparation programs, working in partnership with high-needs school districts, exemplary preparation programs and the state, improve their training so it reflects the evidence on how best to prepare effective principals?” (Wallace Foundation, Request for Proposals, 2016). In conjunction with Broward and St. Lucie County School Districts, the School District of Palm Beach County is fortunate to be part of this grant through Florida Atlantic University.

This partnership consists of several components, each developed with the idea of preparing future principals to lead our District schools and improve student outcomes. Within this partnership, redesigned curricula was created to be specific to Palm Beach County and with an emphasis on equity and social emotional learning. District and school-based leaders teach each class to allow for further customization resulting in a program that links its elements to District criteria as well as the District's Strategic Plan. The Master's level program, Leadership for Excellence and Equity (ExEq) ensures that District-specific professional growth, mentorship, and experiential learning are embedded into the learning experience. Principal coach mentors receive a series of professional development and onsite coaching visits to support them in their roles. The first ExEq cohort will complete their program in December 2019. Cohort 2 was selected in March 2019 with program completion slated for in December 2020.

Additionally, the Wallace Grant provides funding for the development of a Leadership Development System (LDS), previously known as the Leadership Tracking System. The LDS will be utilized to assess the quality of our preparatory programs, match leaders to the best positions, and improve Human Resource screening. Currently all members of ExEq Cohort 1 and those participating in our programs for aspiring leaders have inputted and verified their data in the system. School-based and District leaders are in the process of completing this task. Successful incorporation of the LDS to inform District decision-making and enhance the hiring process are anticipated benefits, along with the development of a leadership pipeline that will foster student success, particularly in our turnaround and lowest performing schools.

Leaders Learn & Grow

The School District of Palm Beach County offers professional development for leaders of all levels to increase instructional leadership capacity. Assistant Principals, Specialists, Program Planners, Managers and Single School Culture Coordinators participate in Leaders Learn and Grow, a series of optional professional development meetings offered throughout the year. These meetings offer a variety of sessions presented by District experts, tailored to meet the needs of our leaders. Sessions cover relevant and engaging topics, and participants have the opportunity to not only select sessions of interest to them but also to network and collaborate with other District and school-based leaders.

Principal Autonomy Pilot Program Initiative

The Principal Autonomy Pilot Program Initiative (PAPPI) was created in 2016 by the Florida Legislature through Florida Statute 1011.6202. The purpose of the pilot program was to provide highly effective principals of participating schools with increased autonomy and authority to operate his or her school in a way that leads to significant improvements in student achievement and school management while complying with constitutional requirements. Palm Beach County was one of seven school districts eligible to participate in this pilot.

As part of this program, each participating school district was required to complete a nationally recognized school turnaround program that focused on improving leadership, instructional infrastructure, talent management, and differentiated support and accountability. The University of Virginia School Turnaround Program (UVA-STP) was chosen by Palm Beach County. UVA is approved by the Florida Department of Education as a “nationally recognized school turnaround program.”

While PAPPi is limited to three schools (Lincoln Elementary School, Orchard View Elementary School, and Lake Shore Middle School), the District selected three additional schools (Barton Elementary School, West Riviera Elementary School, and Pahokee Middle/High School) to participate in the UVA-STP.

On August 22 and 23, 2017 the University of Virginia representatives conducted interviews and focus groups at the six PAPPi schools and the District Office. Interviews were completed with members of the Superintendent's leadership team as well as the School Board Chair. Based on the results of an assessment completed during the visit, members of the District's PAPPi Support Team traveled to Charlottesville, Virginia to attend a “Boot Camp” at Darden's School of Business. The Palm Beach PAPPi Team completed the District Turnaround Conditions Rubric and provided feedback about the components of instructional infrastructure to guide the next steps outlined at Boot Camp. During an additional visit on April 23, 2018, the PAPPi Team assessed current talent management strategies and began to develop a plan of action to bolster efforts to attract, retain, and develop highly qualified teachers.

The District PAPPi Team, along with the six PAPPi Principals, spent a week at UVA-Darden in July 2018. Topics addressed included the creation of the initiative purpose statements, revision of the District's common expectations, completion of the school-level 90-day plans, and finalizing and aligning professional Development.

The focus for the 2018-2019 school year for the six PAPPi Schools has been to successfully execute each school's 90-day plan as well as ensuring the implementation of highly effective Professional Learning Communities (PLCs), coaching teachers, and creating structures for re-teaching.

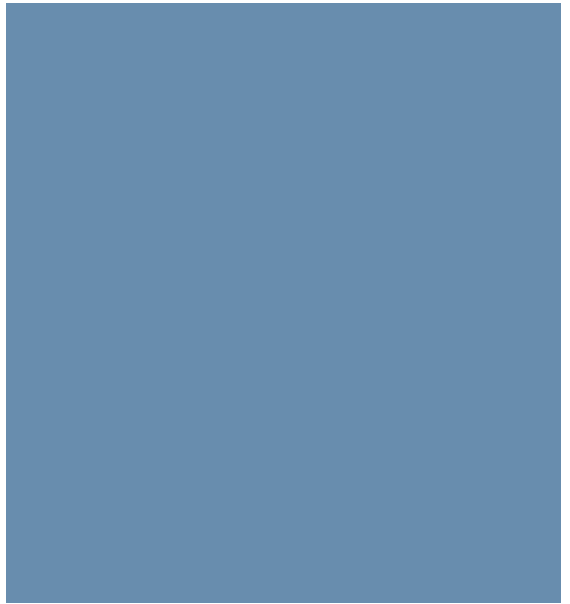
On October 18, 2019 the six PAPPi Principals, along with several key members of each school's leadership team and the District PAPPi team, engaged in professional development that focused on a highly effective model for coaching and supporting teachers. The model was implemented for the entire school year, and helped teachers get better faster through more frequent observations and coaching sessions provided in a timely and relevant manner. This model allowed teachers to receive meaningful feedback from their school leaders.

Following the UVA-STP Mid-Year Retreat held January 26, 2019 - January 29, 2019, PAPPi school and District teams spent the second semester of FY19 training teachers on best practices for aggressively monitoring the level of instructional quality in classrooms and supporting teachers with implementing effective reteaching strategies.

Principal Leadership Academies

Leadership Development is a standard that is met annually District-wide through the implementation of the Principal Leadership Academy (PLA). Each month, school center principals and district-based directors gather to share and receive best practices in leadership. Various presentation modes are used in order to ensure that the professional development offered promotes higher-quality instruction and a more positive culture and climate in our schools.

The first PLA for FY19 took place in July, and focused on celebrating the successes of the previous year along with providing information on the Referendum and School Safety. In September, principals learned about maximizing small group instruction, Core Action #2 and the Focused Model, and mental behavioral health. January brought a new year, and principals at the elementary and secondary levels met in separate sessions in for an Essentials training on using data and test results to improve instruction and achievement. April's topics included Youth Mental Health First Aid, Teacher SEQ, and Facilities and Maintenance.



Conference style PLAs were hosted at the Airport Hilton in October, December and March. These meetings provided a variety of breakout sessions that allowed principals to choose topics based on individual professional development needs. Each conference style PLA was themed and principals were afforded the opportunity to share their knowledge as session presenters. In June, both principals and assistant principals ended the year learning about Academic Updates, School Safety, and Student Wellness.

District Leadership Academy

Prior to FY19, there were two venues for the 800+ District administrators to attend professional growth training: Directors and above attended quarterly DLA events and Specialists through Managers attended a summer conference called Specialist Leadership Academy. During FY19, the two academies merged into one singular District Leadership Academy. Bringing the two together was part of the vision of DLA to create an environment where all talents are valued and maximized, not just traditional leadership skills, and to provide all employees pathways and opportunities for advancement. The DLA has been enhanced by bringing together all District Administrators under one entity and providing an environment for Directors and above to share with and develop the next generation of District leaders.

The Leaders of Vision (LOV) are the Directors and above that provide the vision for the District's forward progress. The Leaders of Mission (LOM) are the Specialists through Managers that drive the successful programs and processes that achieve the District's vision. During FY19, both groups attended events that provided professional growth training and collaboration opportunities. The Leaders of Vision and Leaders of Mission attended events quarterly and bi-annually, respectively.

During FY19, the DLA culminated with a newly designed event held on June 7, 2019 at Palm Beach Central High School. Traditionally, trainings are provided by the Leaders of Mission, but at this year's summer conference, the Leaders of Vision delivered the trainings and panel discussions in a Ted Talk-style format. Additionally, these leaders sat down and shared career advice and experiences and answered questions at Minute Mentor sessions. Over 300 Leaders of Mission attended this unique event and provided feedback with a 92% satisfaction rating and an enthusiasm for future opportunities to learn from the Leaders of Vision.

Objective 2: Recruit, select, and hire high quality employees.

Teach Palm Beach

Recruitment Highlights

FY19 accomplishments include:

- The Recruitment and Retention Department is successfully into the third year of the HR Partners providing a one-stop resource to meet the Human Capital needs of schools. HR Partners have been a resource to increase the capacity of school principals by providing support in the recruitment and selection of highly effective teachers. The department has developed a Lead HR Partner to guide the work of HR Partners.
- Teach Palm Beach local District-wide recruitment fair was held on June 6, 2019. Over 600 prospective employees attended, and approximately 250 were hired on the spot.
- Hired 1,663 teachers for FY19 and increased the number of Black teacher hires from 367 to 379 and Hispanic teacher hires from 245 to 353 from the previous year.

- The first year of the Teacher Ambassador Pilot Program was successfully implemented at eleven (11) schools, with an overall decrease in turnover of 5%.
- Spark Hire video interview process was successfully implemented on a small scale to allow teacher candidates to record an interview at the time of hire. To date, more than 100 interviews have been completed.
- A pool of 351 pre-screened applicants is being maintained to provide schools with qualified candidates for the School Behavioral Health Professional position.
- Maintained an instructional vacancy rate of less than 2% throughout the school year.
- Facilitated the hiring of 1,615 non-instructional employees.
 - The most recent bus driver fair was May 30, 2019. Throughout the year, approximately 95 applicants were interviewed and 86 candidates were selected to continue in the hiring process.

NYU Teacher Residency Program

In an effort to recruit and develop the best teachers for our highest-needs schools, the NYU Teacher Residency Program will begin in August 2019 at two district schools. Seven residents will begin a year-long internship at either Palm Beach Lakes High or JFK Middle as they complete a Master's Degree in Secondary Education. In addition to covering \$10,000 of tuition for each intern, the District will pay a salary of \$22,000 plus benefits. Following the internship, all seven will transfer to a teaching position at those schools for a minimum of two years.

Building Teacher Pipelines

Fifty (50) Teacher Academy and Early Childhood Academy seniors received unassigned contracts. These seniors will be tracked by the District over the next four years and offered teaching positions upon successful graduation from an education program.

On June 19, 2019, the Recruitment and Retention Department offered six FFEA Scholarships (Future Educators of America Scholarships) to non-instructional staff and high school seniors, and they have been offered unassigned contracts to return to the District for teaching positions upon graduation.

Filling Non-Instructional Vacancies

The Palm Beach County School District Department of Recruitment and Retention is launching a "Grow Our Own" non-instructional Campaign for 2020. The Department of Retention is actively recruiting non-instructional applicants to fill the various trades positions, which include HVAC, electrical, plumbing, and other industry-specific trades. We are recruiting from our own West Tech graduates and reaching out to our communities to engage qualified candidates. We have formed a partnership with CareerSource and will have targeted Job Fairs throughout the 2019-2020 school year.

Other FY19 Accomplishments

A successful marketing and social media campaign was developed with the assistance of the Department of Communication. A Department of Recruitment Facebook page was established as part of the campaign, which grew this year to include marketing up and down the eastern corridor of the United States, as well as Chicago and Detroit markets to recruit retirees, career changers as well as recent graduates.

The Department of Recruitment and Retention EO online process continues to expedite the hiring process for all employees. The ERP was upgraded to include more features to assist in the applicant tracking and screening process. More upgrades are on the horizon for FY20 to include Artificial Intelligence to improve the application process.

Over the past year, HR has designed and implemented a new structure of HR Support to Schools to utilize an HR Partner model of service delivery to assist in moving along the spectrum of support from reactive and transactional service to be more data-driven, proactive, and strategic. The HR Data Dashboard has been developed and is in use to drive HR Partner data-driven analytics sessions that then inform continuous talent management guidance efforts with schools. Additionally, the dashboard is being used by HR Technicians to track the hiring process and provide the best customer service to all schools and departments.



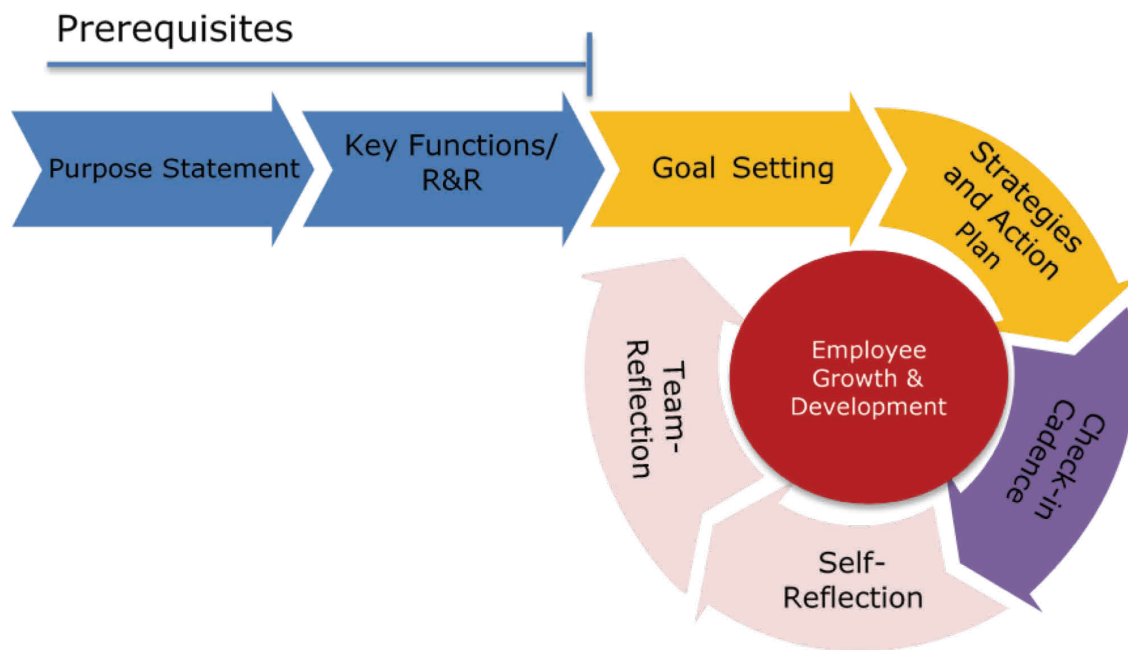
Performance Management

During FY19, the District continued work to systematically integrate a comprehensive continuous improvement performance management model. Training continued with sessions on strategy and alignment, measures and goal setting, and employee coaching. New Directors and above were trained as well as the pool of District Managers exceeding the annual training goal. Departments continued to improve their goal setting and alignment through consultations with the initiative team. Progress was made in aligning performance goals that cascade from the department level to individual employees.

In addition, improvements were made with respect to the fidelity of individual employee check-ins and progress monitoring. The employee coaching model promoted by the District's Performance Management System was deployed to new venues including individual schools, the Principal Leadership Academy, and Leaders Learn & Grow professional development sessions.

Finally, the Strategic Initiative Team developed a talent development model centered on District competencies. The deployment of District competencies will increase individual and organizational awareness of strengths in our talent pool, promote pipeline building, and increase coaching and relationship building.

Palm Beach Central Office Performance Management System





High Performance **Culture**

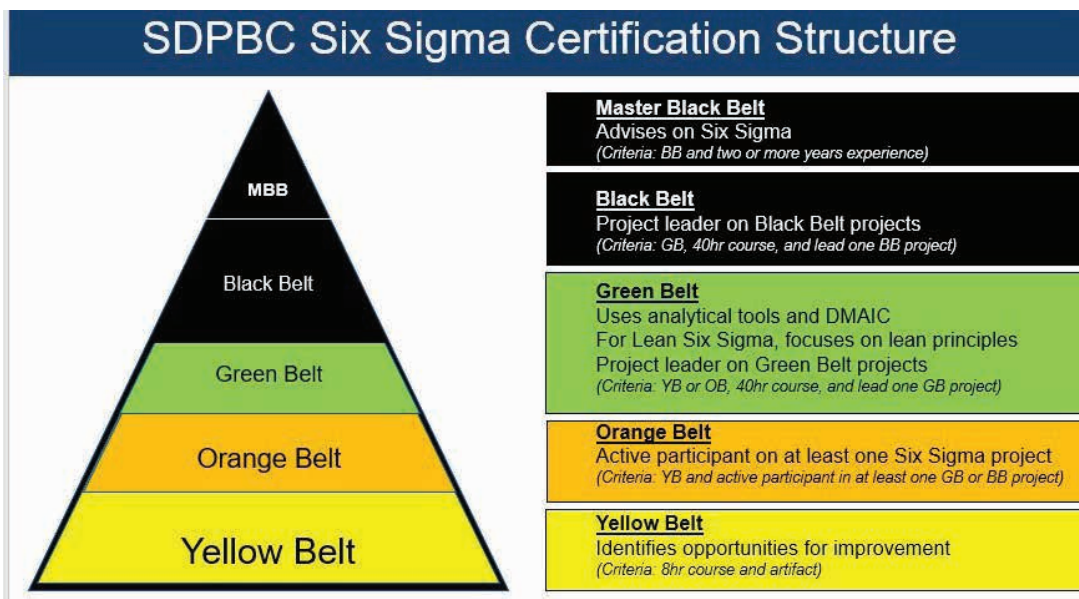
High Performance Culture

Objective 1: Ensure continuous improvement in all operations.

Lean Six Sigma Training

As part of the District's continuous improvement journey, the Human Resources Division began offering employees training and certification in Lean Six Sigma during FY19. The Lean Six Sigma certification has been widely regarded in the business space for decades and more recently has been adopted by leading school districts nationwide including our sister counties Orange and Broward. The trainings build a continuous improvement mindset throughout the organization by focusing on gathering the customer voice, management by data and metrics, and empowering individuals and teams to own and improve their work.

All employees have the opportunity to attain yellow belt certification, which provides an overview of concepts central to Lean Six Sigma. The green belt training is an in-depth course that develops candidates into improvement project facilitators and employee coaches. The implementation of a results-based, improvement project is required for certification. What began as a capacity building initiative in HR soon spread to other departments. As of August 1, 2019, 153 central office employees have been trained in Lean Six Sigma from technician to chief-level.



Objective 2: Improve employee engagement, retention, and performance.

Labor Relations

CTA

The 2018-2019 Collective Bargaining Agreement between the School Board and the Classroom Teachers Association (reopener) was approved by the Board on February 20, 2019 and ratified by the Association on March 15, 2019. Teachers who were rated highly effective on the performance pay schedule received a pay increase of 3.5%. Effective teachers on the same schedule received an increase of 2.75%. All other teachers received a cost of living adjustment of 0.5% to their base salaries. Teachers on the grandfathered schedule receive \$1 less than teachers with the same evaluation rating on the performance pay schedule. The District agreed to continue to replicate the State's Best and Brightest program for teachers who were excluded from the state's definition of classroom teacher.

SEIU

Our SEIU-represented employees continue to negotiate on the three successor Collective Bargaining Agreements. The prior agreement expired on December 31, 2018.

AESOP

On March 13, 2019, the Collective Bargaining Agreement with AESOP was approved granting all employees salary increases effective January 1, 2019 based on years of service. Employees hired before January 1, 2018 were provided with a 3% increase. Employees hired on or after January 1, 2018 were provided with a 0.5% increase. The salaries for our ESOL Community Language Facilitators were raised from a Level 7 to a Level 8, which constituted an approximate 5% increase to their salaries. All of the aforementioned increases were retroactive to January 1, 2019.

PBA

The District and our PBA-represented employees agreed to modifications to the January 1, 2018 – December 31, 2020 Collective Bargaining Agreement in the spring. Officers with less than one year of service in the District were provided with a 1% salary increase. Officers with one year to less than five years of service in the District were provided with a 3% salary increase. Officers with five years to less than 10 years of service in the District were provided with a 3.5% salary increase. Officers with 10 years to less than 15 years of service in the District were provided with a 4% salary increase. Officers with 15 years or more of service in the District were provided with a 6% increase.



Professional Standards

Department Goal

Ninety percent (90%) of HR service calls will be closed within 60 days to improve employee engagement, retention and performance.⁶

The following tables compare cases and service calls from July 1, 2018 to June 30, 2019 (FY19).

Table 1. HR Service Calls/Inquiries

FY19 Cases	Number of Cases	Percentage
Cases closed under 60 days	2,119	86%
Cases closed over 60 days	350	14%
Average # of days to close	20	
Total HR Service Calls	2,469	

Table 2. Office of Professional Standards Call/Inquiries

FY19 Cases	Number of Cases	Percentage
Cases closed under 60 days	51	54%
Cases closed over 60 days	43	16%
Cases closed over 120 days	20	21%
Average # of days to close	76	
Total HR Service Calls	94	

Communications and Engagement

Staff Newsletter Themes and Data

As part of efforts to reach all aspects of the Palm Beach County community—employees, students, parents, business partners, and civic leaders—the Communications Department publishes targeted newsletters that share important information and stories highlighting student, teacher, and staff milestones and success.

During FY19, the Department produced seven newsletters for different audience segments reaching thousands of readers throughout the county. The following table outlines each publication as well as frequency of distribution, number of recipients, and the average open rate.⁷

⁶ Many outside factors determine length of cases. These may include School Police investigations, State Attorney's Office investigation, outside attorney delays, Inspector General's Office investigation and other external factors.

⁷ The industry standard for the average open rate for an internal newsletter is 25%.

Newsletter Name	Target Audience	Frequency of Distribution	Number of Recipients	AVG Open Rate
Business Partners Newsletter	School District Business Partners and District Staff	Monthly	1,500	35%
Enfòmè W!	Haitian Creole Parents, Employees and Civic Leaders	Weekly (Tuesday afternoons)	4,000	18%
Friday5	School District Employees	Once a week (Fridays)	25,843	30%
Infòrmense	Hispanic Parents, Employees and Civic Leaders	Weekly (Tuesday afternoons)	18,666	31%
The Link	School District Employees	Once a week (Tuesdays)	25,843	31%
The Source	Parents, Community Members, Civic Leaders, 9080 and 9037 Staff.	Weekly (Monday afternoons)	106,771	26%
Your Penny at Work Newsletter	Community Stakeholders, Parents, Faculty & Staff, Board Members	Quarterly	117,000	28%

Awards and Recognitions

As part of its efforts to recognize and reward high-achieving employees, the School District of Palm Beach County honors personnel at all levels of employment to celebrate accomplishments throughout the school year.

Congratulations to the employees below for the recognition they received during the 2018-2019 school year.



- **Principal of the Year:** David Alfonso – Palm Beach Lakes High School
- **Teacher of the Year:** Daniella Boyd – Royal Palm Beach High School
- **School-Related Employee of the Year:** Annette Blanco – Loxahatchee Groves Elementary School
- **Beginning Teachers of the Year:**
 - Daria Miller – Clifford. O. Taylor/Kirklane Elementary (Elementary)
 - Brittney Poliak – Eagles Landing Middle (Secondary)
- **Mentor Teachers of the Year:**
 - Andrea Suarez – Highland Elementary School (Elementary)
 - Patrick Duncan – Park Vista Community High School (Secondary)

Other Recognitions Awarded by Community Stakeholders

- Florida Middle School P.E. Teacher of the Year Award (Given by the Society of Health and Physical Educators): Kristen Frazer – Christa McAuliffe Middle School
- Florida School Counselor of the Year Award (Given by Florida School Counselor Association): Megan Stair
- School Counselors of the Year (Given by Palm Beach School Counselor Association):
 - Wenda Oscar – Crosspointe Elementary School (Elementary)
 - Julia Vocelle – Woodlands Middle School (Middle)
 - Mary Turner – Park Vista Community High School (High)
 - Casey Weber – Wellington Community High School (New Counselor of the Year)
- Site-Based School Administrators of the Year (Given by Palm Beach School Counselor Association):
 - Danielle Garcia – Principal, Coral Sunset Elementary School (Elementary)
 - Joe Peccia – Principal, Eagles Landing Middle School (Middle)
 - Corey Ferrera – Assistant Principal, Dreyfoos School of the Arts (High)
- Florida Atlantic University Gutterman Family Exemplary Holocaust Educators:
 - Nancy Mensch – Egret Lake Elementary School
 - Mary Ellen Richichi – Independence Middle School
 - Carolina Simon⁸ – Loggers' Run Community Middle School
- School Psychologist of the Year-Early Career Award (Given by Palm Beach Association of School Psychologists): Katherine Ribakoff – School Psychologist
- Petway Award (Given by Palm Beach Association of School Psychologists): Dr. Leonard Ferrante – School Psychologist
- Outstanding School Employee of the Year Award (Given by Palm Beach Association of School Psychologists): Sharon Newman – Secretarial Clerk, Emerald Cove Middle School (retired)
- Media Promotion of the Year Award (Given by Adult and Community Educators of Florida Foundation): Brian Heisler – Specialist, Dept. of Adult and Community Education
- Instructional Support Staff of the Year Award (Given by Adult and Community Educators of Florida Foundation): Pamela Jo Wilson – Case Manager for Teacher Effectiveness, Dept. of Adult and Community Education
- Robert I. Goldman Award for Excellence in Holocaust Education (Given by Jewish Foundation for the Righteous): Maureen Carter – K-5 Social Studies/Holocaust Program Planner
- League Educator Apple Award (Given by the Broadway League): Sonja Kelly – Dance and Choice Program Coordinator, Glade View Elementary School
- STEM Educator/Collaborator Award (Given by South Florida Science Center and Stiles-Nicholson Foundation): Scott Lehman – Teacher, Crosspointe Elementary School
- Decoration Vicente Rocafuerte for Education Award From the National Assembly of the Republic of Ecuador: Dr. Otto F. Von Feigenblatt – Teacher, Royal Palm Beach Community High School
- Expanded Food & Nutrition Education Program (EFNEP) Award from the University of Florida: Sherrie Bedwell – Case Manager, Department of Adult & Community Education
- Awards Given by Florida Atlantic University Pine Jog Environmental Education Center's Green Schools Recognition Program:
 - Green Teacher of the Year: Dr. Rachel Wellman – Boca Raton Community High School
 - Green Principal of the Year: Gail Pasterczyk – Elbridge Gale Elementary School
 - Green Food Service Staff Member of the Year: Shriece Franks – Cafeteria Manager, H.L. Johnson Elementary School

⁸ Received the award in February 2019, but no longer works for the District.

Objective 3: Instill resource optimization to yield maximum return on investment.

Finance Division⁹

Accolades for Budgeting and Purchasing

The Budget Department developed a balanced FY19 budget recommendation that was unanimously adopted by the School Board on September 5, 2018. The Department also received the Association for School Business Officials (ASBO) Meritorious Budget Award (MBA) for the FY18 Budget, marking the second year the Department receives this honor. A second award was received from the Government Finance Officers Association (GFOA) for Best Practices in School Budgeting Program. SDPBC is only one of eight Districts nationwide—and the first in the state of Florida—to receive this prestigious award. The purpose of the School Budgeting Program is to better align resources with student achievement.

For the eleventh consecutive year, the School District of Palm Beach County Purchasing Department was the proud recipient of the National Procurement Institutes Achievement of Excellence in Procurement award. The School District of Palm Beach County is only one of 24 agencies in Florida and only one of 26 school districts in the United States and Canada to receive the award.

Successful Passage of the November 2018 Referendum

This passage of the November 2018 Referendum represented the second successful referendum in two years set to generate over \$2 billion in aggregate funding. During FY19, the Finance Division supported outreach efforts needed to secure voter approval of the 1.00 mill operating levy, which on its own will generate more than \$800 million for the District over the course of four years. Funds are being used to improve teacher pay, continue fine arts and choice programs, and enhance student and school safety through the implementation of numerous security and mental health measures. The Finance Division's commitment to attending stakeholder presentations proved critical to bolstering voter confidence in the District's stewardship of additional funds.

⁹ Finance consists of the following departments: Accounting, Budget, ERP, FTE & Student Reporting, Purchasing, Risk & Benefits Management, and Treasury.



Technology Enhancements

A new SIS Gateway for Parents and Students went live to all schools in August 2018, providing easy access to grades and other student information. The ERP team also lead the District through a major upgrade to PeopleSoft, and even scarified their 2018 Spring Break, along with their IT counterparts, to ensure everything occurred very smoothly.

Other accomplishments during FY19 included:

- All District-operated schools fully complied with State Class Size Reduction requirements for the eighth consecutive year.
- Student & FTE Reporting engineered a new process to capture student mental health data elements as required by the Marjory Stoneman Douglas High School Public Safety Act (SB 7026).
- District received an unqualified (“clean”) audit opinion with no findings for the second year in a row from our external financial audit. Our Financial Reporting Team received high praise from the Audit Committee and RSM on this incredible achievement.
- Accounting developed a Monthly Principal's Financial Accounting Current Tasks Report (P-FACT) in March 2019, which is now published regularly.
- The Treasury Department refinanced several debt issues to reduce interest expenses and terminate all Swaps.
- The Treasury Department also established a revolving line of credit to expedite sales tax expenditures. The transaction is structured to keep costs as low as possible if additional cash is not needed, but also provide flexibility to draw cash when needed. The estimated cost will be funded from interest earnings on the sales tax.
- The Risk & Benefits Management Department has been able to avoid an increase in Employee Health Insurance Premiums for 6 years in a row for the High Option Plan and 7 years for the Low Option Plan. This department has also kept the District on the cutting edge of risk management products and services helping to protect the District from various evolving threats.
- Assisted with reaching a settlement on the CTA contract that provides a 3% recurring salary increase to teachers on average.
- Increased the use of credit cards in schools by nearly 30%, further reducing the risk of missing cash.
- The Accounting Department released a whole suite of online ELM training modules for school principals, treasurers, and staff.
- The Purchasing Department continues to manage an incredibly high volume of procurement work resulting from the One Penny Sales tax (construction, technology, buses, etc.) to ensure schools and departments have the resources they need.
- The Payroll Department works tirelessly to ensure nearly 29,000 full and part-time employees get paid every two weeks (even when this requires some of them to sacrifice a portion of their Holiday to make this possible).

Lastly, the Finance Division as a whole put forth maximum effort to ensure school safety remained a top priority given the evolving legislative mandates. The Finance Division supported the efforts of School Police by setting aside the required budget resources, procuring new equipment and security services, assessing potential risks, processing increased payroll, and expediting budget-related reviews to support on-time submission of completed grant applications.

Information Technology Division

The Information Technology Division had a very productive year working on many key initiatives. First and foremost, IT contributed to the smooth start of the 2018-2019 school year. The Division also supported the successful rollout of 25,000 Trailblazer Chromebooks for classrooms of Google Certified Educators. At the beginning of FY19, the SIS Gateway was successfully rolled out in conjunction with the Student Reporting and Educational Technology Departments. SIS provides students and parents with online access to a wealth of student data. Collaboration was critical to successfully replacing Edline with the new SIS.

Other accomplishments during FY19 included:

- Mainframe Retirement: With the migration to our new SIS and other modern enterprise applications, we were able to retire our Mainframe saving the District approximately \$1 million annually.
- District Bandwidth Upgrade: As our overall District need for increased bandwidth continues to grow, in order to better serve our students and schools, we have upgraded our District bandwidth by 50% from 16GB to 24GB.
- Interactive Smart Boards: Worked with Ed Tech on the rollout of Interactive Smart Boards and associated technology in classrooms.
- Completed School Administrative Computer refresh.
- Successfully replaced our student and employees' user access (District login) provisioning.
- Elementary school servers upgrade completed.
- Completed SchoolDude utilities project with Facilities department.
- Wireless Access Points replaced at 17 middle and 30 elementary schools. IT continues to upgrade based on Sales Tax referendum/E-Rate funding approval.
- District Websites: The Applications & Development and Project Management teams worked with the Communications Department to ensure the successful rollout of new District and School websites.
- Completed implementation of new Storage Area Network (SAN) for our business continuity and disaster recovery.
- SITV Data Center: Transitioned to a newly-constructed data center at SITV, allowing for improved Business Continuity.
- Completed the ERP system version upgrade.
- Enterprise application optimization with Mainframe retirement.
- Established a department of IT security, recruited and hired appropriate management/staff without increase in IT budget to address District cybersecurity needs.
- 2018 Finalist for Hamdan Bin Mohammed Award for Innovation in Project Management, Dubai for IT Student Summer Internship Program.

Operations Division

School Safety

The School Police Department is dedicated to protecting students and staff, and the day-to-day policing model implemented by the District focuses on a collaborative approach of prevention, intervention, and diversion. An additional 94 School Police Officers were hired in FY19 to ensure at least one officer is on duty at each District-operated school at all times during normal school hours (as required by state legislation related to the safety and security of students on public school campuses).

School Police Officers received a total of 160 hours of training during the summer, including topics such as active shooter response, crisis response, autism awareness, and behavioral and mental health. The Department added 79 new police cars to the fleet in order to increase patrols and improve officer response times. School Police updated and implemented numerous technology components to abate threats and increase communications. Multiple security enhancement projects were completed, which included target hardening, security door modifications, additional surveillance cameras, card readers, intrusion alarm upgrades, radio enhancements for in-building coverage, and installation of security systems in new buildings.



Referendum – Facilities Work Completed

Jointly, the Maintenance & Plant Operations and Facilities Construction Departments currently manage more than 500 projects taking place at over 100 different schools in various phases of completion, from planning through closeout, with a total budgeted value of over \$275 million. Construction is underway on 400 projects. The remaining 100 projects are in the planning or design stage and will begin construction at some point during FY20. Below is a list of projects (both major and minor) completed during FY19 using funds generated by the Penny Sales Tax:

FY19 Major Summer Projects:

- 20 facility renewal projects at 10 schools
- Bathroom renovations
- Replacement of water and sewer lines, boilers, and water fountains
- Interior ceilings, flooring, painting, and lighting

FY19 Minor Summer Projects:

- Security enhancements
- Roof replacements
- Portable classroom installations
- Playground canopies
- CSIR/ADA work
- Drainage improvements
- Media center and cafeteria remodels
- Gym floor refurbishments
- Scoreboard replacements
- Stage curtain replacement
- BEMP & roofing repairs

FY19 Winter Break Projects:

- Kitchen and restroom remodeling
- Interior painting
- Flooring replacement
- Security enhancements
- Roofing
- New chillers installed at 12 schools

FY19 Spring Break Projects:

- 6 Chiller installations
- 8 Lighting and interiors projects
- 8 Restrooms and plumbing projects
- 8 Various infrastructure projects
- Verde holding campus modular installation
- Adult Education Center new campus construction



Comprehensive renovation projects began this summer at ten District schools. The projects address deferred maintenance and critical repairs to roofs and building envelopes, HVAC, fire alarm and intercoms, lighting, comprehensive safety inspection findings, and other functional and aesthetic improvements. An additional 17 schools are in the design and permitting stage, with planned construction starting next summer.

Other Projects In Process or Completed:

- Security enhancements including video surveillance, access card readers, video doorbells, fencing and gates, and single point of entry projects are in progress or completed at over 80 school facilities.
- Next generation Media Centers designed and constructed at Citrus Cove Elementary, Okeeheelee Middle, Glades Central High, Palm Beach Lakes High, and Suncoast High. The projects feature maker spaces, collaboration rooms, and purpose-built spaces for independent study and recreational reading.
- After a hard-fought application process with the Florida Department of Education, staff secured necessary approvals to construct a new elementary school (05-C) to relieve the West Boca Raton area, and a new high school (03-000) to relieve the Lake Worth/Greater West Palm Beach area.
- A temporary holding school was constructed to house students from Verde Elementary and Addison Mizner Elementary while their schools are under construction, with openings in 2020 and 2021, respectively. Construction on the Verde project is underway. The Addison Mizner project is in design.
- A holding school was prepared to house Washington Elementary students while the school is under construction. The modernized school will reopen in August 2021.
- Concrete modular classrooms added to Calusa Elementary, Spanish River High, and Highridge. Rented portables added to Christa McAuliffe Middle and L.C. Swain Middle to provide relieve and replace aged portables.
- Construction started on a new Adult Education facility in West Palm Beach.
- Design was completed and a GMP contract awarded to remodel and build an addition for the South Tech conversion charter on the former Odyssey Middle campus.
- Contracts awarded and design started for the remodel of West Technical campus.

Diversity in Business Practices

To further increase the number of small businesses doing business with the District, the Office of Diversity in Business Practices continued to expand its outreach, training, networking, certification and process improvement in FY19. In total, more than 1,900 community partners and small businesses attended District community outreach events, training workshops, bid debriefs, Meet and Greet events, and visited the Office of Diversity in Business Practices. Since discontinuing the District certification fee in October 2017, more than 350 businesses have successfully completed the certification application.

Outreach/Networking Events Held:

- Inaugural LGBTQ Pride Month Celebration
- Inaugural Black History Monty Celebration
- Women's Empowerment Summit
- The Million Dollar Roundtable Town Hall
- Get in the Game: Prime Vendor Showcase
- PowerNet with Palm Beach County, City of West Palm Beach and Solid Waste Authority
- Monthly Forecast of Opportunities & Small Business News
- Administrative Assistants Day – Goods and Services Mini Trade Fair
- Customized Outreach Events with Prime Vendors and Subcontractors
- Customized Vendor Meet and Greets with District Staff
- Customized Meet and Greets with Transportation, Foods Services and IT
- Vendor Bid-Debriefing: Project Specific

Training/Certifications/Process Improvement:

- Small Business University 2019 – 12 Weeks of Training for Small Businesses
- B2G Vendor Training - Staff, Prime Vendors and Subcontractors
- Onsite Contract Compliance Monitoring
- Interlocal Agreement with Miami-Dade County Public Schools – SBE and M/WBE Certification
- Personalized Assistance with Certification
- Combined the District SBE & M/WBE Certification Process
- Consistent Processing of New Certification Applications
- Re-design of Office of Diversity in Business Practice's website

In recognition of the efforts to cultivate SBE and M/WBE businesses, the School District and the Diversity in Business Practices Department have been nominated for the following awards:

- Chamber of the Commerce of the Palm Beaches – The School District of Palm Beach County nominated for 2019 Athena Award.
- The Florida State Minority Supplier Development Council – The School District of Palm Beach County nominated for Local Corporation of the Year, and Dicky Sykes, Office of Diversity in Business Practices Director, nominated for Advocate of the Year.
- Miami Minority Business Development Agency U.S. Department of Commerce – Dicky Sykes nominated for National Advocate of the Year.

Transportation

District Bus Drivers and Attendants are the first point of contact for students, families and school staff each day. Their performance is critical to deliver students to school and back home on time. For FY19, on time arrival exceeded 95% for the second consecutive year.

The Transportation Department works very hard every day to ensure the District has safe drivers and equipment on the road. In FY19, the Safety and Training team successfully trained:

- 106 Bus Drivers
- 35 Bus Attendants
- 1 Mechanic
- 5 School-Based Bus Drivers



Continuing the process of improvement from FY18, the aging bus fleet was replenished with the purchase of 81 new buses. Moreover, 206 salvaged vehicles were sold at public auction, clearing bus facilities of old, inoperable vehicles.

In addition to purchasing new vehicles, Transportation has the responsibility of maintaining the current fleet. In FY19, Transportation achieved bus availability of 90% and above. The District's 65 mechanics who are certified inspectors by the State of Florida completed 8,600 inspections.

School Food Service

The purpose of the School Food Service Department is to provide nutritious meals and promote healthful living. For the 2018-2019 school year, School Food Service served 8,604,653 breakfasts, 18,362,760 lunches, 2,328,692 afterschool snacks, and 979,369 suppers. Together, with a la carte and adult meals, approximately 34.5 million meal equivalents were served through mid-May, a 3.3% increase over the previous year.

During FY19, efforts were made to expand the After School Meals Program (Supper). School Food Service began serving suppers under the United States Department of Agriculture and Consumer Service's (USDA) Child and Adult Care Feeding Program to four schools in 2015. The program added 15 additional schools in 2018-2019, bringing the total number of participating schools to 72. The number of suppers served increased by 8.4% compared to last year. During Spring Break 2019, School Food Service provided free breakfast and lunch to 14 schools that hosted academic activities. A total of 3,749 meals were provided, with one school alone serving over 900 units.



Additionally, the High School Re-engineering Program (HSRP) has proven to be successful in providing more students with a nutritious meal. John I. Leonard High School became the sixth HSRP, opening its doors on August 13, 2018. The results were impressive, serving an additional 313 students for a 22% increase compared to the previous school year. The new HSRP now serves an average of over 1,700 lunches per day. One additional school will participate in the HSRP for FY20.

To fuel student learning, School Food Service provides a free, nutritious breakfast each morning at all District-operated schools. The following initiatives were implemented in FY19 to promote and expand breakfast participation.

- Breakfast in the classroom was implemented at Cypress Trails Elementary, resulting in an additional 9,581 breakfasts served over the previous year.
- Breakfast grab-and-go carts were implemented in 16 schools, serving 32,938 more meals than last year.
- Marketing was provided to 10 new and existing schools, which increased the number of breakfasts served in these schools by over 38,000.

Living Hungry, a non-profit organization working to end childhood hunger in the Palm Beach County community, reached out to School Food Service with an opportunity to provide additional food to families. School Food Service worked with Living Hungry and school principals to distribute food to families in need. In total, 36,288 meal kits and 24,000 juice boxes were delivered to 14 schools and provided to families. The District once again partnered with this organization prior to FY19 winter break and spring break periods to bring more food to needy students and families. As a result, 7,488 meals were provided to families at seven schools for over winter break and 59,520 meals were provided to families at 52 schools over spring break.



To continue to move the Wellness Initiative forward in the District, School Food Service established a Wellness Promotion Collaboration Team (WPCT) and held four meetings throughout the year. The WPCT assisted in the revision of the Wellness Promotion Policy (2.035) adopted by the Board on March 27, 2019. Three Wellness Promotion Task Force meetings were held to allow collaborative sharing with internal and external stakeholders on wellness topics and accomplishments impacting students and staff. A summary of those meeting topics can be seen below:

- October 2018 – Whole School, Whole Community, Whole Child Culture
 - 120 attendees
 - 16 Resource Expo tables
- February 2019 – Food Security; Community Hunger Relief
 - 150 attendees
 - 19 Resource Expo tables
- April 2019 – Spotlight on Wellness for Students, Staff, and Community
 - Over 300 attendees

Lastly, the School Food Service Department understands the importance of professional development for staff. During FY19, 38 School Food Service Central Office Staff attended 74 professional development workshops and/or conferences.

Planning & Intergovernmental Relations

The Planning & Intergovernmental Relations Department played an important role in FY19 by working with county officials to improve local revenue sources and approve zoning changes, facilitating an important land lease, property purchases and school sports facility improvements, and assisting with boundary changes and address verifications to alleviate school overcrowding.

For many years, school impact fees in Palm Beach County have lagged significantly behind other school districts. Planning & Intergovernmental Relations provided extensive data and participated in numerous public meetings in support of raising school impact fees. After four years of study, the County Commission adopted substantial increases in school impact fees on April 16, 2019. The increased fees will help to provide the necessary capital funds needed to address new capacity needs.

Additionally, after many years of work by the Department, County Commissioners approved several complex and long-desired County Land Use and Zoning Changes, paving the way for a new West Central Transportation facility on District property located on Belvedere Road. The District is now proceeding with creating a centralized, updated facility to enhance the efficiency and quality of transportation for our students and employees.

Collaborating with the City of Boca Raton, Department staff secured a Ground Lease for a holding school on City-owned land in Boca Raton, adjacent to Don Estridge Middle School. The temporary school campus is currently housing Verde Elementary students for FY20 followed by Addison Mizner Elementary students in FY21, while the existing schools are under construction. The use of temporary campuses reduces disruption to the instructional program. The Department also negotiated acquisition of the two remaining adjacent land parcels for the Addison Mizner Modernization project, enabling a more efficient site design for students, staff, and parents.

In collaboration with Facilities Management, Planning & Intergovernmental Relations coordinated agreements for major sports facility improvements at two large high schools. Working with the Village of Wellington, Wellington High will soon have a sports complex developed on school grounds. At West Boca High, the Evert Tennis Association will improve and expand existing tennis facilities. Students and the surrounding communities will benefit from both of these District-facilitated agreements for years to come.

To ensure the efficient use of existing schools and improve the learning environment, the Department facilitated boundary changes to relieve overcrowding at Highland Elementary and South Grade Elementary, while adding students to under-enrolled Barton Elementary. The Department also conducted extensive address verifications for Boca Raton and Jupiter High schools in order to relieve substantial overcrowding and defer the need for attendance boundary changes.

Objective 4: Increase customer service and support.

Florida Sterling Council

Governor's Sterling Award for Management Assessment

During FY19, the Human Resources Division took part in a rigorous assessment conducted by the Florida Sterling Council to review organizational performance excellence. As part of this assessment, the Florida Sterling Council recognized the School District of Palm Beach County for a best practice designation in Customer- Focused Excellence. Alongside other leading business and public sector organizations, the HR Division attended the Annual Sterling Conference in Orlando to share best practices and accept an award on behalf of the District.



Department Quality Survey (Department Grades)

In FY19, the District administered the Department Quality Services survey (DQS). This survey of District principals examines their satisfaction with the quality of department services provided in the District over the 2018-2019 school year. The DQS supports the Strategic Plan theme, High Performance Culture, as well as objectives aligned to ensuring continuous improvement and improving customer service throughout District operations. The results of the DQS include assigned corresponding letter grades.

There were 174 principals invited to participate in the FY19 survey, and 133 (76%) returned responses within the survey period.

Table 3. Response Rates by Level

Principal Type	Number of Responses Received	Response Rate
Elementary School	87	80%
Middle School	27	84%
High School	12	30%
Center Schools	7	77%

Principals were asked to work with their school leadership teams to rate eight attributes (items) of each department, as well as to respond to an additional item to determine the extent to which their school interacts with each department. All items included scales based on frequency. The items, which are summative in nature, are used to rate the overall quality of department services, and answer the question, "Are we effective?"

The items are:

1. There is timely response to initial contact.
2. Customer service is courteous and respectful.
3. This department works collaboratively with our school to address problems.
4. Our school's input is considered as services are provided.
5. Services are delivered in a timely manner.
6. Solutions are based on our school's needs.
7. The guidance and direction provided by this department are useful and actionable.
8. This department demonstrates professional integrity.
9. Our school typically interacts with this department...

Each respondent was also asked to provide comments for each department.

The following table lists the departments in descending order using the percent positive of responses. The familiarity index was calculated using only the first eight items to examine the percent of respondents familiar enough with each department to give the item a rating. A high familiarity index score represents a higher number of responses. Alternatively, a low familiarity index score indicates a low number of responses. A letter grade, similar to those used for school grades, has been assigned to the ratings using the following scale:

A = 90+
B = 89-80
C = 79-70
D = 69-60
F = 59 and below

The results of item 9 were used to determine an Interaction Index. The Interaction Index in the Summary Table below does not factor into the letter grades, and is based on the aggregate of principal responses to: “Our school typically interacts with this department.” Response choices were Daily, Weekly, Monthly, or Infrequently/Never. In order to arrive at an Interaction Index, the responses were assigned a number (1-4) and averaged. The following scale was used to determine the Interaction Index for each department:

Daily = 1.00-1.74
Weekly = 1.75-2.49
Monthly = 2.50-3.24
Infrequently/Never = 3.25-4.00

Table 4. Summary of the Department Results from the FY17-FY19 Department Quality Services Survey

Department	FY17 Grade	FY18 Grade	FY19 Grade	FY19 Percent Positive	FY19 Percent Negative	FY19 Familiarity Index	FY19 Interaction Index
9268 Compensation and Employee Information	A	A	A	97.5	2.5	86.4	MONTHLY
9053 Assessment	A	A	A	97.2	2.8	95.7	MONTHLY
9033 Early Childhood Education	A	A	A	97.1	2.9	42.8	INFREQ/ NEVER
9054 Research and Evaluation	A	A	A	96.6	3.4	95.5	MONTHLY
9229 IT Enterprise Applications	A	A	A	96.5	3.5	85.2	MONTHLY
9274 North Region	A	B	A	96.3	3.7	98.8	WEEKLY
9039 Adult Community Education	B	A	A	96.1	3.9	24.1	INFREQ/ NEVER
9026 FTE and Student Reporting	A	A	A	96.0	4.0	98.0	WEEKLY

Department	FY17 Grade	FY18 Grade	FY19 Grade	FY19 Percent Positive	FY19 Percent Negative	FY19 Familiarity Index	FY19 Interaction Index
ALT Alternative Centers	F	B	A	96.0	4.0	78.1	WEEKLY
9236 Treasury	A	A	A	95.9	4.1	84.7	MONTHLY
9080 Communications	A	A	A	95.8	4.2	89.3	WEEKLY
9273 Glades Region	A	B	A	95.8	4.2	100.0	MONTHLY
9018 Safe Schools	A	A	A	95.7	4.3	97.4	MONTHLY
9037 The Education Network	N/A	A	A	95.5	4.5	64.8	INFREQ/ NEVER
9228 Educational Technology	A	A	A	95.4	4.6	97.9	MONTHLY
9095 Environmental Conservation Services	A	A	A	95.2	4.8	83.6	INFREQ/ NEVER
9267 Recruitment and Retention	A	A	A	95.0	5.0	96.5	MONTHLY
9231 IT Technical Operations	A	A	A	95.0	5.0	93.3	MONTHLY
9264 Professional Development	A	A	A	94.7	5.3	96.6	MONTHLY
9261 Leadership Development	B	A	A	94.5	5.5	88.8	MONTHLY
9100 Accounting Services	A	A	A	94.4	5.6	97.2	WEEKLY
9049 IT Infrastructure Systems Support & Security	A	A	A	93.8	6.2	93.6	WEEKLY
9271 South Region	A	A	A	93.8	6.2	99.2	MONTHLY
9012 Extended Learning (Afterschool Programming)	A	A	A	93.2	6.8	79.8	MONTHLY
9083 Multicultural Education	B	A	A	92.9	7.1	95.3	MONTHLY
9220 Purchasing	A	A	A	92.9	7.1	96.8	MONTHLY
9007 Risk and Benefits Management	A	A	A	92.8	7.2	93.2	MONTHLY
9048 Teaching and Learning (K12 Curriculum)	A	A	A	92.6	7.4	95.4	MONTHLY

Department	FY17 Grade	FY18 Grade	FY19 Grade	FY19 Percent Positive	FY19 Percent Negative	FY19 Familiarity Index	FY19 Interaction Index
9272 Central Region	A	A	A	92.5	7.5	98.6	WEEKLY
9263 Professional Standards	B	A	A	92.5	7.5	97.9	INFREQ/ NEVER
9151 School Food Services	A	A	A	91.5	8.5	96.2	MONTHLY
9017 Global Education and Community Outreach	N/A	B	A	91.1	8.9	31.6	MONTHLY
9090 Budget	A	B	A	91.1	8.9	97.2	INFREQ/ NEVER
9304 Support Services	N/A	A	B	89.4	10.6	69.3	INFREQ/ NEVER
9242 Planning and Intergovernmental Relations	A	A	B	89.0	11.0	66.1	INFREQ/ NEVER
9031 Federal and State Programs	A	B	B	88.8	11.2	66.3	MONTHLY
9044 Choice and Career Options	B	B	B	86.5	13.5	81.5	MONTHLY
9004 School Police	B	B	B	85.8	14.2	96.9	WEEKLY
9032 Exceptional Student Education	B	B	B	85.7	14.3	97.6	WEEKLY
9450 Facilities Services	C	B	B	85.2	14.8	98.8	WEEKLY
9245 Facilities Construction	N/A	N/A	C	79.5	20.5	82.8	MONTHLY
9320 Transportation Services	D	B	C	70.8	29.2	94.6	WEEKLY

N/A=Department was not included in DQS that year.



Board and Community **Relations**

Board and Community Relations

Referendum Initiatives

November 2018 Referendum

On July 18, 2019, the School Board decided to place a measure on the November 2018 ballot asking voters to voluntarily raise their property taxes to benefit traditional public schools. The additional revenue was needed to counteract many years of state cuts to education coupled with new legislative mandates related to school safety and security. More specifically, the funding was needed to:

- Enhance school safety.
- Hire additional school counselors and mental health professionals.
- Improve teacher pay, with the most experienced teachers earning an annual retention supplement of \$10,000.
- Keep arts and music education, and continue to fund over 650 Art, Music, PE, Health, Choice and Career education teachers.

The District organized a Community Tour that allowed the Superintendent to directly connect with parents, teachers, staff, and the general public and bring awareness to the Referendum. These events were hosted at high schools located throughout the county. The Superintendent and members of his leadership team also spoke at numerous events throughout the county to clarify the need, communicate the District's plan for increased funding, and answer questions from the public. Events included local chamber meetings, county and municipal meetings, and various breakfast and luncheon meetings hosted by Palm Beach County business partners and associations. Formal endorsements in support of the increased millage were received from multiple organizations, including:

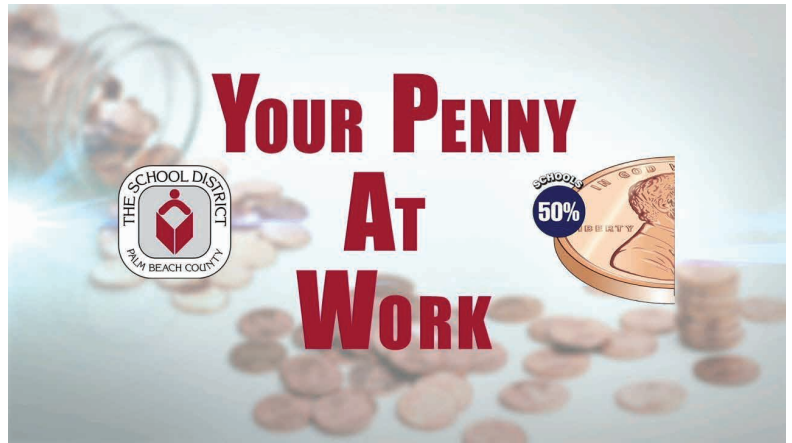
- Florida State Hispanic Chamber of Commerce
- Boca Chamber of Commerce
- Chamber of Commerce of the Palm Beaches
- Greater Delray Beach Chamber of Commerce
- Palm Beach North Chamber of Commerce
- League of Women Voters of Palm Beach County
- National Coalition of 100 Black Women
- Palm Beach County Classroom Teachers Association (CTA)
- Palm Beach County Parent Teacher Association (PTA)
- Palm Beach Post
- Sun Sentinel

Because of the District's advocacy efforts, voters overwhelmingly approved the millage increase on November 6, 2018 by 72%, with over 380,000 Palm Beach County residents voting YES on the measure. The November 2018 Referendum is expected to generate \$800 million over a four-year period. Every dollar collected and spent will be overseen by an independent Referendum Oversight Committee of Palm Beach County citizens and experts.



Penny Sales Tax (Your Penny At Work)

By the end of FY19, the Facilities Department completed several much-needed projects using revenue generated from the Penny Sales Tax. The Communications Department updates the community on these projects by regularly publishing a newsletter highlighting progress. Details captured in those publications are shared in the summary that follows.



Bear Lakes Middle School received new furniture, and renovations were made to the media center and administrative offices at Cypress Trails Elementary School and New Horizons Elementary School. Classroom lighting repairs and play court resurfacing work was done at Jupiter Farms Elementary School, as well as locker replacements and fire alarm upgrades at Wellington Landings Middle School. A flurry of activity occurred during Spring Break including chiller installations, restroom, plumbing, and lighting projects at various schools. Up to \$750,000 was spent to purchase pressure washers, vacuums, buffers, pads, and repair services that help to provide everyday maintenance at our schools. These items are instrumental in keeping buildings, floors, and facilities clean, creating a safe and healthy learning environment.

The Penny Sales Tax boosted District spending on safety and security, with 27 new police SUVs added to the fleet, and 25 more police cars on the way. Additionally, nearly \$6 million was spent to upgrade the School District phone system. An enhanced, up-to-date modern system allows for optimal communication. Without an upgrade of this nature, the District would be at risk of a major phone system outage that could potentially disrupt communications throughout the District and impact the ability to contact first responders in an emergency situation.

By the end of the fiscal year, \$10 million in referendum funds were utilized to ensure a 21st century learning environment. The District's Education Technology (Ed Tech), Information Technology, and Teaching and Learning departments started the Trailblazer program in 2017, aligning with one of the District's strategic initiatives to provide digital and blended learning opportunities utilizing technology.

In 2017, only a few teachers in the District were Google Certified Educators. Now, the District has the most Google Certifications of any school district in the world. There are many benefits to becoming a Google Certified Educator, including the ability to effectively engage students in lessons by using tools in the G Suite.

Trailblazers are also among the first to receive new technology, such as the nearly 100,000 Chromebooks and the 11,000 Penny Sales Tax-funded SMART Interactive Flat Panels. The Penny Sales Tax has helped make the Trailblazer program possible by providing the necessary technical infrastructure, including upgrading wireless technology in classrooms.

Additionally, students in 177 schools across the District will hear their teachers more clearly thanks to the Penny Sales Tax. Systems were installed or repaired in every instructional area of schools to help teachers gain the attention of their students and keep them engaged without the teacher needing to raise their voice.

The state-of-the-art enhancements include amplifiers in the ceilings, speakers around the class, mics that hang from the teacher's neck and hand-held microphones to allow students to also be heard. More than \$12 million of sales tax proceeds have been invested into HVAC units and/or repair. In total, 150 schools are set to receive new chiller units.

To see what schools will receive as a result of the community's support of the sales tax referendum, visit www.palmbeachschools.org/referendum2016.

Legislative Affairs

The District's FY19 Legislative Platform and Issues of Continuing Concern focused on several areas including student learning, safety and mental health, finance, facilities, teacher pay, recruitment, and retention, and charter school accountability. Several members of the School Board attended Palm Beach County Days in Tallahassee on March 5-6, 2019 to advocate on behalf of the students and staff of Palm Beach County. The Superintendent also provided public testimony at a Florida Senate Education Committee hearing on March 6 to inform state lawmakers of the School Board and District's legislative priorities.

Educational Facilities

Building new schools is necessary to alleviate overcrowding and ensure proper infrastructure is in place to address future housing developments in already overpopulated areas of the county. Unfortunately, the state approval process for building new schools is very cumbersome, and the District experienced many issues in the past when attempting to secure approval to begin new construction projects. In particular, the Educational Plant Survey (EPS) approval process was one of the major obstacles the District faced when proposing new construction.

The School Board made educational facilities one of its top legislative priorities for FY19. Because of the efforts of the District's legislative liaisons in Tallahassee, important legislation was passed during the 2019 Legislative Session that now exempts construction projects funded by the Local Capital Outlay Millage from the EPS process. This was a huge victory for the District as the legislation now puts control of new school construction back into the hands of local school boards.

Appropriations Projects

District advocacy efforts also resulted in the awarding of two appropriations projects set to benefit the Palm Beach County community in FY20. The School District of Palm Beach County was the only school district to receive additional funding through the appropriations process. The combined funding amount for these two projects was \$400,000, and the District has one year to expend the awarded funds. A summary of the two projects is shared below.

- [African American History Museum at the Historic Roosevelt High School \(\\$150,000\)](#) – Roosevelt High School was one of South Florida's first high schools to serve Black students, and it is located in the Northwest District of the city of West Palm Beach, which was designated as a U.S. historic district on January 22, 1992 due to its rich history and culture. An African American History Museum is needed to preserve heritage within the African American community in a creative and innovative way, while providing the Historic Northwest District with its first library and computer lab—services that are greatly needed for underserved and under resourced students and community members in this part of Palm Beach County. The \$150,000 allocation may be used to hire a Museum Planner to catalog and preserve artifacts, plan exhibitions, secure community support, and aid in the design of the museum as part of the construction process.
- [West Tech Education Center \(\\$250,000\)](#) – West Tech is uniquely situated in Belle Glade, an area with 15% to 16% unemployment. It is the only adult education provider accessible to many individuals in the community who desperately need career and technical training. The appropriation was needed to help low-income individuals in the Belle Glade community enhance their job skills and gain access to new career paths and opportunities for stable, year-round employment. The appropriation also aligned to the Governor's education platform to ensure the state offers high quality Career & Technical educational programs that provide pathways to enhanced skills and higher wage jobs for individuals. The \$250,000 allocation may be used to provide financial assistance to new students to help offset the costs of attending West Tech such as tuition, supplies, fees, and textbooks.

HB 7123

The Palm Beach County community came together when the state legislature attempted to pass a bill that would have forced traditional public schools to retroactively share any funds generated by voter-approved millage increases. This presented a unique situation in Palm Beach County, as voters approved a ballot measure in November 2018 that specifically stated the millage increase would solely benefit non-charter District schools.

District staff quickly mobilized and engaged community stakeholders in an advocacy campaign to bring awareness to HB 7123 and the negative impact it would have on traditional public schools. The School Board took formal action to signal the District's strong opposition to the retroactive sharing piece of the bill, and media outlets across the state took notice. The Palm Beach County CTA also played an instrumental role in mobilizing teacher support for the District's position.

The combined efforts of the District and community stakeholders ultimately resulted in members of the Florida Senate respecting the will of Palm Beach County voters. Language that would have forced school districts to retroactively share voter-approved referendum funds with charter schools was removed, and the revised bill was later passed by lawmakers and signed by the Governor.



Global Education and Community Outreach

Global Education and Community Outreach is responsible for seeking out, establishing, and building relationships with key and diverse educational interests and audiences, citizens, volunteers, businesses, community/civic agencies, and faith-based organizations, to include state, federal, international, and other education interests.

The Department seeks to engage stakeholders in the successes and initiatives of the District through developing and executing cultural outreach strategies aligned to the District's Strategic Plan, as well as acting as a liaison between educational organizations at the local, national, and international levels and the District. Departmental accomplishments are highlighted below:

International Partnerships

- MOU with Mexico SEP regarding Plazas Comunitarias (in process)
- China's Ministry of Education Research Department
- Spain Ministry of Education and Culture - ISA, teacher recruitment
- Italian Consulate in Miami - teacher recruitment, funding assistance, instructional materials (\$40,000 grant)
- MOU with two regions of Italy for the establishment of sister schools (Città di Castello and Castiglion Fiorentino)
- Member of educational delegation to Haiti with Boynton Beach Officials
- France's Ministry of Education in Washington and Miami - Instructional materials (\$7,000 grant)
- France Label Education Program in three district schools
- Consul General of Japan in Miami - hosted First Lady of Japan and organized school visit to Logger's Run Middle School

National and International Presentations

The Assistant Superintendent of Global Education and Community Outreach participated in the following events:

- Speaker at Innovation Africa Conference in Zimbabwe, Africa
- Facilitated the 2019 NABE Global Education Forum
- Presenter at the 22nd NPLI/AASA Annual Institute
- Speaker at the Department of Education Multi-literacy Forum
- Keynote speaker at ALAS 2018 Conference (member of legislative assembly team, 2019)
- Facilitated EdTrust/NABE Equity Institute

National Partnerships

- NABE
- National EL Roundtable Committee (at the invitation of the US Department of Education)
- National English Language Success Forum (ELSF) Advisory Board
- Latinos in Action
- ALAS
- HISPA
- Initiated partnership with Wozniak Education group and established pilot programs at Jupiter Elementary for cybersecurity and at Pahokee Middle for drones

Local Partnerships

- Norton Museum Education Advisory Committee
- Member of Mayor Muoio's Committee for Hispanic Affairs
- Hispanic Education Coalition
- Puerto Rican Hispanic Chamber of Commerce
- Hispanic Chamber of Commerce
- Florida ALAS
- Miami City Ballet
- Palm Beach Area Refugee Task Force
- Sec Pew Foundation (secured grant of \$95,500)

Other District Events/Initiatives

- Organized a presentation featuring historical figure Dolores Huerta (spoke with students, teachers and administrators)
- Hispanic Education Coalition Luncheon
- Hispanic Heritage Celebration
- Haitian Culture and Language Institute
- Haitian Community Meeting (in attendance: United Nation's Ambassador for Haiti and the Mayor of Pétion-Ville, Haiti as well as many National and local Haitian leaders)



Strategic Plan

A more detailed update of progress towards Strategic Plan completion was shared with the community in February 2019 as part of the Strategic Plan Annual Report publication. Details from the publication are summarized below.

Overview

In July 2016, the School District of Palm Beach County launched its five-year Strategic Plan, Growing Strong, which introduced critical initiatives to increase reading on grade level by 3rd Grade, ensure high school readiness, increase the high school graduation rate, and foster post-graduate success. The Strategic Plan guides the District's direction and is the result of many conversations with stakeholders.

The Strategic Plan is organized around four themes that drive the District's path forward:

- Effective and relevant instruction to meet the needs of all students
- Positive and supportive school climate
- Talent development
- High performance culture.

The graphic is a dark blue layout for the 'Strategic Plan Annual Report'. At the top left, it says 'School District of Palm Beach County' in white. To the right is a photo of three young girls sitting on the floor, focused on a project. Below the school name is a circular logo with the text 'MORE OF EVERYTHING YOU WANT FOR YOUR CHILD' and 'PALM BEACH COUNTY SCHOOLS Your BEST Choice'. The main title 'Strategic Plan Annual Report' is in white on the right. Below this, four strategic initiatives are presented in white boxes with photos and icons:

- GROWING. STRONG.** Increase reading on grade level by 3rd grade. (Photo of children smiling)
- Ensure high school readiness. Including: Academic achievement, behavior & engagement. (Photo of a student reading)
- Foster post-graduate success. Including: High school scholars, dual-enrollment degrees, industry certifications, college enrollment and persistence, military enlistment. (Photo of students in a science lab)
- Increase the high school graduation rate. (Photo of a graduate in a cap and gown)

At the bottom left is a photo of three students working together on a large project on the floor. At the bottom right, it lists 'Donald E. Fennoy II, Ed.D. Superintendent' next to the School District of Palm Beach County logo.

LONG-TERM OUTCOMES

 Increase reading on grade level by 3rd grade GOAL: 75%	 Ensure high school readiness Including: Academic achievement, behavior & engagement GOAL: 75%	 Increase the high school graduation rate GOAL: 90%	 Foster post-graduate success Including: High school scholars, dual-enrollment degrees, industry certifications, college enrollment and persistence, military enlistment GOAL: 75%
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STRATEGIC THEMES

 Effective & Relevant Instruction to Meet the Needs of All Students	 Positive & Supportive School Climate	 Talent Development	 High-Performance Culture
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OBJECTIVES Ensure a shared commitment and collective responsibility for the academic success of every student Establish personalized learning opportunities for all students Ensure academic proficiency of all students from pre-kindergarten through grade 2	OBJECTIVES Ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students Secure parent and community partnerships to support the academic and social/emotional development of all students	OBJECTIVES Promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement Recruit, select and hire high-quality employees	OBJECTIVES Ensure continuous improvement in all operations Improve employee engagement, retention and performance Instill resource optimization to yield maximum return on investment Increase customer service and support
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Tracking Progress Towards Outcome Achievement

Long Term Outcome 1: Increase Reading on Grade Level by 3rd Grade


Increase reading on grade level by 3 rd grade 	Performance Measure	Unit of Measure	Students	Actual				2021 Targets	
				FY16	FY17	FY18	FY19	FY20	FY21
				Florida Standards Assessment English Language Arts	Students scoring Level 3 or higher	All Students Female - Black Female - Hispanic Female - White Female - ELL Female - ESE Female - FRL Male - Black Male - Hispanic Male - White Male - ELL Male - ESE Male - FRL	52	54	56
Gap to Goal 21									

Long Term Outcome 2: Ensure High School Readiness

Ensure high school readiness Including: Academic achievement, behavior & engagement 	Performance Measure	Unit of Measure	Students	Actual				Targets	
				FY16	FY17	FY18	FY19	FY20	FY21
				Index of Florida Standards Assessment English Language Arts, Math, Algebra 1, Geometry, Attendance, and Suspensions	Students scoring Level 3 or higher Less than 11 absences 0 Suspension Days (OSS)	All Students Female - Black Female - Hispanic Female - White Female - ELL Female - ESE Female - FRL Male - Black Male - Hispanic Male - White Male - ELL Male - ESE Male - FRL	54	60	61
Gap to Goal 16									


Tracking Progress Towards Outcome Achievement

Long Term Outcome 3: Increase High School Graduation Rate

Increase the high school graduation rate 	Performance Measure	Unit of Measure	Students	Actual				2021 Targets		
				FY15	FY16	FY17	FY18	FY19	FY20	FY21
				Federal Cohort Graduation Rate	Percent of students graduating on-time with standard diploma	All Students	85	88	90	92
		Female - Black	80	87	89.5	92.5				
		Female - Hispanic	86	88	89.6	91.6				
		Female - White	94	95	95.1	96.3				
		Female - ELL	60	68	76.5	83.7				
		Female - ESE	77	81	83.7	88.8				
		Female - FRL	81	87	88.2	91.4				
		Male - Black	74	80	84.2	85.8				
		Male - Hispanic	80	84	87.0	89.0				
		Male - White	90	92	91.5	94.1				
		Male - ELL	55	60	69.8	74.4				
		Male - ESE	72	79	79.0	83.9				
		Male - FRL	75	80	83.9	86.4				

Goal Reached
Early!

Long Term Outcome 4: Foster Postgraduate Success

Foster post-graduate success Including: High school scholars, dual-enrollment degrees, industry certifications, college enrollment and persistence, military enlistment 	Performance Measure	Unit of Measure	Students	Actual				2021 Targets		
				FY15	FY16	FY17	FY18	FY19	FY20	FY21
				AP/IB/AICE/DE, Industry Certification	Percent of graduates successful outcome	All Students	67	67	67	68
		Female - Black	53	56	55	56				
		Female - Hispanic	69	70	69	71				
		Female - White	81	82	80	81				
		Female - ELL	45	45	54	54				
		Female - ESE	32	34	42	34				
		Female - FRL	57	61	60	61				
		Male - Black	42	44	46	47				
		Male - Hispanic	62	59	63	62				
		Male - White	77	74	75	77				
		Male - ELL	38	34	50	46				
		Male - ESE	33	32	40	34				
		Male - FRL	51	51	54	54				

Gap to
Goal
7

Superintendent Community Tour

The Superintendent kicked off the FY19 school year by visiting several high schools across the District to connect with parents, teachers, students, staff, and community members. These meetings allowed the Superintendent to update stakeholders on the District's progress towards achieving the long-term outcomes outlined in the Strategic Plan as well as share priorities for the upcoming school year. Time was also set aside for individuals to ask questions about the November 2018 Referendum and the District in general.

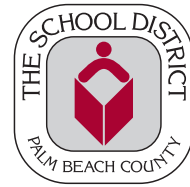
The following high schools hosted Community Tour events on behalf of the Superintendent:

- Suncoast High School
- Atlantic High School
- Jupiter High School
- Boca Raton High School
- Glades Central High School

In addition to his Community Tour, the Superintendent gave 106 speeches throughout the county and held 229 meetings with individual Board Members during FY19.







School District of Palm Beach County

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palmbeachschools.org

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