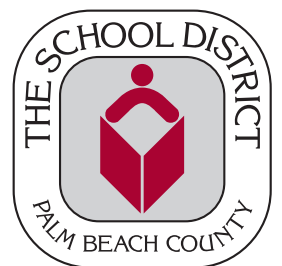The School District of Palm Beach County's
Strategic Plan

Annual Report

GROWING. STRONG.

THE SCHOOL DISTRICT
PALM BEACH COUNTY

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

DISTRICT 1
Barbara McQuinn

DISTRICT 2
Chuck Shaw, *Chairman*

DISTRICT 3
Karen Brill

DISTRICT 4
Erica Whitfield

DISTRICT 5
Frank A. Barbieri, Jr., Esq.

DISTRICT 6
Marcia Andrews

DISTRICT 7
Debra Robinson, M.D., *Vice Chairwoman*

Superintendent's *Message* to Stakeholders

Dear School Board Members, Staff, and Community,

Just two years ago I was traveling the community listening to the input of parents, students, teachers, staff, and administrators to craft the District's Strategic Plan. The voices of over 1,000 community members echoed similar themes – concern about growing achievement gaps among minority students, a lack of accelerated curriculums for students in the elementary grades, the need for more PreK and career academy seats for students, an expectation of District leadership to be more accessible and responsive to the community, and so many more valid expectations that informed the writing of the Strategic Plan. The result of these conversations, the School District of Palm Beach County's 2016-2021 Strategic Plan: Growing Strong, has provided a laser focus for our work and the prioritization of resources these past two years.

I am pleased to report that as I continue to spend time with community members, the same excitement around the work of the strategic plan is evident. This is an exciting time for the District; achievement gaps are narrowing, the graduation rate for all ethnic groups is improving, our students have more access to online learning tools than ever before, and our employees, students, and parents are reporting increased satisfaction with Palm Beach County Schools.

This report provides updates on the baseline data and work around the initiatives of the strategic plan. I am pleased with our progress but there is still much more work to be accomplished if we are to continue growing strong as a District and community.

Thank you for your continued support and involvement with our District schools.

Sincerely,

Robert M. Avossa, Ed.D.
Superintendent

Introduction

The School District of Palm Beach County's Annual Report is a comprehensive review of the District's progress toward the outcomes of the community-authored five-year strategic plan.

Table of Contents

PALM BEACH SCHOOLS

11TH LARGEST DISTRICT IN THE NATION

$2.9 BILLION BUDGET

193,000 STUDENTS

IN

180 SCHOOLS

88.3% GRADUATION RATE IN DISTRICT OPERATED SCHOOLS

61% A & B RATED SCHOOLS

27,168 TOTAL EMPLOYEES

12,800 TEACHERS

NO 'F' RATED TRADITIONAL SCHOOLS

197 DIFFERENT COUNTRIES AND TERRITORIES OF BIRTH

145 LANGUAGES SPOKEN

DISTRICT SCHOOLS OFFER INSTRUCTION IN SEVERAL LANGUAGES

{ CHINESE
FRENCH
ITALIAN
LATIN
SPANISH
AMERICAN SIGN LANGUAGE }

312 AWARD WINNING PROGRAMS IN THE AREAS OF CAREER ACADEMIES

31,707,988 MEALS SERVED 2016-2017

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

PALM BEACH COUNTY SCHOOLS
Your *BEST* Choice

GROWING. STRONG.

915 BUSES

TRANSPORT 60,000 STUDENTS DAILY COVERING APPROXIMATELY 13 MILLION MILES PER YEAR

VISIT PALMBEACHSCHOOLS.ORG

Strategic Plan Overview

Thousands of community members, parents, students, teachers, staff, and administrators participated in the School District of Palm Beach County's Strategic Plan process. The result of our work, the *School District of Palm Beach County's 2016-2021 Strategic Plan: Growing Strong*. The plan reflects a collective passion for student achievement and a willingness to work toward achieving equity and excellence for all students.

The strategic plan guides the system's direction and is critical to communicate the organization's goals and vision to its stakeholders.

Student Achievement Overview

PALM BEACH COUNTY GRADUATION RATE

DISTRICT OPERATED SCHOOLS

7.9 POINTS

INCREASE

OVERALL

Year	Rate
2016	88.3%
2015	85.3%
2014	84.3%
2013	81.6%
2012	80.4%

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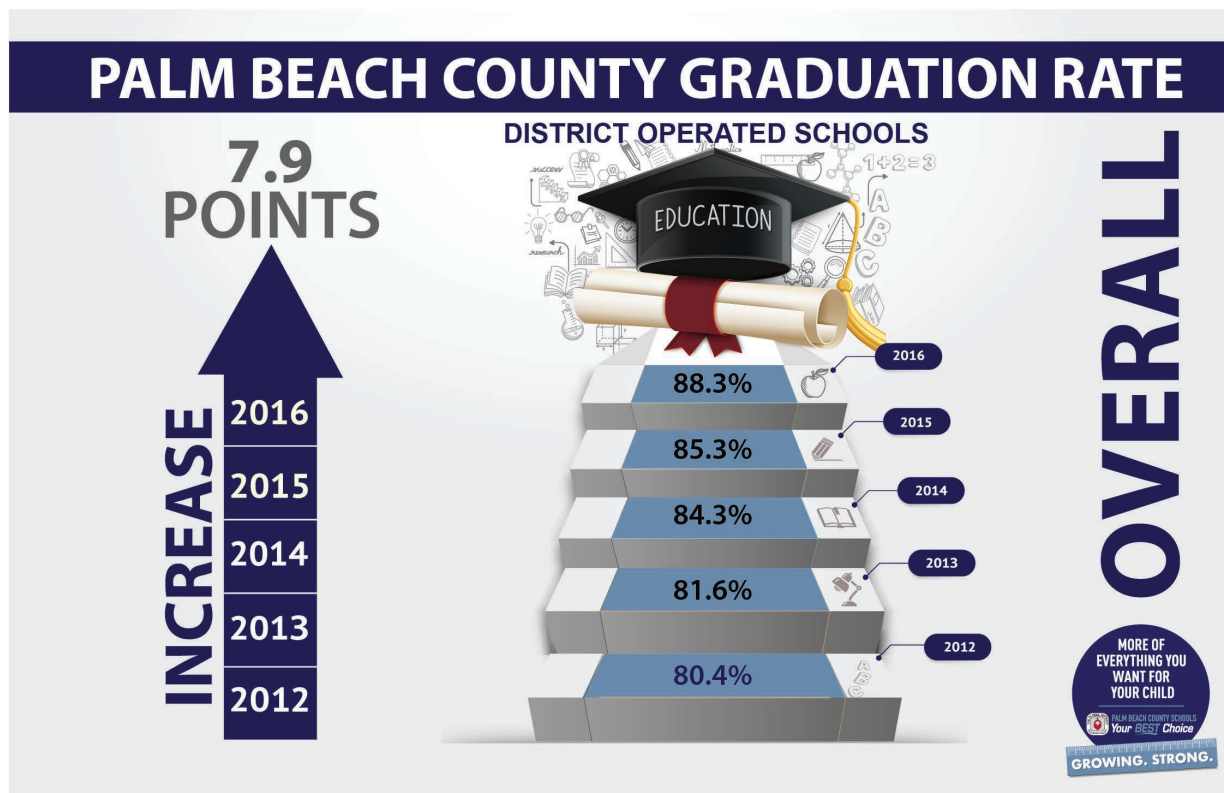
30 SCHOOLS IMPROVED THEIR LETTER GRADE

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GROWING. STRONG.

School	2016	2017	School	2016	2017
ALLAMANDA ELEMENTARY SCHOOL	B	→ A	JUPITER ELEMENTARY SCHOOL	C	→ B
BANYAN CREEK ELEMENTARY SCHOOL	B	→ A	LAKE PARK ELEMENTARY SCHOOL	C	→ B
BOCA RATON COMMUNITY MIDDLE SCHOOL	B	→ A	LIBERTY PARK ELEMENTARY SCHOOL	D	→ B
BOYNTON BEACH COMMUNITY HIGH	D	→ C	LINCOLN ELEMENTARY SCHOOL	D	→ C
CARVER MIDDLE SCHOOL	D	→ C	MEADOW PARK ELEMENTARY SCHOOL	B	→ A
CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY	C	→ B	NORTH GRADE ELEMENTARY SCHOOL	C	→ B
CORAL SUNSET ELEMENTARY SCHOOL	C	→ B	OLYMPIC HEIGHTS COMMUNITY HIGH	B	→ A
DR. MARY MCLEOD BETHUNE ELEMENTARY	D	→ C	ORCHARD VIEW ELEMENTARY SCHOOL	D	→ C
EGRET LAKE ELEMENTARY SCHOOL	C	→ B	PALM BEACH PUBLIC SCHOOL	B	→ A
FOREST HILL ELEMENTARY SCHOOL	C	→ B	POINCIANA STEM ELEMENTARY MAGNET SCHOOL	B	→ A
GRASSY WATERS ELEMENTARY SCHOOL	C	→ B	SANDPIPER SHORES ELEMENTARY SCHOOL	B	→ A
GROVE PARK ELEMENTARY SCHOOL	F	→ C	THE CONSERVATORY SCHOOL AT NORTH PALM BEACH	B	→ A
HAMMOCK POINTE ELEMENTARY SCHOOL	B	→ A	TRADEWINDS MIDDLE SCHOOL	C	→ B
INDIAN PINES ELEMENTARY SCHOOL	C	→ B	WASHINGTON ELEMENTARY MAGNET SCHOOL	F	→ B
JERRY THOMAS ELEMENTARY SCHOOL	B	→ A	WOODLANDS MIDDLE SCHOOL	B	→ A

DISTRICT ACHIEVEMENT

	ELA	MATH	SCIENCE	SOCIAL STUDIES		
BROWARD	57	59	54	71	→	B
DADE	57	58	55	70	→	B
DUVAL	49	57	56	67	→	B
HILLSBOROUGH	53	55	54	72	→	B
ORANGE	55	53	55	69	→	B
PALM BEACH	56	60	59	73	→	B
PINELLAS	52	56	56	67	→	B

IMPROVED TWO OR MORE LETTER GRADES

GROVE PARK ELEMENTARY SCHOOL	F → C
LIBERTY PARK ELEMENTARY SCHOOL	D → B
WASHINGTON ELEMENTARY MAGNET SCHOOL	F → B

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

Palm Beach County Schools
Your BEST Choice

GROWING. STRONG.

88.3% GRADUATION RATE
DISTRICT OPERATED SCHOOLS
2015–2016
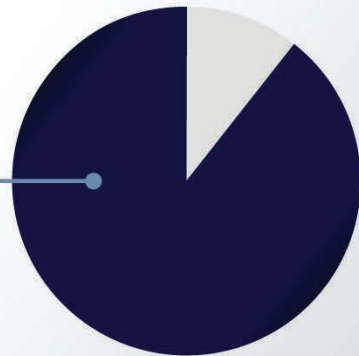
CLOSING THE ACHIEVEMENT GAP

BLACK GRADUATION RATE	▲ 4.6%
HISPANIC GRADUATION RATE	▲ 3.2%
WHITE GRADUATION RATE	▲ 2.2%

The Grades Are In – FY17 Data

- Overall, 30 schools operated by the School District of Palm Beach County improved by at least one letter grade.

- A total of 63 District-operated schools earned As from the state and 35 schools earned Bs.

- 61% of the District's traditional schools are rated "A" or "B"; an increase of 6% from the prior year.

- 61% of elementary schools were rated "A" or "B"; an increase of 5% from the prior year.

- 58% of middle schools were rated "A" or "B".

- 70% of high schools were rated "A" or "B"; an increase of 12% from the prior year.

- For the first time in many years, no District-operated school received an "F" this year.

- The District has a "B" rating similar to FY16; however, when compared among the seven largest districts in Florida, the District demonstrated higher performance overall and in five of the 11 components including Math, Science, Social Studies Achievements, and Graduation Rate

Long-Term Outcomes

As a result of extensive stakeholder input, gathered through open community meetings, surveys, and feedback sessions, we identified four interdependent, essential, long-term outcomes which are the specific measurable results the School District of Palm Beach County wants to achieve.

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%

Four Areas of Focus/Strategic Themes

The four strategic themes emerged as a guide to set priorities, focus energy, and ensure a common path to accomplish the long-term outcomes.

We have organized the path forward around these four areas or themes. The District must improve in these areas to achieve the four long-term outcomes for the strategic plan.

STRATEGIC THEMES

Effective & Relevant Instruction to Meet the Needs of All Students

Positive & Supportive School Climate

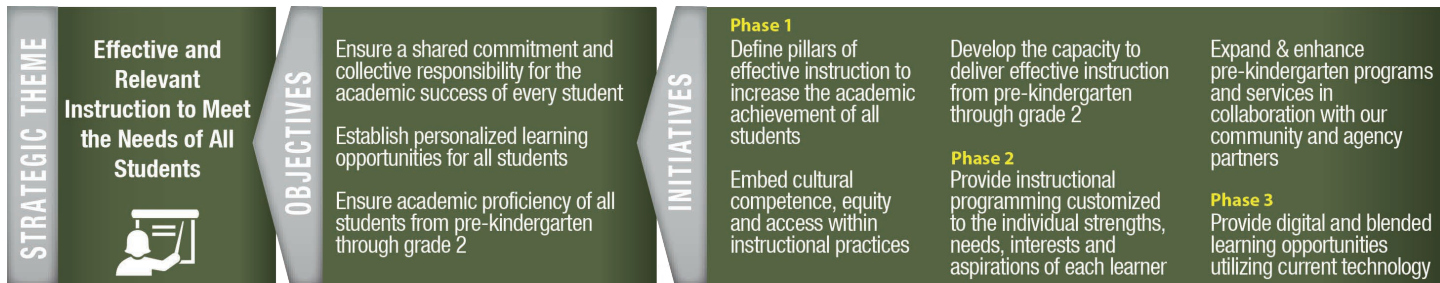Talent Development

High-Performance Culture

Five Year Plan

In July 2016, the School District of Palm Beach County launched its Five-Year Strategic Plan: Growing Strong, introducing 19 critical initiatives to increase reading on grade level by Grade 3, ensure high school readiness, increase the high school graduation rate, and foster post-graduate success.

Objectives and initiatives have been developed for each strategic theme. Action plan teams, led by an owner and assigned a sponsor to advocate and champion the work, are currently implementing the initiatives, which are being phased in over time.

LONG-TERM OUTCOMES

Increase reading on grade level by 3rd grade
GOAL: 75%

Ensure high school readiness
Including: Academic achievement, behavior and 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%

STRATEGIC THEME: Effective and Relevant Instruction to Meet the Needs of All Students

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

INITIATIVES
- **Phase 1** Define pillars of effective instruction to increase the academic achievement of all students
- **Phase 2** Embed cultural competence, equity and access within instructional practices
- Develop the capacity to deliver effective instruction from pre-kindergarten through grade 2
- **Phase 2** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner
- Expand & enhance pre-kindergarten programs and services in collaboration with our community and agency partners
- **Phase 3** Provide digital and blended learning opportunities utilizing current technology

STRATEGIC THEME: Positive and Supportive School Climate

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

INITIATIVES
- **Phase 1** Ensure a comprehensive "Single School Culture" in every school
- Addressing bullying prevention through Social Emotional Learning (SEL)
- **Phase 2** Align behavioral and social/emotional services while increasing accessibility
- Align new and existing community and parent partnerships

STRATEGIC THEME: Talent Development

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

INITIATIVES
- **Phase 1** Develop and implement a recruitment system that attracts high-quality and diversity in candidates by job group/category
- Develop and implement rigor in the selection and hiring processes that effectively identify and screen for high-quality, skilled applicants
- **Phase 3** Develop leadership advancement pathways for all employees

STRATEGIC THEME: High-Performance Culture

OBJECTIVES
- Ensure continuous improvement throughout the district
- Improve employee engagement, retention and performance
- Instill resource optimization to yield maximum return on investment
- Increase customer service and support

INITIATIVES
- **Phase 1** Implement a comprehensive performance management system
- **Phase 2** Implement rigorous project management structures, protocols and processes
- Build a district-wide culture of pride, trust & respect
- Develop resource allocation processes aligned with student needs
- Enact systemic customer service
- **Phase 3** Establish and implement recognition and differentiated compensation systems

Phase 1 Blueprints

A detailed project plan, a blueprint, that included work-plan projections, milestone deliverables, performance indicators, proposed budget, identified interdependencies, and a stakeholder engagement plan was created by the initiative teams. The work plan drives the conversations at regular initiative team meetings, facilitated by the initiative owner.

STRATEGIC THEME	OBJECTIVES	INITIATIVES
Effective and Relevant Instruction to Meet the Needs of All Students	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	**Phase 1** Define pillars of effective instruction to increase the academic achievement of all students Embed cultural competence, equity and access within instructional practices	Develop the capacity to deliver effective instruction from pre-kindergarten through grade 2 **Phase 2** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner	Expand & enhance pre-kindergarten programs and services in collaboration with our community and agency partners **Phase 3** Provide digital and blended learning opportunities utilizing current technology

Initiative:

Define pillars of effective instruction to increase the academic achievement of all students

Current State:

The current state of many classrooms includes whole group instruction, students working independently (even when sitting in groups), a lack of technology (either in hardware or inclusion within instruction), and a variability of teacher efficacy.

Desired State:

The improved state will consist of student-centered learning that is standards-based, personalized, project-based, and includes authentic use of technology to connect classrooms within the District and across districts. All stakeholders will demonstrate a shared commitment to this vision to align instructional practices and improve outcomes for all students.

The following are Initiative-Specific Goals and Desired Outcomes:

Improvements will be noted in single school culture, instructional focus and leadership, instructional practice in classrooms, academic achievement of students, and post-graduate success of students.

Measurable impacts include:

- Teacher practice
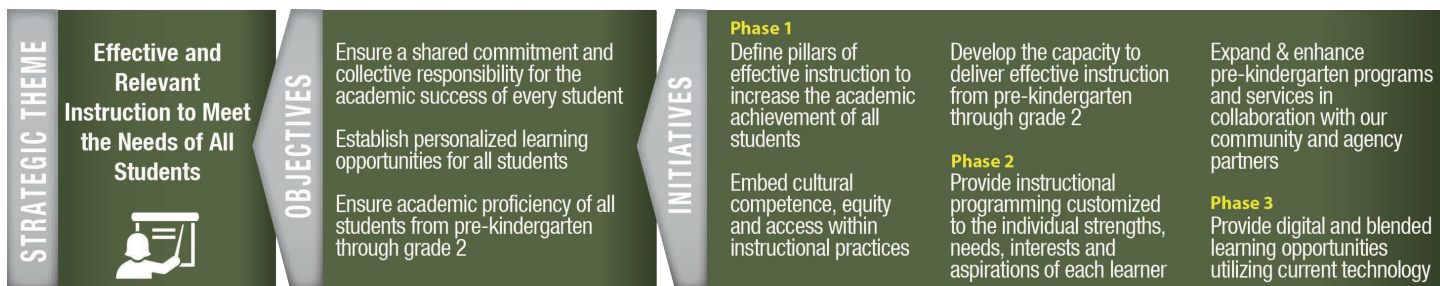- Academic success of all students
- Post-graduate success of students

Current Data and Future Targets Align with the Strategic Plan as a whole:

Long-term Outcome	Current Data	Proposed Goal for FY21
Reading on Grade Level by Grade 3	54	75
High School Readiness	54	75
Graduation Rate	88.3	90
Post-graduate Readiness	66.7	75

Significant Work for FY17

- Designed Pillars of Effective Instruction to allow for all Students to be:
  - Immersed in rigorous tasks encompassing the full intent of the standards
  - Actively engaged in building, connecting, and applying knowledge
  - Collaborating in a student-centered, personalized environment
  - Empowered and supported through high expectations to be college and career ready

- Introduced Principals to the Pillars of Effective Instruction to provide for:
  - Teachers to continue the conversation in curriculum preschool professional development sessions
  - Principals to delve deeper into the meaning of each pillar along with the connections to the Marzano elements
  - Additional tools, conversations, and opportunities for Pillars work to continue throughout the year

STRATEGIC THEME	OBJECTIVES	INITIATIVES
Effective and Relevant Instruction to Meet the Needs of All Students	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	**Phase 1** Define pillars of effective instruction to increase the academic achievement of all students Embed cultural competence, equity and access within instructional practices **Phase 2** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner Develop the capacity to deliver effective instruction from pre-kindergarten through grade 2 **Phase 3** Provide digital and blended learning opportunities utilizing current technology Expand & enhance pre-kindergarten programs and services in collaboration with our community and agency partners

Initiative:

Embed Cultural competency, Equity and Access within Instructional Practices

Current State:

Baseline student data indicates an inequity among student subgroups (English Language Learners, White, Black, Hispanic, Male and Female students) with regard to: reading on grade level by Grade 3, high school readiness, participation and performance in accelerated coursework, graduation rate, postsecondary enrollment, and out-of-school suspensions.

Desired State:

Over the next five years in the School District of Palm Beach County, there will be a shift in culture and practice, as all stakeholders become more aware of cultural biases, policies are updated, participation in accelerated courses is increased for underrepresented students, and cultural competence is embedded within instruction. Through this shift in culture and practice, teachers and other stakeholders will be adequately equipped to respond to the needs of diverse learners and all students will have equitable access to programs and opportunities, which will be reflected in a narrowing of the disparities among subgroups.

The following are Initiative-Specific Goals and Desired Outcomes:

The improved state will reflect a shared commitment and collective responsibility for the academic success of every student and cultural competence will be embedded within instructional practices. As a result, there will be a cultural shift toward a greater awareness of diversity, and an effective response to meet the needs of all learners will increase equity and access of academic opportunities for all students.

Over the next five years, cultural competence will be embedded within instructional practices to meet the needs of all learners. To measure the impact of this initiative, selected data will be disaggregated by subgroups (White, Black, Hispanic, English Language Learners, Students with Disabilities, Females and Males), and analyzed annually to monitor impact on students reading on grade level by Grade 3, high school readiness, participation and performance in accelerated coursework, graduation rate, postsecondary enrollment, and out-of-school suspensions.

Significant Work for FY17

- Designed and launched an Exposure and Awareness Campaign regarding Race, Cultural Competence, Equity vs. Equality, and Access involving: District Staff, Principals, and Assistant Principals participating in interactive awareness sessions

- Selected a Cultural Competence Awareness Self-Assessment Tool

- Conducted Master Schedule Analysis of all Elementary, Middle, and High Schools

- Developed partnership with the Teacher Equity Fellowship

- Developed AP Potential/Parent Night toolkit for schools

- Trained all secondary administrators, counselors, and coordinators in AP Potential

| STRATEGIC THEME | Effective and Relevant Instruction to Meet the Needs of All Students | 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 | INITIATIVES | Phase 1 Define pillars of effective instruction to increase the academic achievement of all students. Embed cultural competence, equity and access within instructional practices | Develop the capacity to deliver effective instruction from pre-kindergarten through grade 2. Phase 2 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner | Expand & enhance pre-kindergarten programs and services in collaboration with our community and agency partners. Phase 3 Provide digital and blended learning opportunities utilizing current technology |

Initiative:

Develop the capacity to deliver effective instruction in PreK to Grade 2

Current State:

- Grade 3 state literacy test scores have been below the state average for the past ten years.

- There is a high number of student retentions in Grades K through Grade 2 (K-1.8%; Grade 1 – 1.9%; Grade 2 – 1.5%).

- There is a gap between all students and ELL, ESE, Hispanic, and Black students that has widened for literacy in Grade 3.

- Instructional practices are inconsistent.

- Teacher (instructional) and principal (Leadership) capacity is at various levels.

- There is a lack of shared vision.

- There are insufficient materials to fully support ESE and ELL students.

- There is an insufficient supply of books for classrooms (e.g., Big Books, leveled readers, classroom libraries, nonfiction). According to Richard Allington and Pat Cunningham in the book Classrooms That Work, there should be a minimum of 700 books per classroom library.

- There is insufficient oral language development structures and resources.

- PreK is only offered at certain schools; but is needed at many more.

Desired State:

- All students will enter Grade 3 reading on grade level.

- All stakeholders will have a working knowledge of the Language Arts Florida Standards (LAFS), English Language Development (ELD) Standards, and the Florida VPK standards relevant to their roles.

- A District-wide vision for PreK through Grade 2 literacy core instruction will be implemented.

- Principals and assistant principals will be instructional leaders who collaborate with students, teachers, and colleagues around best practices that create positive change in student proficiency and independence.

- All stakeholders will work in an environment where the "non-negotiables" are understood and embraced.

- Specific job-embedded, onsite literacy professional development will be designed and implemented for all stakeholders that includes supporting school leaders, teachers, and literacy coaches through modeling, coaching, providing feedback, and building common language and understandings in a balanced literacy framework.

- Strategies for students with disabilities and ELLs will be infused throughout the curriculum.

- Students reading below grade level will be provided with supplemental appropriate interventions to meet their specific needs.

- There will be clear evidence of effective use of quality formative assessment data for planning and guiding instruction, tracking and monitoring student progress, and unpacking the standards.

- Results from various diagnostic tools will be more effectively used to differentiate instruction in order to meet the needs of all learners.

- There will be a District-wide system that will be utilized to monitor implementation, delivery of instruction, and assessment.

- PLCs, LTMs, and common planning structures are in place to effectively plan for instruction, analyze student data to drive instruction, collaborate and share best practices, engage in professional development.

The following are Initiative-Specific Goals and Desired Outcomes:

If the District develops capacity to deliver effective instruction in PreK through Grade 2, then enhanced instructional practices will positively impact student achievement resulting in at least 75% of all Grade 3 students reading on grade level by the year 2021.
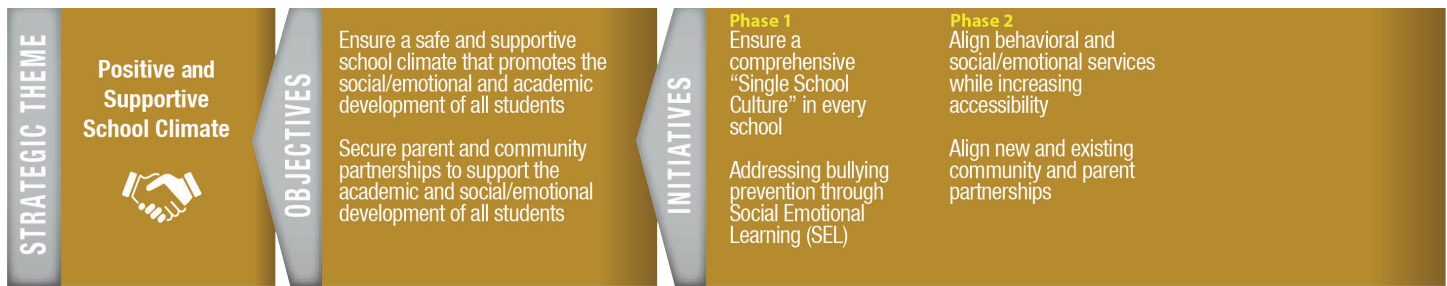
Measurable Impacts:

- Professional development attendance and completion
- Teacher evaluation data
- Academic data
- Student retention data
- Kindergarten readiness data
- VPK assessment data

Significant Work for FY17

- Created a shared vision of effective literacy instruction based on the Pillars of Effective Instruction in the PreK to Grade 2 classrooms
- Piloted new standards-aligned curriculum in Grade 2
- Provided standards-based resources to schools

| STRATEGIC THEME | Positive and Supportive School Climate | 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 | INITIATIVES | **Phase 1**
Ensure a comprehensive "Single School Culture" in every school

Addressing bullying prevention through Social Emotional Learning (SEL) | **Phase 2**
Align behavioral and social/emotional services while increasing accessibility

Align new and existing community and parent partnerships |

Initiative:

Ensure a Comprehensive "Single School Culture" in every school

Current State:

Results of the NYU Educational Equity Audit (March 2016) on teacher self-efficacy indicate that:

- Only 46.4% agree or strongly agree that students' grades improve because the teacher found more effective teaching approaches.

- Only 46.5% agree or strongly agree that they (the teachers) knew the necessary steps in teaching a concept if a student masters a new concept quickly.

- Only 51.1% agree or strongly agree that they (the teacher) can get through to even the most difficult or unmotivated students.

- Only 76.6% agree or strongly agree that they (the teachers) know some techniques to re-direct him/her quickly.

These statistics demonstrate a lack of teacher self-efficacy beliefs impacting academic achievement, student behavior, and school climate. The percentage of students not reaching proficiency and the number of suspensions and high-level discipline incidents also point toward a need to strengthen teacher and student self-efficacy. Many students also lack connectedness to school which speaks to their levels of motivation and willingness to apply effort. The 2015 School Effectiveness Questionnaire (SEQ) found that 26% of students responded negatively to the statement "There is at least one adult at school who knows me well." School connectedness is important to academic achievement, positive social behaviors, and overall student success (Blum, 2005). Data from teacher observations, using the Marzano framework and reporting through iObservation, reflect low coding on elements that demonstrate the teacher's ability to establish and maintain effective relationships with students (Design Question 8).

Inconsistent implementation of existing initiatives contributes to the vast disparity in discipline data and academic achievement data among various subgroups. The number of suspensions, especially among sub-groups, points to a lack of social/emotional skills among the students.

Although Palm Beach County is an B-rated" district, academic data indicates significant numbers of non-proficient students. The new Florida Standards have led to a lack of understanding of the importance of instructional shifts necessary to meet the demands of the new standards resulting in instruction that lacks rigor. Transition to the new Florida State Assessment has left gaps in student preparation.

Desired State:

When students feel that they are capable of performing at high levels, their willingness to put forth effort is greatly increased. When the conditions for learning are built into the school and classroom climate, academic and discipline data improve and students become internally motivated to succeed. Students can be successful when they feel connected to school, are involved in their own learning, and feel confident in their ability to develop and achieve.

The District's multi-tiered system of supports develops adults, addresses student need, and creates an inclusive environment on campus. Implementation of Single School Culture transforms the school into a community of professional learning resulting in the following outcomes and measurable impacts:

- Teachers reflect and evaluate their personal performance (Marzano: Domain 3).

- Teacher conversation frequently revolves around research-based instructional practices for academic, behavior, and social/emotional instruction.

- Teachers develop standards-based lessons (Marzano: Domain 2) and provide standards-based instruction (Domain 1).

- Teachers serve as instructional leaders by mentoring colleagues (Marzano: Domain 4).

- Embedded professional development practices are utilized, such as, Instructional Rounds, Lesson Study and Side-by-Side Coaching.

- Consequences for discipline incidents are fair, consistently applied, and meant to change behavior and not punish.

- Principals create a professional learning community on their campus.

- Students are academically successful and proficiency rates increase.

- Student climate surveys reflect student appreciation for support, encouragement, and connectedness to school and its goals.

- A successful Single School Culture is evident on each school campus utilizing the Multi-tiered System of Supports (MTSS) framework with additional enhancements in the area of climate.

  - Academics – language that motivates

  - Behavior – teach, model, coach, correct, and recognize the expectations

  - Climate – environment is dependable and predictable for students

- Universal Screeners for academics are regularly utilized.

- Continuous monitoring of fidelity and accountability is provided regarding the SBT/Problem Solving-RtI process.

- School Counselors develop, implement, and evaluate programs that dedicate 80% of their time to providing Core, Supplemental, and Intensive services to students to address the development of mindsets and behaviors for student success.

- The school community creates an environment where all members are welcomed, supported, and feel safe in school: psychologically, emotionally, intellectually and physically.

The following are Initiative-Specific Goals and Desired Outcomes:

Students and adults will understand and believe that by increasing the application of their effective effort, teacher and student self-efficacy will improve. The conditions for learning will be evident in every classroom and across every campus. The social/emotional and academic development of all students will be supported and improved. Students will feel physically, psychologically, and emotionally safe and have a sense of belonging to school.
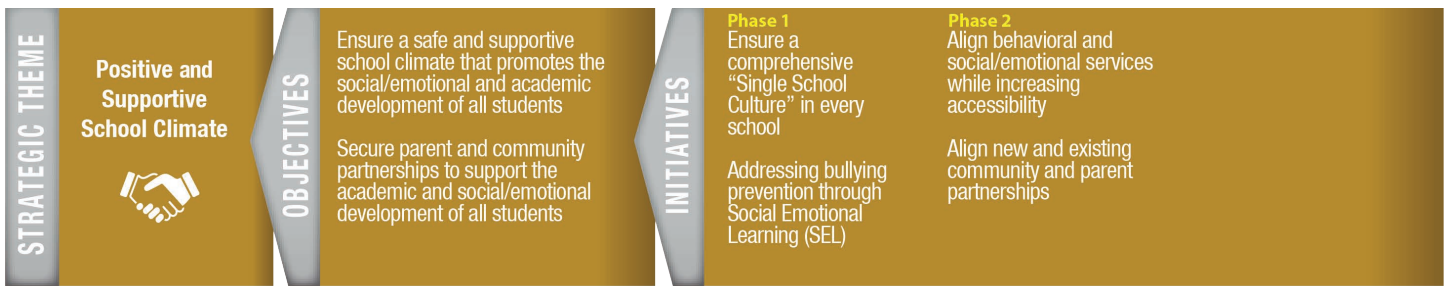
The success of the initiative will be evident by improvements in both student and adult climate survey data. A focus on school connectedness will impact chronically absent students, and academic proficiency levels will increase as discipline incidents decrease. A safe and nurturing environment improves morale and motivation among students and adults.

Measurable Impacts:

- Improve Climate survey results

- Decrease Out-of-School Suspension data

- Improve all Academic data (FSA)

- Improve Attendance for chronically absent students

- Improve Teacher retention in hard-to-staff schools

Significant Work for FY17

- Developed a training for Single School Culture (Academics, Behavior, and Climate)

- Developed a training component on efficacy and mindset for educators

- Provided training on analysis of school discipline data

- Conducted research on a new or revised climate survey

- Provided a logic model for school climate improvement efforts

- Provided training on Professional Learning Communities (PLCs) for Principals and Assistant Principals

STRATEGIC THEME	OBJECTIVES	INITIATIVES
Positive and Supportive School Climate	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	**Phase 1** Ensure a comprehensive "Single School Culture" in every school Addressing bullying prevention through Social Emotional Learning (SEL) **Phase 2** Align behavioral and social/emotional services while increasing accessibility Align new and existing community and parent partnerships

Initiative:

Addressing Bullying Prevention through Social and Emotional Learning (SEL)

Current State:

- Based on SEQ data, 30% of students do not feel they have an adult on campus that they can talk to.
- The perception of the parents and community is that bullying is an overwhelming problem in our schools.
- Certain schools have high numbers of office discipline referrals, resulting in ISS and OSS.
- Some schools have low attendance rates, which is indicative of disconnected youth.
- Coding of certain incidences is extremely high (i.e. disrespect, disobedience).

Desired State:

There will be high expectations for academics as well as behavior. Relationships among all groups of the school will be strengthened, thus creating a more positive school climate. The community and parents will have improved interactions with school centers and perceptions will shift. Students will feel emotionally and physically safe on campus.

- Positive, safe and supportive learning environments.

- High Expectations for behavior and academics.
- All teachers and students believe they can succeed (Efficacy).
- Improved community perceptions about how bullying is being addressed in schools.
- SEL and behavioral needs met and addressed effectively and with fidelity for ALL students in varied intensity levels (multi-tiered) according to initiative standards.
- Improved teacher morale.
- Further development of positive student/ teacher relationships evidenced by increased ratios of positive interactions .

The following are Initiative-Specific Goals and Desired Outcomes:

The social, emotional, and academic development of all students will be supported and improved. Students will feel physically and emotionally safe and have a sense of belonging to school. Student discipline/attendance and connectedness data will indicate as such.
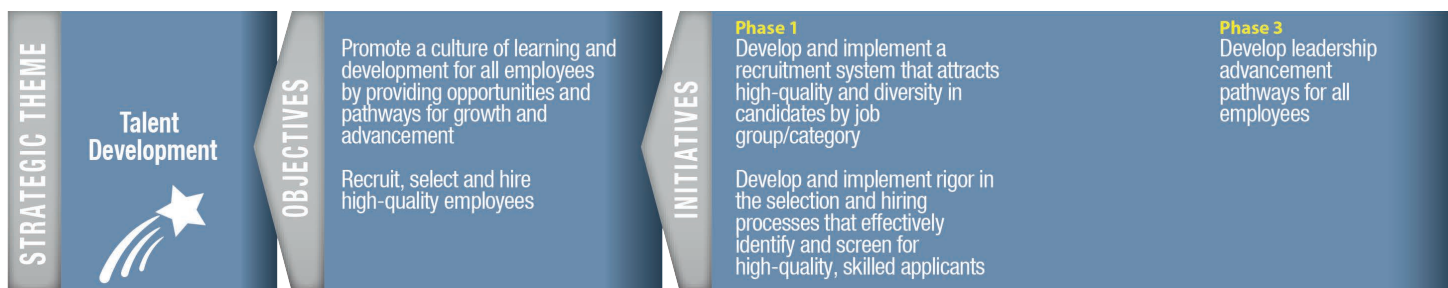
Measurable Impacts:

- School Climate Survey Data
- Discipline Data (incidents and suspensions)
- Specific Incidents of Reported Bullying
- Attendance

Metrics	Baseline Data		Five Year Target
Reported Bullying Incidents	238		179 (25% reduction)
School Effectiveness Questionnaire (SEQ) 5 (There is at least one adult at school who knows me well)	70%		84%
Improved attendance for students who have 11+ absences	14.37%	(28,473)	(# will be dependent on student population) 10%

Significant Work for 2016-17

- Adopted a School Counselor Job Description
- Convened a District writing team for SEL standards
- Created professional development on SEL standards for training
- Reviewed evidence-based programs for SEL explicit instruction
- Participated in Wallace Grant for SEL
- Expanded Tech Safe training to include preventing Cyberbullying

STRATEGIC THEME	Talent Development	OBJECTIVES	Promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement	INITIATIVES	**Phase 1** Develop and implement a recruitment system that attracts high-quality and diversity in candidates by job group/category	**Phase 3** Develop leadership advancement pathways for all employees
			Recruit, select and hire high-quality employees		Develop and implement rigor in the selection and hiring processes that effectively identify and screen for high-quality, skilled applicants	

Initiative:

Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group/category

Current State:

Currently, the District is struggling to fill teaching positions, especially at high-needs schools, and face challenges with staffing positions within operations (bus drivers, maintenance staff, etc.). Several initiatives have improved hiring practices, including bonuses in the Glades and job fairs for bus drivers. It is too early to determine the long-term success of these efforts.

Other notes:

- Experienced teachers hired outside our District have six years deducted from their salary schedule and are treated as first-year teachers in the evaluation and reappointment system.

- Employees who transfer from other Florida districts receive half of their sick leave initially and earn 1 day back for each month employed.

- Leadership positions receive less retirement benefits than a few other large urban districts in Florida.

- Potential bus drivers are trained and licensed prior to being offered employment in our District.

- Nearly 50% of our maintenance staff is near retirement, and there is not a sufficient pool of candidates in the community to fill these positions. The District also struggles to find partners to support the apprentice program to train workers for other opportunities.

- The climate of transportation is not supportive and numerous managers have received little to no training in leadership..

- The Communications & Engagement Department is underutilized and often left out of the process when discussion involves advertising and marketing.

- The Leadership Development program does not target future leaders, but relies on self-selection.

- While our compensation for teachers is in the top quartile of Florida districts, much of this benefit is lost when comparing housing prices in Palm Beach with other districts.

- The District has spent a lot of time and money on recruiting trips without measuring the success of these trips (Return on Investment).

- There is limited support (financial and tutoring) for potential teachers that need to pass certification exams in order to apply for positions.

- Bilingual school counselors are difficult to find, and restrictions added by Multicultural make it difficult to fill these positions (i.e. pass Spanish test, non-Hispanic Spanish speakers).

- The District has limited opportunities for non-English speaking candidates.

- There is a District-wide lack of cultural, racial and linguistic diversity.

Desired State:

The District will have a diverse and highly qualified applicant pool to fill vacant positions. Our employee demographics will reflect our student population, with a focus on continuing recruitment efforts that broaden the District's cultural, racial, and linguistic diversity. The District will continue to cultivate partnerships with community stakeholders including colleges, universities, non-profit organizations, government agencies, and businesses.

Initiative-Specific Goals and Desired Outcomes:

The School District of Palm Beach County will decrease the number of job vacancies when school starts and increase the diversity of candidates selected to work in the District.

Job vacancy percentages, demographics of candidates hired, and entry surveys can be used to monitor the success of this initiative. (i.e., we are losing 50 percent of employees in Maintenance due to retirement; average age of 50 for Transportation Services employees).
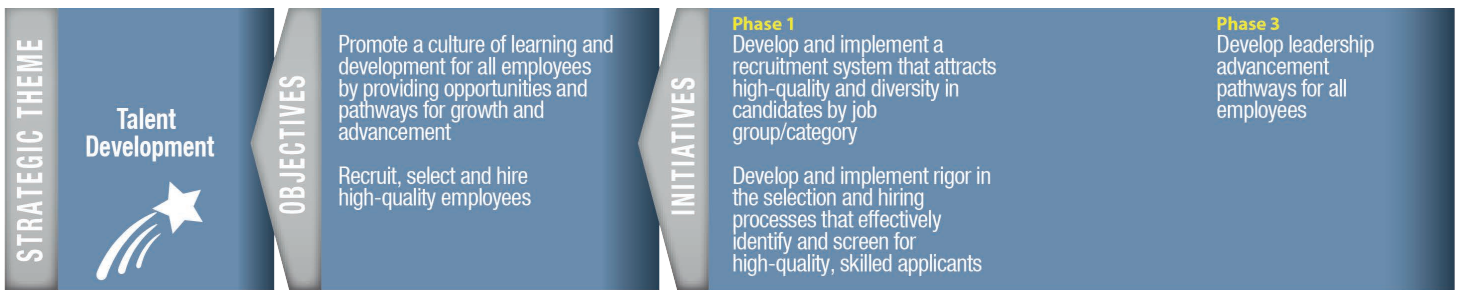
Teacher vacancy rate is approximately 2%. The goal is to have all vacancies filled, with a pool of highly qualified candidates to fill vacancies as they come open. There are approximately 50 bus driver vacancies, on average, for the Transportation Services department; the goal is to fill all vacancies, and have a substantial pool of substitute drivers. Projected retirements in Maintenance will lead to trade skills vacancies that will be difficult to fill.

Significant Work for FY17

- Recruitment:
    - Designed 10 Best Practices Recruitment Strategies
    - Updated Job Descriptions
    - Targeted hard-to-fill positions
    - Broadened/expanded recruitment fairs and post-secondary institution visits
- Marketing:
    - Designed a recruitment website
    - Included recruitment strategies using social media and on multiple external and internal websites
    - Created career pathway marketing and communications campaigns

STRATEGIC THEME		OBJECTIVES		INITIATIVES	
Talent Development		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		**Phase 1** Develop and implement a recruitment system that attracts high-quality and diversity in candidates by job group/category Develop and implement rigor in the selection and hiring processes that effectively identify and screen for high-quality, skilled applicants	**Phase 3** Develop leadership advancement pathways for all employees

Initiative:

Develop and Implement Rigor in Selection and Hiring Processes that Effectively Identify and Screen for High-Quality, Skilled Applicants

Current State:

Opportunity exists for improvement and consistency in screening and hiring processes to ensure selection of highest quality candidates. Current practices regarding selection and hiring of teachers have not undergone significant evaluation vs. best practices nationally or been reviewed to determine effect on student achievement or retention.

The District does not currently have a consistent or recommended menu of strategies for successful school orientation/on-boarding of teachers. Hiring managers utilize their own approach to selection, and currently lack training and methodologies to ensure the selection of high-quality hires.

Desired State:

The desired outcome is for the School District of Palm Beach County to efficiently identify and select the highest possible quality of staff available to drive the increased performance of our students and our District. Hiring managers will have a menu of recommended methodologies to guide their selection of quality employees. They will be well-versed in effective hiring methodologies and will also have an understanding of the correlation between hiring process, performance, and re-

tention. Retention rates of our highest performers and acceptance of job offer rates will increase due to better matching of candidates with openings.

Initiative-Specific Goals and Desired Outcomes:

1. Employee retention rates will improve due to better alignment of candidates to the specific needs and skill sets required for success in the job

   MEASURE: New Hire and Top Talent retention rates by job, by year from hire

2. The quality of hires will improve due to more effective screening of applicants and selection of hires

   MEASURE: Evaluation rating (inclusive of student performance) of new hires by job, by year from hire

3. The time to fill positions will improve due to improvement in targeting of focus and consistency of process.

   MEASURE: Time to fill (from job posting to offer extended)

4. Increase in percentage of new hires surveyed who report "favorable or better" introduction to the District
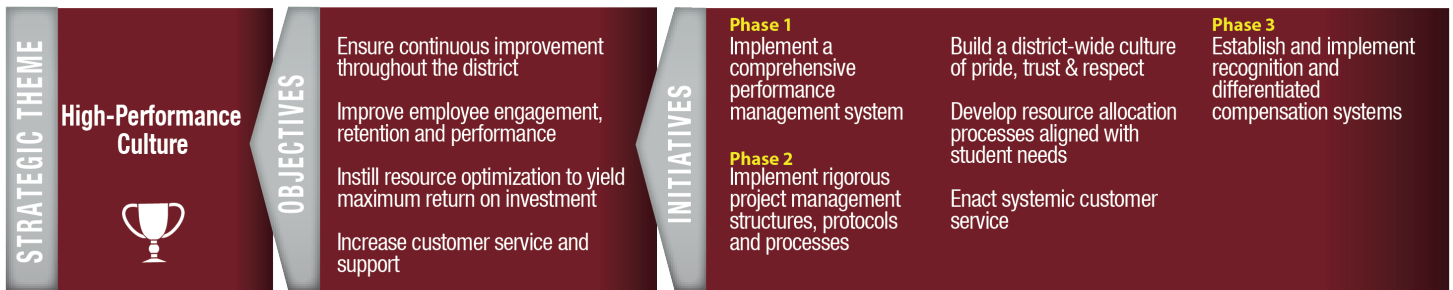
Measurable Impacts

Survey rating of "favorable or better"

Significant Work for FY17

Analyzed and designed best practices on:

- Employee Selection Models

- Hiring and On-Boarding Guide

- HR Structures to support Hiring and Talent Management

STRATEGIC THEME	OBJECTIVES	INITIATIVES
High-Performance Culture 🏆	Ensure continuous improvement throughout the district Improve employee engagement, retention and performance Instill resource optimization to yield maximum return on investment Increase customer service and support	**Phase 1** Implement a comprehensive performance management system **Phase 2** Implement rigorous project management structures, protocols and processes Build a district-wide culture of pride, trust & respect Develop resource allocation processes aligned with student needs Enact systemic customer service **Phase 3** Establish and implement recognition and differentiated compensation systems

Initiative:

Implement a Comprehensive Performance Management System

Current State:

The District's organizational structure and culture does not contain, support, nor enforce a comprehensive continuous improvement performance management model that is disseminated throughout the organization; as such, employees are not educated in continuous improvement or consistently held accountable to a standardized and measurable, challenging, ongoing, and attainable high-performance culture that is in alignment with the District's core values, goals, and Strategic Plan.

Desired State:

The District's organizational structure and culture contains, supports, and enforces a comprehensive continuous improvement performance management model that is disseminated throughout the organization; as such, employees are educated in continuous improvement and consistently held accountable to a standardized and measurable, challenging, ongoing, and attainable high-performance culture that is in alignment with the District's core values, goals, and Strategic Plan.

Initiative-Specific Goals and Desired Outcomes:

A balanced scorecard, founded in performance management, will exist, be viable, and will drive operations. The District will use this tool as a means for continuous improvement efforts.

1. Balanced scorecards are developed and reflect alignment and systemization.

2. Accountability increases as evidenced through improvement in department performance ratings.

3. Organizational targets are set using a continuous improvement cycle that is complemented by the scorecard.

4. Scorecard indicators reflect organizational direction and continuous improvement methodologies.

Measurable Impacts

The baseline is zero. Such a system does not currently exist. Multiyear targets:

Year 1: System design and testing (test year); System training and integration

Year 2: System expansion based on test year

Year 3: System refinement and continued expansion

Year 4: Final expansion to schools; system sustainability

Significant Work for FY17

Phase 1 – Developed Metrics and Scorecards for:

- District Scorecard
- Goal-setting process for divisions and departments
- Division and department scorecards
- Individual coaching and growth

Phase 2 – Designed and planned Coaching and Growth for:

- Coaching competencies and protocols
- Online resources depository
- Professional development
- Coaching and growth assessment practices

Upcoming Work

Phase 2 and Phase 3 Initiatives

Based on stakeholder input and available resources, leadership prioritized the initiatives to phase in during the course of the strategic plan.

Phases for Strategic Plan Work

Phase One Initiatives

8

Phase Two Initiatives

7

Phase Three Initiatives

4

Leadership prioritized the initiatives based on the greatest immediate need.

Remaining Initiatives to be Phased In:

- Provide instructional programming customized to the individual strengths, needs, interest, and aspirations of each learner
- Provide digital and blended learning opportunities utilizing current technology
- Expand and enhance PreK programs and services in collaboration with our community and agency partners
- Align behavioral and social/emotional services while increasing accessibility
- Align new and existing community and parent partnerships
- Develop leadership advancement pathways for all employees
- Implement a comprehensive performance management system
- Build a District-wide culture of pride, trust, and respect
- Establish and implement recognition and differentiated compensation systems
- Develop resource allocation processes aligned with student needs
- Enact systemic customer service

Strategic Management Process/Evaluation

Evaluation of the effectiveness of each initiative is based on the deliverables listed in the initiative blueprints. An evaluation process was established to ensure initiative success.

The District developed a new Strategic Initiative Management (SIM) process, employing many industry best practices, to drive stronger governance through focused cross-functional oversight, greater accountability through clearly defined ownership for results, and increased transparency so all stakeholders understand the work, rationales, and expected outcomes. This process was implemented in July 2016 to ensure successful delivery of all 19 strategic plan initiatives throughout the duration of the plan's five-year time frame.
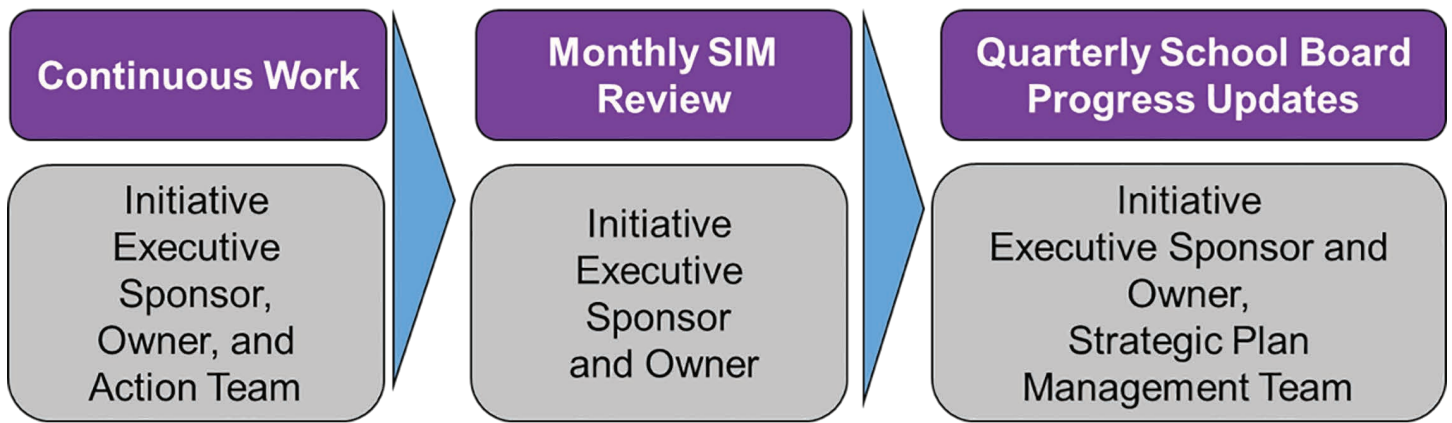
Why is strategic plan management important? According to Robert Kaplan and David Norton, organizations fail to execute their strategies at rates ranging between 60% and 90%.

The strategic management process provides for a system to identify early warning signs, investigate performance issues, brainstorm steps for remediating situations where adequate progress has not occurred and presenting this information to leadership for review and feedback (Kim, Jon J-H, and Kriti Parasha. "Strategic Planning for Today's Challenges." The District Management Journal 10. Spring 2016).

Each Strategic Initiative has an Executive Sponsor and Owner. Each Executive Sponsor is a member of the Executive Cabinet. It is the primary responsibility of the Executive Sponsor and Owner to manage the initiative and ensure success.

A detailed project plan that included work plan projections, milestone deliverables, performance indicators, proposed budget, identified interdependencies and a stakeholder engagement plan was created by the initiative teams. The work plan drives the conversation at regular initiative team meetings, facilitated by the Owner. An oversight committee (SIM Council) provide guidance during the initiative monthly reviews. Additionally, quarterly updates are presented to the School Board.

The SIM council consists of the Superintendent's Executive Cabinet, Strategic Plan Coordinator, all active Strategic Initiative Executive Sponsors and Owners. The purpose of the SIM council is to conduct monitoring and initiative reviews to ensure initiative success and system coordination. The SIM council meeting is a mandatory two-hour meeting allowing for a review of the identified active initiatives.

Continuous Work		Monthly SIM Review		Quarterly School Board Progress Updates
Initiative Executive Sponsor, Owner, and Action Team	→	Initiative Executive Sponsor and Owner	→	Initiative Executive Sponsor and Owner, Strategic Plan Management Team

Dates of Strategic Initiative Management (SIM) Council Reviews FY17

- August 11, 2016
- September 9, 2016
- October 12, 2016
- November 10, 2016

- December 8, 2016
- January 12, 2017
- February 9, 2017
- March 9, 2017

- April 13, 2017
- May 11, 2017
- June 8, 2017

Dates of Strategic Plan School Board Updates FY17

- February 17, 2016
- May 9, 2016
- August 10, 2016
- September 7, 2016
- December 7, 2016
- March 1, 2017

- May 3, 2017
- June 7, 2017
- September 6, 2017
- December 6, 2017