



Strategic Plan Steering Committee

Meeting 5

June 9, 2021

High-performing A-rated District



High-performing A-rated District

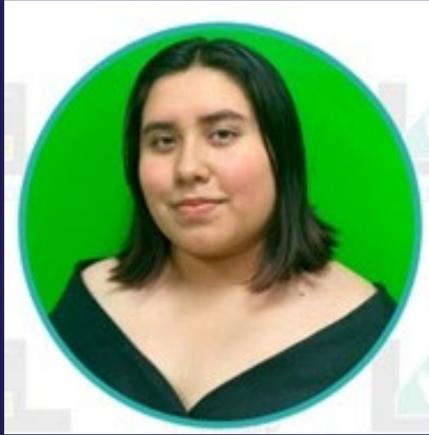
MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your *BEST* Choice!

Thank You to Our Steering Committee Student Representatives

CONGRATS ON YOUR GRADUATION!!!



Jasmine Calderon

Pahokee High School

Scholarship Winner, Leadership for Life



Santiago Alvarez

Boca High School

2020-21 Student Council County President/
Student Representative to the School Board

Strategic Plan Steering Committee Meeting Info

HELPFUL REMINDERS

- Members of the public can access meetings LIVE via:
 - SDPBC YouTube Channel
 - Listen only option (Dial 866-930-7015 and enter in the Meeting ID 15618801124#)
- All meetings are recorded and posted to [PalmBeachSchools.org](https://www.palmbeachschools.org) (where they become public record).

LOGISTICS

- Please keep your video on.
- Unmute yourself only if speaking.
- Use the chat box to:
 - Capture attendance
 - Ask questions
 - Provide feedback at any time
- Need tech help during the meeting?
Please call Kathy Villavicencio at (561) 649-6867

For attendance today, please use the chat box to type in any “words of wisdom” you would like to share with Jasmine and Santiago!



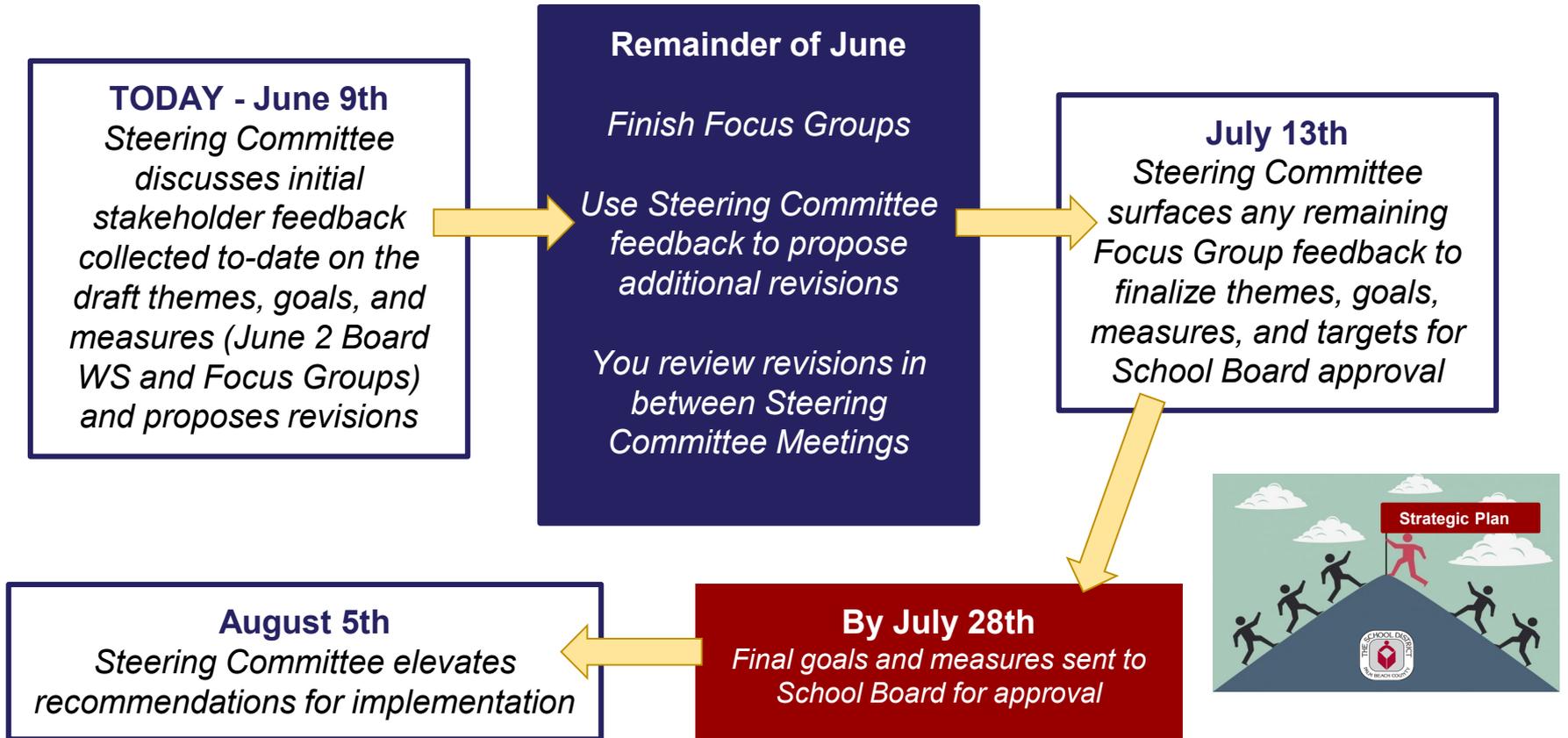
Timeline for Strategic Plan Development

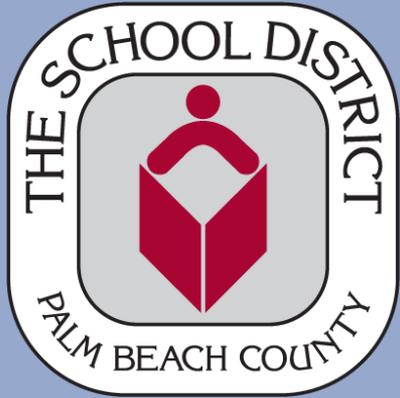
Activity - 2021	March	April	May	June	July	August
School Board Completes Foundational Equity Work	March 9 & 31	April 14				
Monthly Steering Committee Meetings	March 22	April 16	May 12	June 9	July 13	August 5
Complete Internal Needs Assessment	Ongoing					
Phase 1 Engagement - Survey	Launches March 22	Closes April 9				
School Board Reviews Draft Goals and Associated Measures				June 2		
Phase 2 Engagement - Focus Groups			Late May	Early June		
School Board Approves Goals and Associated Measures					July 21/28	

Meeting 4 - May 20

Board Workshop / Public Meeting

REMINDER: The Journey to Final Goals





Centering Students / Remembering Our “Why”



Today's Focus

- Review focus group and board feedback gathered to date
- Revise goals based on feedback



New Mission Statement

Approved by the Board on May 5th

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.





New Vision Statement

Approved by the Board on May 5

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

Criteria for Drafting Goals

Based on School Board and Steering Committee Input

- Aligned to Mission and Vision
- Equity Across All Goals
- Includes Non-Academic Goals
- Connects to Previous Plan and Supports Longitudinal Analysis
- Clear and Concise

How are goals, measures, and targets related?



Theme 1: Improve Academic Access and Close Opportunity Gaps

Goal 1: Close Gaps Between Subgroups

Decrease gaps in grade level proficiency across K-12 subgroups, while improving grade level proficiency for every student.

Measures: End of Grade/Course assessments in ELA, Math, Social Studies, Science

Goal 2: Access to High-Quality Early Literacy Instruction

Increase percentage of K-3 students reading at or above grade level in every subgroup and decrease gaps across subgroups.

Measures: Early literacy assessment

Goal 3: Access to Rigorous Middle School Programming/Courses

Increase overall percentage of students enrolled in and passing advanced or high school credit bearing courses and decrease gaps across subgroups.

Measures: Algebra I enrollment and passage rates. Industry certification, AICE

Goal 4: Access to College Level Courses

Increase overall percentage of students enrolled in college level courses and decrease gap in enrollment and passage rates across subgroups.

Measures: AP, IB, AICE

Goal 5: Post Graduate Success

Increase overall percentage of students enrolled in college or receiving, accelerated H.S. diploma, industry certifications and decrease gaps across subgroups.

Measures: College enrollment, accelerated HS diplomas, industry certificates

DRAFT FOR STAKEHOLDER FEEDBACK

Theme 2: Embrace Our Community in Developing Social/Emotional Well-Being

Goal 1: Empowered and Engaged Families and Community

Increase the percentage of families and community organizations who report positive, proactive interactions with the school system. Parents and community support providers feel equipped to play a role in supporting social/emotional well-being of students.

Measures: Open rates of district disseminated information, Gallup survey indicating increase in voices heard and acted upon across all regions, percentage of community organizations reporting clarity in their partnership with the district.

Goal 2: Physical and Emotional Safety

Increase the percentage of staff and students who feel physically and emotionally safe at school and decrease disproportionality across student subgroups.

Measures: School climate surveys, discipline rates, physical and online bullying incidents, attendance rates across all subgroups

Goal 3: Access to Social/Emotional Support Systems

Increase the percentage of students across all subgroups who have access to social/emotional support systems in and outside of the classroom.

Measures: SEL standards embedded in curriculum, assessment and instruction, percentage of parents/guardians, staff, & students reporting knowledge and use of social/emotional support structures, early identification and intervention

***Potential 4th goal around behavioral and mental health work, which is different from SEL.**

DRAFT FOR STAKEHOLDER FEEDBACK

Theme 3: Ensure Equity through District Policies, Processes, Systems, and Resources

Goal 1: Alignment of Policies and Systems to District's Commitment to Equity

Create common understanding and organization-wide implementation of the district's commitment to equity.

Measures: District department-level and school level policy analysis and amendment history, identification of systems that promote inequities and implementation of appropriate changes, representative voice of diverse stakeholders in decision-making processes (e.g. school site councils, district advisory committees).

Goal 2: Equity in the Workforce

Identify, attract, and retain a diverse workforce by ensuring the percentage of effective teachers and leaders more accurately reflects the student population served by the district.

Measures: Recruitment, retention, promotion, and placement of teachers and leaders.

Goal 3: Allocation of Resources

Allocate resources* (within funding guidelines) to address root causes of inequities that exist across the district.

Measures: District and school level budgets, other measures beyond budgets TBD.

**Resource defined to be more than money, but time, people, spaces, power, and privilege.*

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Focus Groups Conducted To-Date

1. School Board (June 2 Board Workshop)
2. Facilitated by Steering Committee:
 - Teachers, Principals, Assistant Principals, Parents, HS Students, Community Members, Other District Staff (including Chiefs/Regional Offices/Principal Supervisors/Managers/Specialists/Guidance Counselors), Higher Ed Dean, various Non-Profit Staff
3. Non-Steering Committee Community Partners
 - American Descendants of Slaves (ADOS), Black Educators Caucus (BEC), Third Eye
 - Coalition for Black Student Achievement
 - Hispanic Education Coalition
 - Currently scheduling: Recent SDPBC HS Grads/Formal SDPBC Students Enrolled in College, National Coalition of 100 Black Women (South PB County Chapter), District Diversity and Equity Committee, Guatemalan Maya Center, Puerto Rican Hispanic Chamber of Commerce, Association of Hispanic Ministers of PBC, Black Student Union, ESE Teachers, Haitian Educators Association of Palm Beach, Volunteer Association and Fund of FL, and individuals who identified an interest in Focus Group participation via the Phase 1 Survey or by emailing Strategic Plan inbox.

Board Workshop Feedback

Theme 1: Improve Academic Access and Close Opportunity Gaps

- Goal 1 - Has to be more than just “closing gaps”; strengthen language (and possibly remove the reference to gaps) so it is clear we are not lowering expectations to decrease the gap. It’s about elevating all. Also, expand K-12 to PreK -12. Remove “decrease.”
- Goal 5 - Post graduate success should be expanded to include CTE, apprenticeships, etc.
- All Goals - Use of the word “access” may be problematic (maybe success?); need more action words; dig deeper so we’re not just repeating what we’ve done before.

Theme 2: Embrace Our Community in Developing Social/Emotional Well-Being

- Goal 1 - Split into two goals (community AND families, but don’t combine) and/or split into two themes.
- Call out community organizations/community partners more and recognize them in the actual plan. Right now, plan reads like we can do this all on our own as a District.
- In light of COVID, more specific emotional supports needed. Call that out.
- Measures are predominantly self-report in nature (surveys); process measures are still important

Theme 3: Ensure Equity Through District Policies, Processes, Systems, and Resources

- No specific feedback, but general questions surfaced include:
 - How do we evaluate the success of this plan?
 - Needs to be about quality not quantity - how do we capture/measure quality? Particularly as it relates to our community partnerships.
 - How are we capturing accountability at all levels of the org?

Creating Criteria for Revisions

Based on feedback shared, what are 3-5 key criteria for revising draft goals and measures that are emerging as trends?

EXAMPLE: Use positive language vs. deficit language (e.g., excellence for every student vs. decrease gaps)

- Moving beyond what we usually do/typically do (not more of the same); other ways kids can show us they are exceling - **MAINTAINING AN INNOVATIVE LENS**
- Hearing from the students and taking action based on what they share/student voice; making sure students have power - **DO STUDENTS HAVE AGENCY IN THESE GOALS**
- Look back at what we haven't achieved (using data) and try to address in new plan - **EQUITY FOCUS AND GROUNDED IN DATA**
- **CONNECT BACK TO PORTRAIT OF A GRADUATE**
- **USE POSITIVE VS DEFICIT-BASED LANGUAGE**
- **ENSURE MEASURES ARE TIGHTLY ALIGNED TO GOALS AND HOLD US ACCOUNTABLE**
- **CLARITY AND BREVITY/CLEAR AND CONCISE**

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Wrap Up

Please submit additional concrete/specific suggestions for changes via exit ticket link.

Next Steps

- Exit Ticket
- **If you haven't already, please conduct a Focus Group with the stakeholders you represent anytime during the month of June (promotes transparency)**
- **NEW DATE!** Steering Committee Meeting 6 on Tuesday, July 13th at 4:00PM
 - And watch for the next round of proposed revisions in between meetings!