Superintendent Annual Report

July 1, 2017 – June 30, 2018

Donald E. Fennoy II, Ed.D.

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

PALM BEACH COUNTY SCHOOLS
Your BEST Choice

GROWING. STRONG.

School District of Palm Beach County
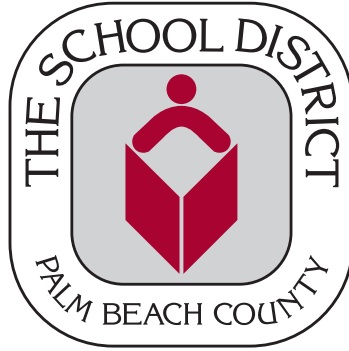
Vision

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**
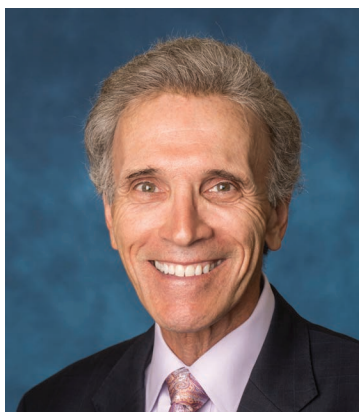
Barbara McQuinn
District 1

Chuck Shaw
Chairman; District 2

Karen Brill
District 3

Erica Whitfield
District 4

Frank A. Barbieri, Jr. Esq.
District 5

Marcia Andrews
District 6

Debra Robinson, M.D.
Vice Chairwoman; District 7

Message from the **Superintendent**

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

We have seen a whirlwind of changes in the Palm Beach County School District! We are excited to report that we are enjoying the initial Return On Investment (ROI) of the tremendous efforts made to develop the District's Strategic Plan – both within the school system and in the community at-large. Our biggest reason to celebrate? There are so many, but most notable is our high school seniors' graduation rate hit 90% – the highest for large districts in the state AND above the average for the State of Florida overall! This was one of the key long-term outcomes we set out to achieve in our Strategic Plan by 2021, and we hit our target four years ahead of schedule.

In addition, the dramatic improvements made overall by District students taking the Florida Standards Assessments (FSAs) helped Palm Beach County regain an A grade and its rank as Florida's highest performing large district, with over 71 schools earning A's and 36 schools earning B's. Thirty-one schools improved their rating by at least one letter grade, and two schools improved by two letter grades – Pine Jog Elementary improved from a C to an A, while West Riviera Elementary improved from a D to a B. The District also had 27 schools included on the State's low 300 list in 2017. Another awesome development in the short span of time since the list's publication is that 11 of those schools have been removed, and the few schools that remain continue diligent efforts to improve their standings.

Not surprisingly, the results of the 2017-2018 FSAs and End of Course (EOC) assessments showed that District students outperformed Florida in a number of categories, and actually outperformed or tied with students from the largest high performing districts in Florida on multiple state assessments. We will continue our strong and intentional focus on the pursuit of high achievement amongst ALL student groups, including the improved performance of English Language Learners (ELLs), Black and Hispanic students within English Language Arts (ELA), and all students who fall within Free and Reduced Lunch (FRL) guidelines.

At the foundation of these milestone achievements is the reality that our students won't aspire for a future they can't envision. But, it's clear that more and more of our students across all demographic categories are seeing the potential for incredible success. In fact, two-thirds of the District's seniors continue on to enroll in a post-secondary school directly after graduation, with over 1,500 of this year's seniors earning more than $9,275,500 in college scholarships and awards. And, data indicates that over 85% of these students will successfully complete their post-high school studies.

We recognize that best practice to prepare our youth for the rigors of post-secondary study and today's workplace actually begins at the Voluntary Prekindergarten (VPK) level. Surely preparing for today's academic expectations and opportunities rests heavily on the experience youngsters have in VPK classes. What an accomplishment to report that all 66 of the District's VPK sites were awarded early learning accreditation for five years by the multiple regional accrediting agencies that span the AdvancED global network earlier this year.

Part of the Strategic Plan's objectives around early literacy have resulted in a variety of efforts centered on building the capacity of Kindergarten through Grade 3 teachers by expanding professional development opportunities. These efforts included training on restructured intensive reading programs and providing insights for teaching students with Dyslexia, along with increasing the number of elementary schools implementing the Core Knowledge Language Arts (CKLA) initiative. Concentrated efforts continue to bring us closer to achieving the District's long-term objective of improving the third grade literacy rate to 75% by 2021.

The well-being and safety of our students and staff continue to be top priorities. Hiring 75 additional police officers and a new chief of the District's force, making temporary arrangements with municipal law enforcement agencies to ensure coverage of schools, modifying access to buildings, and providing intense training to school staff and students are only some of a wide range of measures being implemented to reinforce safety protocols and equipment across the school system.

A huge emphasis has also been placed on the areas of social and emotional behavior support for students. Palm Beach County was one of only six school districts in the nation to receive the Wallace Foundation grant for out-of-school time (OST) providers and partner districts to implement social and emotional learning (SEL) programs in 2017. The initiative provides SEL assessments, interventions, and resources for schools, parents and organizations. As the second year of the initiative gets underway with our partner, PrimeTime Palm Beach County, seven schools are now involved in the field testing and research for the pilot. Efforts are intended to scale practices that work over the next five-year period. Teachers and out-of-school staff have received training to help children develop skills such as self-control, teamwork, persistence and goal-setting. Three signature SEL practices designed to create the conditions for learning include welcoming rituals, engaging practices ("sense-making" and "brain breaks") and optimistic closures (reflections and looking forward). Representatives from participating schools and OST centers report impressive outcomes through use of these strategies.
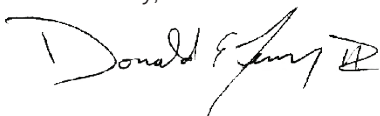
We are convinced that these and other indicators of enviable achievement you'll see in this year's Annual Report are largely due to the intentional implementation of specific objectives in the District's Strategic Plan – in conjunction with multiple, parallel actions being taken through a myriad of community initiatives aimed at improving the odds and the outcomes for Palm Beach County's youth. The synergy generated from these efforts is nothing short of mind-blowing!

What a blessing to live in a county that has made a commitment to its children to provide the necessary supports for them to thrive. All of the educational, behavioral, social, emotional, career preparation and practical needs of children are addressed through the comprehensive, community-resource mapping conducted in the development of Palm Beach County's Youth Master Plan, now known as Birth to 22. We are acutely aware of the District's responsibility within this matrix and will continue to work to align our actions internally through the District's Strategic Plan, as well as externally with community partners, to leverage available resources and concentrate our efforts on achieving the largest benefit to our youth.

The passion, energy and relentless pursuit of excellence required to achieve our milestones is a reflection of the success that occurs when intention and attention fuse with the confidence of greater possibilities for our children, their future, and our county. So of course we're proud; but more importantly, we're grateful. We're grateful that the creativity, brilliance, and commitment of so many within the District – as well as throughout the communities of Palm Beach County – are laser-focused on the well-being of our youth. Consequently, they share in this success.

It has been said that the foolish build barriers, and the wise build bridges. As we look forward to the rest of 2018 and the year ahead, let us continue to build bridges by working together on the world's most urgent enterprise – educating Palm Beach County's youth. Thank you for your continued support.

Sincerely,

Donald E. Fennoy II, Ed.D.
Superintendent

Table of **Contents**

Effective and Relevant **Instruction**

Strategic Plan 2021
Long-term Outcome Goals

Long Term Outcomes	Performance Measure	Unit of Measure	Students	Baseline FY15	Actual FY16	Actual FY17	Actual FY18	Target FY19	Target FY20	Target FY2021
Increase reading on grade level by 3rd grade	Florida Standards Assessment English Language Arts	Students scoring Level 3 or higher	All Students	51%	52%	54%	56%	61%	68%	75%
			Female - Black	41%	41%	40%	45%			
			Female - Hispanic	49%	49%	48%	53%			
			Female - White	75%	76%	80%	78%			
			Female - ELL	16%	27%	28%	37%			
			Female - ESE	21%	20%	29%	31%			
			Female - FRL	44%	44%	45%	49%			
			Male - Black	28%	28%	34%	37%			
			Male - Hispanic	42%	43%	44%	46%			
			Male - White	69%	71%	75%	73%			
			Male - ELL	13%	23%	25%	32%			
			Male - ESE	22%	19%	28%	33%			
			Male - FRL	35%	35%	38%	42%			
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, ISS)	All Students	54%	54%	60%	61%	63%	69%	75%
			Female - Black	44%	44%	50%	50%			
			Female - Hispanic	53%	53%	58%	59%			
			Female - White	72%	73%	79%	79%			
			Female - ELL	32%	31%	37%	35%			
			Female - ESE	31%	31%	32%	32%			
			Female - FRL	46%	47%	53%	55%			
			Male - Black	36%	35%	40%	41%			
			Male - Hispanic	48%	47%	51%	52%			
			Male - White	67%	66%	71%	72%			
			Male - ELL	28%	27%	33%	30%			
			Male - ESE	31%	31%	30%	33%			
			Male - FRL	40%	39%	46%	48%			
Increase the high school raduation rate	Federal Cohort Graduation Rate	Percent of students graduating on-time with standard diploma	All Students	85%	88%	90%	90%	90%	90%	90%
			Female - Black	80%	87%	89.5%				
			Female - Hispanic	86%	88%	89.6%				
			Female - White	94%	95%	95.1%				
			Female - ELL	60%	68%	76.5%				
			Female - ESE	77%	81%	83.7%				
			Female - FRL	81%	87%	88.2%				
			Male - Black	74%	80%	84.2%				
			Male - Hispanic	80%	84%	87.0%				
			Male - White	90%	92%	91.5%				
			Male - ELL	55%	60%	69.8%				
			Male - ESE	72%	79%	79.0%				
			Male - FRL	75%	80%	83.9%				
Foster post-graduate success	AP/IB/AICE/DE, Industry Certification	Percent of graduates successful outcome	All Students	67%	67%	67%	69%	74%	73%	75%
			Female - Black	53%	56%	55%				
			Female - Hispanic	69%	70%	69%				
			Female - White	81%	82%	80%				
			Female - ELL	45%	45%	54%				
			Female - ESE	32%	34%	42%				
			Female - FRL	57%	61%	60%				
			Male - Black	42%	44%	46%				
			Male - Hispanic	62%	59%	63%				
			Male - White	77%	74%	75%				
			Male - ELL	38%	34%	50%				
			Male - ESE	33%	32%	40%				
			Male - FRL	51%	51%	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 January 10, 2018, the Florida Department of Education (FDOE) released graduation rates for the State of Florida and the School District of Palm Beach County (SDPBC). The SDPBC has identified increased graduation rates as a long-term outcome as part of the five-year Strategic Plan. In 2016, the Board established the goal of a 90% graduation rate for District students by the year 2021.

In FY17, SDPBC outperformed Florida and six other large urban school districts for the fourth consecutive year (FY14-FY17), and has consistently increased the graduation rate, including from FY16 to FY17. More importantly, the disparity between White students and their Black and Hispanic peers was reduced, as Black and Hispanic students demonstrated greater increases with the graduation rate. Specifically, Black students increased 10 points over the last two years, while Hispanic students increased 6.6 points over the same time period.

From FY16 to FY17, the SDPBC:
- Increased the overall District graduation rate (for both District and charter school students) from 82.3% to 85.0%
- Increased graduation rates for District operated school students (88.3% to 90.0%), while the rate for Charter operated school students increased from 39.4% to 49.6%
- Increased the graduation rate for Black students by 5.4 percentage points (73.7% to 79.1%), and for Hispanic students by 3.4 percentage points (79.5% to 82.9%)
- Nineteen District operated high schools reported graduation rates equal to or exceeding 90%
- Among District operated high schools, Riviera Beach Preparatory Academy had the largest increase (14.7 points), followed by Pahokee Middle-Senior and Glades Central High schools (9.8 and 9.1 points, respectively). In addition, Lake Worth, Palm Beach Gardens and John I. Leonard each increased their graduation rates by more than 5 points.

From FY13 to FY17, the SDPBC:
- Increased the graduation rate by 8.7 percentage points (from 76.3% to 85%), which includes both District and charter school students
- Increased the graduation rate by 15.3% for Black students, 7.9% for Hispanic students, and 5.4% for White students
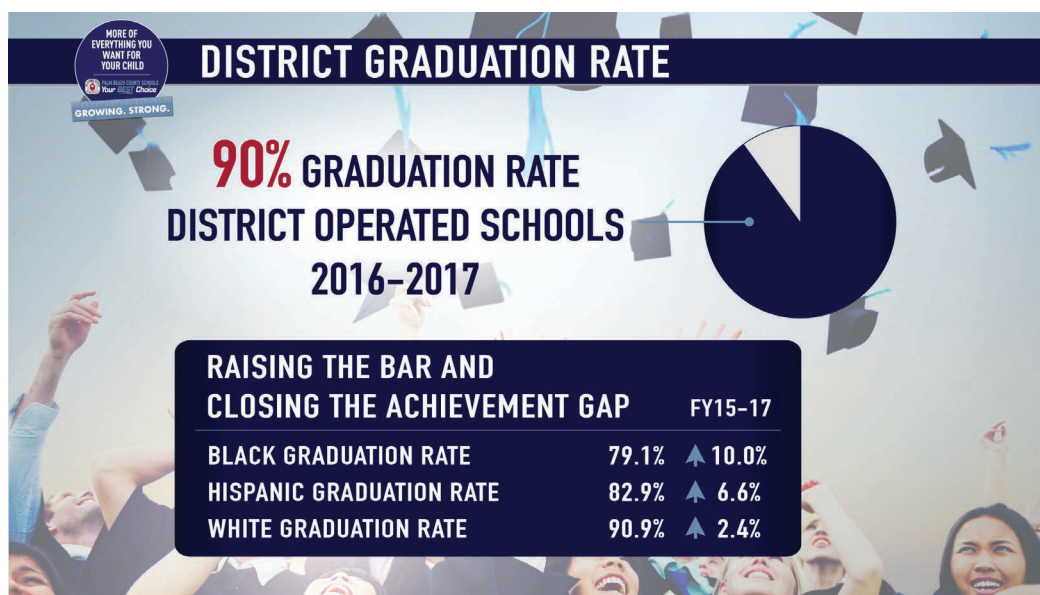
Student Performance Data

FY18 GRADE 3 FLORIDA STANDARDS ASSESSMENT (FSA) ENGLISH LANGUAGE ARTS RESULTS: ALL STUDENTS TESTED

In FY16, with input from over 20,000 stakeholders, the District created a Strategic Plan with four Long-Term Outcomes (LTO) including possibly the most critical: reading on grade level by Grade 3, which ensures students are reading to learn. The Strategic Plan also identifies targets for each LTO. In May, the Florida Department of Education (FDOE) released the results of the FY18 Grade 3 FSA English Language Arts (ELA) test. This school year, 15,314 students took the Grade 3 FSA ELA test in the School District of Palm Beach County (SDPBC).[1] Test results show the District met the FY18 LTO annual growth target, demonstrating an increase from 54% to 56%, or an increase of two points. The summary that follows includes the percentage of students scoring Level 1 as well as students scoring Level 3 and above.

While, the District continues to slightly lag behind the State (by one percentage point) and two of the other large urban districts[2] on Grade 3 ELA performance, SDPBC registered a two point increase in Grade 3 students scoring Level 3 or higher, while four of the large urban districts and the State showed declines. There were notable increases in performance for Black and Hispanic students, students with disabilities (ESE), English language learners (ELL) and students on free or reduced price lunch (FRL). While the growth in Grade 3 is positive, the District recently launched Strategic Initiative 6, *Pre-K to Grade 2 Literacy*, to address the need to improve the performance of Pre-K to Grade 2 instruction as a means of building a strong foundation for more substantial growth in the coming years.

A preliminary analysis of the results from the large urban districts and the State overall reveals the following for Grade 3 FSA ELA (see Table 1):

- From FY17 to FY18, the percent of District students scoring Level 3 or above increased by two percentage points, while students scoring Level 1 remained stable.
- In FY18, when compared to the State and six other large urban districts:
  - District had a lower percent of students scoring Level 3 or above than two other large urban districts and one percentage point below the State
  - District showed improvement in the percent of students scoring Level 3 or above similar to two of the other large urban districts, while the other four large urban districts and the State declined
  - District students scoring Level 1 remained stable while two large urban districts decreased and four large urban districts and the State increased

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

[2] Largest Florida public school districts with student enrollment exceeding 100,00 students.
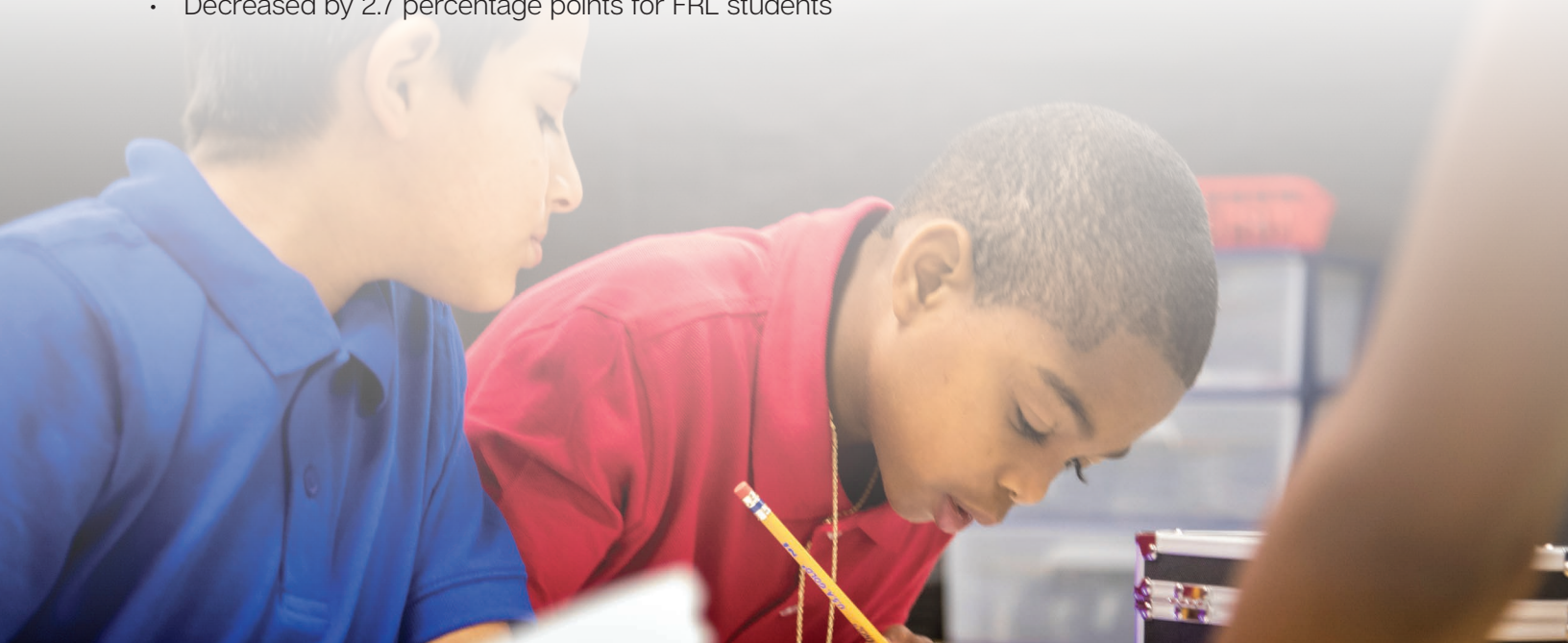
Table 1: FY18 FSA ELA Grade 3 Results: Percent of Students Scoring Level 3 or Higher and Scoring at Level 1 with Change for Big Seven Urban Districts and the State

District Name	Percent of Students Scoring Level 3 & Above			Change from FY17 to FY18	Percent of Students Scoring Level 1			Change from FY17 to FY18
	FY16	FY17	FY18		FY16	FY17	FY18	
Palm Beach	52%	54%	56%	2%	25%	22%	22%	0%
Broward	55%	57%	59%	2%	23%	20%	19%	-1%
Miami-Dade	54%	58%	61%	3%	24%	20%	19%	-1%
Duval	50%	51%	50%	-1%	26%	24%	26%	2%
Hillsborough	52%	56%	53%	-3%	23%	20%	23%	3%
Orange	54%	57%	55%	-2%	23%	21%	24%	3%
Pinellas	53%	56%	53%	-3%	22%	19%	22%	3%
State	54%	58%	57%	-1%	22%	19%	20%	1%

Table 2 (seen on the following page) provides the percentage of all students scoring Level 3 and above and scoring Level 1 by gender, race/ethnicity, ELL, ESE, and FRL status.

▪ For students scoring at Level 3 or higher from FY17 to FY18 (see Table 2):
  - Black and Hispanic female students showed substantial increases (4.8 and 5.0, respectively), while White female students declined by 2.3 percentage points.
  - Black and Hispanic male students continued to increase (2.9 and 2.0, respectively), while White male students declined by 2.5 percentage points.
  - Substantial growth was seen in the other demographic subgroups with ELL students showing the largest growth (8.5), followed by FRL (4.2) and then ESE (3.9). For ELL and FRL the growth was larger for female students, and more improvement was seen for male students in ESE.

▪ Students scoring at Level 1 from FY17 to FY18:
  - Declined by more than four percentage points for Black males, and nearly five and six percentage points for ESE and ELL students, respectively
  - Declined for Black (2.1) and Hispanic (2.4) female students
  - Increased slightly for White (1.0) students
  - Decreased by 2.7 percentage points for FRL students

Table 2: FY18 FSA ELA Grade 3 Results: Percent of Students Scoring Level 3 or Higher and Scoring at Level 1 with Change for All and Subgroups

Subgroups	Percent of Students Scoring Level 3 & Above			Change from FY17 to FY18	Percent of Students Scoring Level 1			Change from FY17 to FY18
	FY16	FY17	FY18		FY16	FY17	FY18	
All	52.1%	54.1%	55.6%	1.5	24.9%	22.4%	21.6%	-0.8
Female	56.1%	57.1%	59.3%	2.2	21.0%	19.6%	18.5%	-1.1
Male	48.2%	51.3%	52.1%	0.8	28.6%	25.1%	24.4%	-0.7
Black - All	34.2%	36.9%	40.7%	3.8	37.1%	33.2%	30.0%	-3.2
Black - Female	40.5%	40.2%	45.0%	4.8	31.2%	28.0%	25.9%	-2.1
Black - Male	28.0%	33.9%	36.8%	2.9	42.9%	38.0%	33.9%	-4.1
Hispanic - All	45.9%	45.7%	49.1%	3.4	29.2%	27.5%	26.6%	-0.9
Hispanic - Female	49.1%	47.8%	52.8%	5.0	25.3%	25.5%	23.1%	-2.4
Hispanic - Male	42.8%	43.7%	45.7%	2.0	33.0%	29.5%	29.8%	0.3
White - All	73.5%	77.9%	75.4%	-2.5	9.9%	7.5%	8.5%	1.0
White - Female	76.2%	80.3%	78.0%	-2.3	8.1%	6.8%	7.4%	0.6
White - Male	70.8%	75.5%	73.0%	-2.5	11.6%	8.1%	9.6%	1.5
ELL (LY & LF) - All	24.4%	26.1%	34.6%	8.5	46.9%	44.0%	38.1%	-5.9
ELL (LY & LF) - Female	26.6%	27.7%	37.2%	9.5	42.8%	41.2%	35.9%	-5.3
ELL (LY & LF) - Male	22.5%	24.8%	32.3%	7.5	50.5%	46.6%	39.9%	-6.7
ESE - All	19.5%	28.7%	32.6%	3.9	54.7%	43.2%	38.3%	-4.9
ESE - Female	20.2%	29.4%	31.0%	1.6	51.4%	41.0%	37.2%	-3.8
ESE - Male	19.1%	28.4%	33.3%	4.9	56.5%	44.4%	38.7%	-5.7
FRL - All	39.7%	41.5%	45.7%	4.2	33.4%	30.3%	27.6%	-2.7
FRL - Female	43.9%	44.5%	49.4%	4.9	28.6%	26.6%	24.0%	-2.6
FRL - Male	35.5%	38.6%	42.3%	3.7	38.1%	33.8%	31.0%	-2.8

*ELL - English Language Learner; ESE - Students with Disabilities; FRL - Students of Free or Reduced Price Lunch; LY - An ELL (sheltered or support) currently receiving ESOL services; LF - A former ELL who has exited from the ESOL program and is within the 2-year monitoring period

PALM BEACH COUNTY EXCEEDS STATE AVERAGE FOR ENGLISH LANGUAGE ARTS IN ALL GRADES

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
FY18	56	57	58	56	59	55	53	52	54	51	60	58	56	53	55	53

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

GROWING. STRONG.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY 'A' RATED

WHEN COMPARED TO OTHER LARGE DISTRICTS IN FLORIDA, THE DISTRICT DEMONSTRATED **HIGHER PERFORMANCE OVERALL** AND IN 4 OF THE 11 COMPONENTS INCLUDING
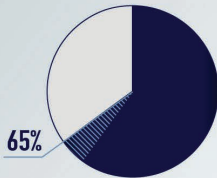
- ✓ MATH ACHIEVEMENT
- ✓ SCIENCE ACHIEVEMENT
- ✓ MATH LEARNING GAINS FOR ALL STUDENTS
- ✓ HIGH SCHOOL GRADUATION RATE

HIGHEST PERCENTAGE OF POINTS EARNED AMONG THE LARGE DISTRICTS

RANKED **13TH** IN FLORIDA AND 1 OF 20 DISTRICTS TO RECEIVE AN 'A' GRADE

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

GROWING. STRONG.

FY18 – PALM BEACH COUNTY'S TRADITIONAL SCHOOLS
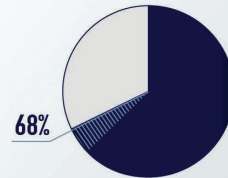
65%

67%

68%

65% OF ELEMENTARY SCHOOLS WERE RATED 'A' OR 'B'

▲ **5%** FROM PREVIOUS YEAR
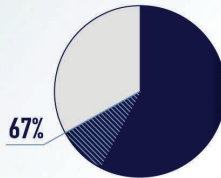
67% OF MIDDLE SCHOOLS WERE RATED 'A' OR 'B'

▲ **9%** FROM PREVIOUS YEAR

68% OF HIGH SCHOOLS WERE RATED 'A' OR 'B'

▲ **5%** FROM PREVIOUS YEAR

THE DISTRICT HAD THE HIGHEST PERCENTAGE OF 'A' RATED MIDDLE AND HIGH SCHOOLS COMPARED TO THE LARGE URBAN DISTRICTS AND THE STATE

RESULTS OF FY18 FLORIDA STANDARDS ASSESSMENTS (FSA) AND END OF COURSE (EOC) ASSESSMENTS

In June, the Florida Department of Education (FDOE) released the FY18 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.[1] 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.

In April and May of 2018, the following number of District students took the FSA and EOC tests:

Table 1: FY18 Number of Students Tested in Different Assessments

Assessment	Grade Levels	Number of Students Tested
FSA ELA	3–10	114,135
FSA Mathematics	3–8	80,056
Statewide Science	5 & 8	27,875
FSA Algebra 1 EOC	7–12	14,040
FSA Geometry EOC	8–12	13,726
Biology EOC	8–12	13,547
Civics EOC	6–8	14,378
U.S. History EOC	9–12	13,672

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

- From FY17 to FY18, the District increased the number of students scoring Level 3 or above on the following assessments:
  - Grades 3, 5, 8, 9, 10 FSA ELA;
  - Grades 5, 8 FSA Math;
  - Algebra 1 EOC, Geometry EOC, Biology EOC, and Statewide Science.

- In FY18, the District outperformed Florida on each of the following assessments:
  - Grades 4, 5, 7, 8, 9 and 10 FSA ELA;
  - Grades 5, 6, and 8 FSA Math;
  - Biology EOC;
  - Grade 8 Statewide Science.

- In FY18, when compared against other large districts in Florida, the District had the highest performance or tied with the highest performing districts on the following assessments:
  - Grades 5, 7, 8, 9 and 10 for FSA ELA;
  - Grades 5, 6, and 8 for FSA Math;
  - Algebra 1 and Biology EOC;
  - Grades 8 Statewide Science.

Tables 2 through 9 (seen on the following pages) report the percentage of students scoring Level 3 or higher on each FSA subject area, Statewide Science Assessment, or EOC Assessment. Results for the District, State and other large districts in Florida are also reported.

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[1] These results are based on all students tested, and not on the group of students used in the calculation of school grades. The FDOE previously released the results for Grade 3 FSA ELA, and those results are included in this analysis.

Table 2: 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
FY16	52	54	53	52	54	52	54	52	51	49	59	57	54	51	51	50
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
FY17 - FY18 Difference	2	-1	1	0	7	2	-1	0	-1	-1	4	3	2	1	4	3

PB = District; FL = State of Florida

Table 3: 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		
	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.
State	58	57	-1	56	56	0	53	55	2	52	52	0	52	51	-1	55	58	3	52	53	1	50	53	3
Broward	57	59	2	56	58	2	54	56	2	54	54	0	54	54	0	57	60	3	55	55	0	53	53	0
Dade	58	61	3	57	60	3	54	59	5	53	53	0	52	54	2	55	59	4	52	54	2	50	54	4
Duval	51	50	-1	52	49	-3	48	51	3	43	44	1	44	41	-3	50	51	1	50	48	-2	45	49	4
Hillsborough	56	53	-3	54	55	1	52	51	-1	49	52	3	54	52	-2	53	54	1	50	53	3	47	52	5
Orange	57	55	-2	57	54	-3	51	55	4	52	48	-4	52	48	-4	52	55	3	49	50	1	47	49	2
Palm Beach	54	56	2	57	58	1	52	59	7	54	53	-1	55	54	-1	56	60	4	54	56	4	51	55	4
Pinellas	56	53	-3	54	51	-3	50	50	0	52	49	-3	50	48	-2	54	55	1	51	53	2	46	54	8

Diff. = Difference

Table 4: 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
FY16	63	61	61	59	60	55	53	50	40	52	63	48
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
FY17 - FY18 Difference	1	0	-1	-2	5	4	1	1	1	1	2	-1

PB = District, FL = State of Florida.   Note: The FDOE does not administer an FSA Mathematics test in Grades 9 and 10.

Table 5: 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		
	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.
State	62	62	0	64	62	-2	57	61	4	51	52	1	53	54	1	46	45	-1
Broward	61	63	2	64	63	-1	60	62	2	55	55	0	54	54	0	48	47	-1
Dade	65	67	2	68	68	0	60	66	6	52	56	4	49	52	3	39	38	-1
Duval	62	59	-3	64	60	-4	57	61	4	39	42	3	48	50	2	32	31	-1
Hillsborough	54	55	1	56	57	1	53	54	1	47	48	1	61	61	0	28	29	1
Orange	63	61	-2	64	62	-2	56	59	3	43	35	-8	52	51	-1	30	32	2
Palm Beach	62	63	1	64	63	-1	61	66	5	55	56	1	38	39	1	63	65	2
Pinellas	60	62	2	66	62	-4	58	61	3	44	45	1	59	59	0	36	31	-5

Diff. = Difference

*In FY18, 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 6: 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	Diff.	PB	FL	Diff.	PB	FL	Diff.	PB	FL	Diff.	PB	FL	Diff.
FY16	58	55	3	53	51	2	67	64	3	68	66	2	70	67	3
FY17	62	62	0	55	54	1	66	64	2	68	67	1	73	70	3
FY18	64	63	1	57	57	0	68	65	3	68	68	0	72	71	1
FY17 - FY18 Difference	2	1	NA	2	3	NA	2	1	NA	0	1	NA	-1	1	NA

PB = District; FL = State of Florida

Table 7: 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		
	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.	FY17	FY18	Diff.
State	62	63	1	54	57	3	64	65	1	67	68	1	70	71	1
Broward	67	63	-4	57	52	-5	65	63	-2	65	66	1	71	71	0
Dade	59	60	1	48	54	6	62	65	3	65	67	2	69	72	3
Duval	74	63	-11	70	57	-13	67	64	-3	64	65	1	66	84	18
Hillsborough	64	63	-1	58	57	-1	59	63	4	72	70	-2	67	66	-1
Orange	55	62	7	44	67	23	60	62	2	64	65	1	67	66	-1
Palm Beach	62	64	2	55	57	2	66	68	2	68	68	0	73	72	-1
Pinellas	56	57	1	52	57	5	62	64	2	66	70	4	66	66	0

Diff. = Difference

Table 8: 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
FY16	54	51	52	48
FY17	52	51	52	48
FY18	56	55	54	50
FY17 - FY18 Difference	4	4	2	2

PB = District, FL = State of Florida

Table 9: 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		
	FY17	FY18	FY17-FY18 Difference	FY17	FY18	FY17-FY18 Difference
State	51	55	4	48	50	2
Broward	47	51	4	43	45	2
Dade	51	56	5	42	44	2
Duval	51	56	5	47	44	-3
Hillsborough	50	52	2	47	48	1
Orange	49	53	4	48	49	1
Palm Beach	52	56	4	52	54	2
Pinellas	53	57	4	50	53	3

PALM BEACH COUNTY STUDENTS PERFORM AT OR ABOVE THE STATE AVERAGE FOR FSA MATH

YEAR	GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 8	
	PB	FL	PB	FL	PB	FL	PB	FL	PB	FL
FY16	63	61	61	59	60	55	53	50	63	48
FY17	62	62	64	64	61	57	55	51	63	46
FY18	63	62	63	62	66	61	56	52	65	45
FY17–FY18 DIFFERENCE	1	0	–1	–2	5	4	1	1	2	–1

PALM BEACH COUNTY STUDENTS PERFORM ABOVE THE STATE AVERAGE FOR FSA SCIENCE

YEAR	GRADE 5		GRADE 8	
	PB	FL	PB	FL
FY16	54	51	52	48
FY17	52	51	52	48
FY18	56	55	54	50

PALM BEACH COUNTY STUDENTS PERFORM AT OR ABOVE THE STATE AVERAGE FOR ALL END OF COURSE EXAMS

YEAR	ALGEBRA 1			GEOMETRY			BIOLOGY			US HISTORY			CIVICS		
	PB	FL		PB	FL		PB	FL		PB	FL		PB	FL	
FY16	58	55	⬆ 3	53	51	⬆ 2	67	64	⬆ 3	68	66	⬆ 2	70	67	⬆ 3
FY17	62	62	0	55	54	⬆ 1	66	64	⬆ 2	68	67	⬆ 1	73	70	⬆ 3
FY18	64	63	⬆ 1	57	57	0	68	65	⬆ 3	68	68	0	72	71	⬆ 1

Master Schedule Analysis

In an effort to advance the District's goal to provide equity and access to all students, a Master Schedule Analysis of all elementary, middle, and high schools was conducted during the 2017 – 2018 school year. The primary objective of this year's Master Schedule Analysis was to conduct a deep analysis of student access to critical coursework. Examining student equity and access through the Master Schedule Analysis process is key because:

- Access to a core curriculum for ALL students begins with the design rationale of the master schedule.
- Course offerings, teacher assignments and scheduling of students may be improved through a deep analysis of a school's master schedule.
- Data collected from the process may be used as a method to track equity, as well as the academic progress of a school and its programs.

The number of students placed into programs based on demographics, exceptionalities, and socioeconomic status was examined through the Master Schedule Analysis process (see Figure 1). Targeted interventions were developed by District leadership teams and school principals in order improve student access to advanced programs for the 2018 – 2019 school year.

Figure 1: Updated data collection tool utilized as part of the 2017 - 2018 Master Schedule Analysis process

School:	Total # of Students:	% FRL:	% ELL:	%ESE	Enrollment:	Black:	Hispanic:	White:	Other:
	6th = 7th = 8th =								

	HS Math Enrollment #		ALG I Honors Enrollment #		GEO Honors Enrollment #		Other HS Enrollment #		Earth Science Enrollment #		Spanish I Enrollment #		AVID Enrollment #	
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18
Total														
6														
7														
8														
B														
H														
W														
ELL														
FRL														
SWD														
U25														
M50														
L25														
Self-rating 1-5														
Changes from FY17 –FY18														

School Choice

This year, the District's Choice Policy (5.016) was revised to continue to meet the demands of the community as well as conform to new legislation from the State. As the District prides itself on being a national leader in school choice, revising the policy was needed to continue our role as a leader in this arena. Changes to the policy include unifying the student contract for all students and providing additional opportunities for students at high-capacity schools to apply for additional programs.

Although policy revisions are not always considered impactful to a school district, this revision was carefully constructed, as the foundation of success in school choice is equitable outcomes for all students. The District recently received the Donna Grady-Creer award for sustainability and equity of Choice Magnet programs. This award is considered the most prestigious award in the nation for Choice programs.

School Choice Applicant Breakdown 2017-2018 School Year

Level	1st Choice Applicants	1st Choice Eligible	1st Choice Assigned
Elementary	4335	4158	2113
Middle	7667	6583	4449
High	8566	6784	4874

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

West Tech Reopens

This year, the West Tech center in Belle Glade re-opened after being closed for many years. West Tech was once an epicenter of technical training for high school students as well as adult education. It offered many Post-Secondary Adult Vocational courses to the area but became dormant under a Memorandum of Understanding (MOU) in 1998. Recently, the outdated MOU was extensively revised with support from Palm Beach State College. This partnership will benefit the students and adults of the Glades area moving forward by providing significant training in high demand industries.

West Tech now provides classes in Construction, GED, Basic ESOL and several other adult training courses. As the District continues to partner with Palm Beach State College, the potential for West Tech to regain the title of "epicenter of technical education" is well within reach.

House Built at West Technical Center 2018

New Choice Programs 2017-2018
This year, the District added ten new programs. With over 300 current programs, the strategic opening of new programs involves a systematic approach so that limited resources can be maximized.

Elementary School(s):
Equestrian Trails
- STEAM

K-8:
Hidden Oaks STEAM (added 6th grade)

Middle School(s):
Crestwood Middle
- Multimedia, Music, & Communications
- Pre-Business/Information Technology
Emerald Cove
- Pre-Information Technology
- Polo Park
- Pre-Information Technology

High School(s):
Santaluces High
- Medical
West Tech Educational Center
- Construction
- Mechatronics

FY18 Industry Certification Data (as of June 13, 2018)
The District continues to lead the State in industry certifications earned by students. For FY17-18, students earned 12% more industry certifications than in the previous year.

Improvements in participation and pass rates for the following sub-groups from FY17 to FY18 are as follows:

- ELL = 4.7% Pass Rate Improvement
- All Female = 2.4% Pass Rate Improvement
- All Students with Disabilities (SWD) = 1.5% Pass Rate Improvement

Literacy Initiatives

Cadre 2021
As part of the Strategic Plan Initiative around early literacy, the Division of Teaching and Learning began implementing 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 Kindergarten literacy and included four modules of blended learning (digital and face-to-face) and a follow-up coaching session for each participating teacher. The focus for FY19 will be Grade 1 literacy.

Core Knowledge Language Arts
Another focus of the K-2 Strategic Plan Initiative was to expand Core Knowledge Language Arts (CKLA) implementation in selected elementary schools. This year, the initiative expanded from five elementary schools implementing the initiative in second grade, to 16 elementary schools implementing this curriculum in Grades K-2. Six of those 16 schools are also implementing this curriculum in Grade 3. This work uses the curriculum as a lever to change teacher practice. The feedback from administrators and teachers has been overwhelmingly positive. An additional 13 schools will join the initiative to implement this content-based literacy framework beginning with their Kindergarten classes next year.

Professional Development to Support Literacy
Opportunities for literacy-focused professional development included a four-day Word Study PD as part of the literacy summer institute, resources on Blender, digital professional development to support lesson planning and implementation, and restructured intensive reading programs and interventions in the secondary schools, such as Wilson and Just Words. A significant aspect of this work included a staff-developed webinar titled, *An Overview of Dyslexia*, which included characteristics of dyslexia as well as strategies to help students with dyslexia realize success in the literacy classroom. The webinar and accompanying group activities were shared with all District schools at the start of the year.

Supporting Literacy in the Low 300 Schools
This year, the School District of Palm Beach County had 27 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 three options to structure the additional hour, including the use of differentiated small groups, iReady Toolbox lessons, 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.

> A significant aspect of this work included a staff-developed webinar on an *Overview of Dyslexia,* which included characteristics of dyslexia as well as strategies to help students with dyslexia realize success in the literacy classroom.

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.

Objective 2: Establish Personalized Learning Opportunities for All Students

The PSAT

The PSAT provides valuable information to students, parents and educators about progress toward college readiness, and through a connection with Khan Academy, online personalized learning opportunities for students that is aligned to the FSA. All students in Grades 8, 9, and 10 take the PSAT in Palm Beach County.

In this summary, PSAT results are reported for FY17 and FY18. The comparison of PSAT results for two years can reveal the change in student performance and demographic characteristics of the test takers. The data provides individual schools and the District with a mode for self-evaluation and self-comparison. However, as indicated by the College Board (publisher of the PSAT), caution should be used in making comparisons between local, state and national results. Results may differ because not all students in a school, school district or state take the PSAT, particularly in eighth and ninth grade.

Participation Results

- From FY17 to FY18, the overall SDPBC participation rates (see Table 1):
  - Decreased for Grades 8, 9, and 10
- From FY17 to FY18, the SDPBC participation rates (see Table 2):
  - Decreased in Grades 8, 9, and 10 for Black and White students
  - Decreased in Grades 9 and 10 for Hispanic students

Performance Results

- From FY17 to FY18, the SDPBC mean scores (see Table 3):
  - Increased for Grade 10 in EBRW[1] and for Grade 11 in EBRW and Mathematics
  - Decreased for Grade 8 in Mathematics
- For FY18, the mean scores for the SDPBC were higher than those of Florida and the nation in both subjects for Grades 8, 9, and 11 (see Table 3):
  - For FY18, the mean scores for the SDPBC were higher than those of Florida but below the nation in both subjects for Grade 10
- From FY17 to FY18, the SDPBC mean scores (see Table 4):
  - Increased for Black, Hispanic, and White students in Grades 10 and 11 for EBRW
  - Increased for White students in Grade 8 for EBRW
  - Increased for Black and Hispanic students in Grade 11 for Mathematics
  - Decreased for Black, Hispanic, and White students in Grade 8 for Mathematics
  - Decreased for Black and Hispanic students in Grade 8 for EBRW
  - Decreased for Black students in Grade 9 for EBRW and Mathematics
  - Decreased for Hispanic students in Grade 10 for Mathematics
- From FY17 to FY18 (see Table 4):
  - The Black-White gap decreased for Grade 11 in both subjects
  - The Hispanic-White gap decreased for Grade 11 in Mathematics

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[1] EBRW = Evidence-Based Reading and Writing Score

Table 1: FY17-FY18 Number of Students Tested and Participation Rates in Grades 8 – 11 PSAT for the SDPBC, Florida and Nation

	Grade 8				Grade 9				Grade 10				Grade 11			
	Number Tested		Participation Rates		Number Tested		Participation Rates		Number Tested		Participation Rates		Number Tested		Participation Rates	
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18
SDPBC	11,553	11,063	86.7%	83.7%	11,482	11,006	78.7%	75.4%	12,926	11,499	79.7%	72.4%	2,679	2,664	16.8%	16.6%
Florida	55,238	69,780	NA	NA	68,992	82,369	NA	NA	174,272	167,546	NA	NA	76,156	75,508	NA	NA
Nation	462,498	483,435	NA	NA	547,577	626,642	NA	NA	1,870,598	1,838,782	NA	NA	1,783,299	1,768,883	NA	NA

NA = Not Available

Table 2: FY17 and FY18 Number of Students Tested and Participation Rates in Grades 8 - 11 PSAT for SDPBC by Race/Ethnicity

	Grade 8				Grade 9				Grade 10				Grade 11			
	Number Tested		Participation Rates		Number Tested		Participation Rates		Number Tested		Participation Rates		Number Tested		Participation Rates	
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18
Black	3,157	2,834	86.6%	81.3%	2,991	2,793	79.0%	73.8%	3,502	2,865	79.1%	68.3%	348	311	7.8%	7.1%
Black-White Gap	N/A	N/A	1.6%	-0.6%	N/A	N/A	1.2%	-0.8%	N/A	N/A	-0.3%	-5.5%	N/A	N/A	-18.5%	-20.2%
Hispanic	3,836	3,797	88.0%	86.9%	3,792	3,638	80.1%	76.3%	4,136	3,898	80.8%	73.4%	624	585	12.9%	11.5%
Hispanic-White Gap	N/A	N/A	3.0%	5.0%	N/A	N/A	2.3%	1.7%	N/A	N/A	1.4%	-0.4%	N/A	N/A	-13.4%	-15.8%
White	3,714	3,668	85.0%	81.9%	3,897	3,696	77.8%	74.6%	4,406	3,902	79.4%	73.8%	1,446	1,497	26.3%	27.3%

Table 3: FY17 and FY18 PSAT Mean Scores of Grade 8 - 11 Students for the SDPBC, Florida and Nation

	Grade 8				Grade 9				Grade 10				Grade 11			
	EBRW		Mathematics		EBRW		Mathematics		EBRW		Mathematics		EBRW		Mathematics	
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18
SDPBC	419.5	418.7	412.1	406.4	440.0	438.8	431.3	432.2	452.8	460.1	449.9	450.1	574.5	582.9	553.9	559.5
Florida	413.8	409.9	407.1	398.9	433.3	428.8	425.1	419.4	452.8	454.6	445.3	441.6	502.9	502.3	487.8	481.6
Nation	407.2	404.9	406.6	400.6	438.3	432.3	431.3	427.3	471.6	471.0	465.6	462.5	513.2	512.3	505.3	502.3

EBRW = Evidence-Based Reading and Writing Score

Table 4: FY17 and FY18 PSAT Mean Scores in Grades 8 - 11 Students for SDPBC by Race/Ethnicity

	Grade 8				Grade 9				Grade 10				Grade 11			
	EBRW		Mathematics		EBRW		Mathematics		EBRW		Mathematics		EBRW		Mathematics	
	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18	FY17	FY18
Black	379.9	376.6	374.9	368.0	393.9	391.3	389.1	386.9	404.9	410.7	407.8	406.6	512.4	523.2	492.8	498.3
Black-White Gap	-78.5	-84.4	-71.3	-72.3	-91.4	-91.8	-81.9	-83.9	-96.9	-98.4	-82.6	-84.4	-77.7	-73.0	-74.5	-70.8
Hispanic	405.4	401.8	399.6	394.1	422.1	420.7	415.5	416.3	436.0	439.9	436.2	432.8	562.6	570.0	539.2	545.7
Hispanic-White Gap	-53.0	-59.2	-46.6	-46.2	-63.2	-62.4	-55.5	-54.5	-65.8	-69.2	-54.2	-58.2	-27.5	-26.2	-28.1	-23.4
White	458.4	461.0	446.2	440.3	485.3	483.1	471.0	470.8	501.8	509.1	490.4	491.0	590.1	596.2	567.3	569.1

EBRW = Evidence-Based Reading and Writing Score

Teaching with Technology Trailblazers

In FY18, the District launched the Teaching with Technology Trailblazers program. This ambitious program was designed to improve instructional delivery and student engagement in the classroom and increase the District's return on (technology) investment by pairing high-quality professional development with the deployment of technology. More than 700 middle and high school teachers were identified by their principals to participate. Principals were asked to identify a minimum of two teachers from each of the major subject areas in addition to two elective teachers. The traits that are desirable to become a Trailblazer include:

- Exhibits teacher leader characteristics
- Embraces change
- Confident, not afraid to fail
- Willing to share and train colleagues
- Rapport with students

> More than 600 teachers have earned a Google Certified Educator Level 1 credential, giving the School District of Palm Beach County the distinction of being a world leader for public school systems with this level of training.

As a prerequisite, teachers were required to complete approximately 20 hours through a self-paced, online course provided by Google prior to attending two days of face-to-face District training[1]. When teachers arrived for the two-day training, they were rewarded with a new Chromebook for their use in the classroom. After completing the two-day training, which covered instructional design to produce interactive lesson elements that meet their students' needs, teachers were provided with a classroom set of computers and a cart to provide the digital environment where students thrive.

At this time, more than 600 teachers have earned a Google Certified Educator Level 1 credential, giving the School District of Palm Beach County the distinction of being a world leader for public school systems with this level of training. The larger goal of the Trailblazer program is to provide proof points in each school across subject areas for successful integration of technology and to build an instructional technology leadership team on each secondary campus. Additionally, students will now be provided an opportunity to move past the traditional role of "consumer" and become the "creator" of content and develop skills around communication, collaboration, critical thinking and creativity needed in the workplace.

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[1]   Teachers earned 20 professional development points for their participation.
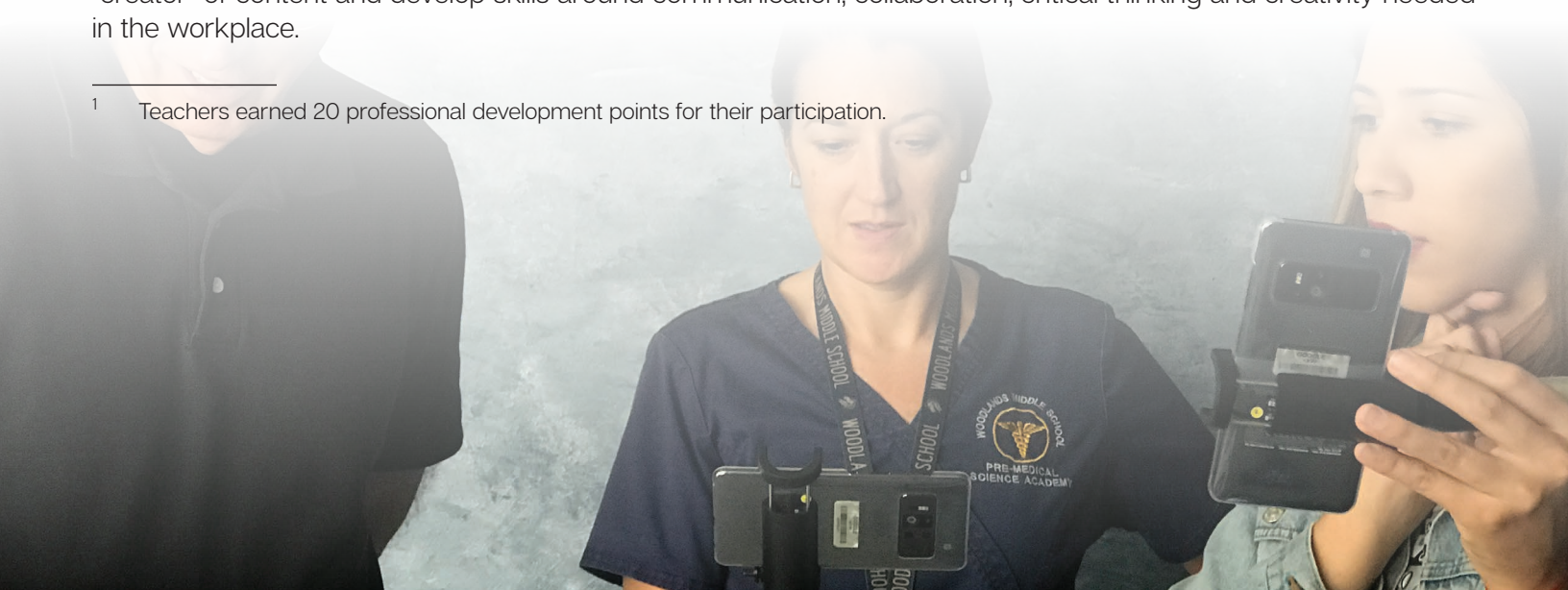
Accelerating Students in Math

The Accelerated Math Program (AMP) is designed to provide elementary students (Grades 3-5) the ability to accelerate their math learning. Schools utilize local assessment scores, teacher input, and end-of-year assessment data to identify those students whose primary grade work and assessment results indicate strong proficiency with the second grade mathematics content.

The District's curriculum team provides content scopes, training, and instructional materials to support teacher implementation of AMP. The AMP3 (third grade) curriculum sees students addressing all of the third grade mathematics standards, as well as a portion of the standards from fourth grade. The AMP3 students take the Grade 3 Florida Standards Assessment (FSA) at the end of their third grade year.

AMP4 then sees students completing the remainder of the fourth grade standards and all of the fifth grade standards during their fourth grade year, culminating with these students taking the Grade 5 FSA, rather than the fourth grade assessment. Thus, students take three years of math curriculum compacted into two.

Finally, students in AMP5 are taught during their fifth grade year using the sixth grade advanced mathematics curriculum. Successful completion of this accelerated track means that students are able to enter middle school on a track that includes seventh grade advanced math, algebra, and geometry, and a high school track that can take them through Calculus.

The data from AMP during its first two years of implementation is impressive. Students have achieved proficiency on the FSA at a 98% rate in AMP3, at a 99% rate in AMP4, and at a 98.3% rate in AMP5. Even more impressive are the learning gains AMP students are demonstrating. AMP4 students have shined, showing learning gains at a 74% rate as compared to 66.5% for their fifth grade peers taking the Grade 5 FSA assessment. In AMP5, the learning gains have continued to impress, with AMP5 students showing gains at a 78% rate, as compared to a 53% rate shown by their sixth grade peers. Overall, this program has been a successful demonstration of what can be achieved when learning is paced to meet the individual abilities and needs of students.

Gifted Screener Update

The goal of implementing a gifted screener in the second grade is to identify traditionally under-represented students. These students are represented in Title I and non-Title I schools. One of the successes of initiating the gifted screener is that students that pass are identified as potentially gifted and placed in advanced/gifted classes while going through the evaluation process to consider gifted eligibility. This ensures that students receive services and rigorous instruction while working through the process. In the 2017-2018 school year, or the second year of implementation:

- An additional 20 schools were added as screening schools bringing the total to 33 schools.
- An additional 1,842 students were screened, totaling 3,171 students screened.
- 344 students have earned the necessary score on the screener and the referral/evaluation process has been initiated.

As additional students are identified as potentially gifted, it is important to ensure that the District has enough gifted-certified teachers in these schools in order to serve students' needs. To meet this end, the District is revamping the certification program to provide access to more educators.

Objective 3: Ensure Academic Proficiency of All Students in PreK-Grade 2

AdvancED Early Learning Accreditation
All 66 school sites offering the Florida Voluntary Prekindergarten (VPK) Program in the School District of Palm Beach County were awarded early learning accreditation in January 2018 by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Commission on Accreditation and School Improvement (SACS CASI), the regional accrediting agencies that span the AdvancED global network.

The AdvancED Early Learning Accreditation framework required participation by all segments of the shared governance structure of early learning leadership in the District, through a powerful systems approach to improving the learning, growth, and development of young children, along with organizational effectiveness. The Superintendent's office and Cabinet, District departments, and school-based leaders, teachers, and parents participated in a process of self-evaluation, reflection, and improvement.

The AdvancED *Standards for Quality Early Learning Schools* provided the foundation for the research-based accreditation process. The Standards are comprised of indicators and criteria that describe the conditions that are necessary for driving effective practices for excellence in the education and care of young children. With supports from the Department of Early Childhood Education, each one of the 66 schools conducted an Internal Review Process and hosted an External Review by a team of early childhood experts. As part of this process, detailed evidence describing practices related to the Standards was collected, an executive summary for each school was produced, and a systems improvement plan was created. The final status of Accreditation granted by the AdvancED Accreditation Commission is for five years.

Early Learning at Dr. Mary McLeod Bethune Elementary School
In FY18, FDOE awarded the District a five-year, nearly $4.5 million School Improvement Grant (SIG Cohort 4) to design and implement a model early learning program at Dr. Mary McLeod Bethune Elementary School. The goals of SIG4 are to provide children and families with supports and services that promote family engagement and prepare children for success in VPK and beyond. High quality preschool experiences are a critical foundation for children's long-term academic and social/emotional success; however, access to high-quality early childhood education remains limited. Early learning is a priority in the District's 2016-21 Strategic Plan, and SIG4 implementation at Bethune will help inform the District's progress towards achieving the Strategic Plan objective for ensuring academic proficiency of all students from PreK through Grade 2.

The early learning program will consist of two model classrooms for PreK3 children that include curricula and programs covering the full range of the domains of development. The program will implement Frog Street, an innovative standards-based early learning curriculum, and Conscious Discipline, a social/emotional intelligence classroom management system. Each classroom will have a certified PreK3 teacher and an Early Childhood Professional (ECP). Children will be recruited from the school service area.

Concurrent with the implementation of the PreK3 classrooms, a Family Academy Lab with state-of-the-art technology, early learning resources, lending library and parent education programs will provide supports for increasing parents' involvement in their children's education, attendance and behavior, as well as resources to support children's learning outside of school. A Parent/Family Involvement Liaison will coordinate the Family Academy Lab services to support school attendance and success.

A literacy specialist and a highly trained program coordinator will ensure successful implementation of the PreK through Grade 5 model, provide wrap-around supports for grant implementation, and help to build instructional capacity for PreK through Grade 5. Academic tutors hired from the community will provide tutorial supports in classrooms under the guidance of the certified classroom teacher in PreK and in Grades 2-5. A SIG Advisory Council, comprised of school, regional, and District staff, as well as parents and community stakeholders, will meet monthly to provide planning and implementation support, while also coordinating with the community's existing early childhood efforts.

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

Multi-Tiered Systems of Support

Improving Classroom Management
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 surrounding what effective teachers do to implement Positive Behavior Support (PBS) strategies in their classrooms. These proactive, positive instructional approaches guide educators in making effective classroom management decisions that result in increased student engagement and 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 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.
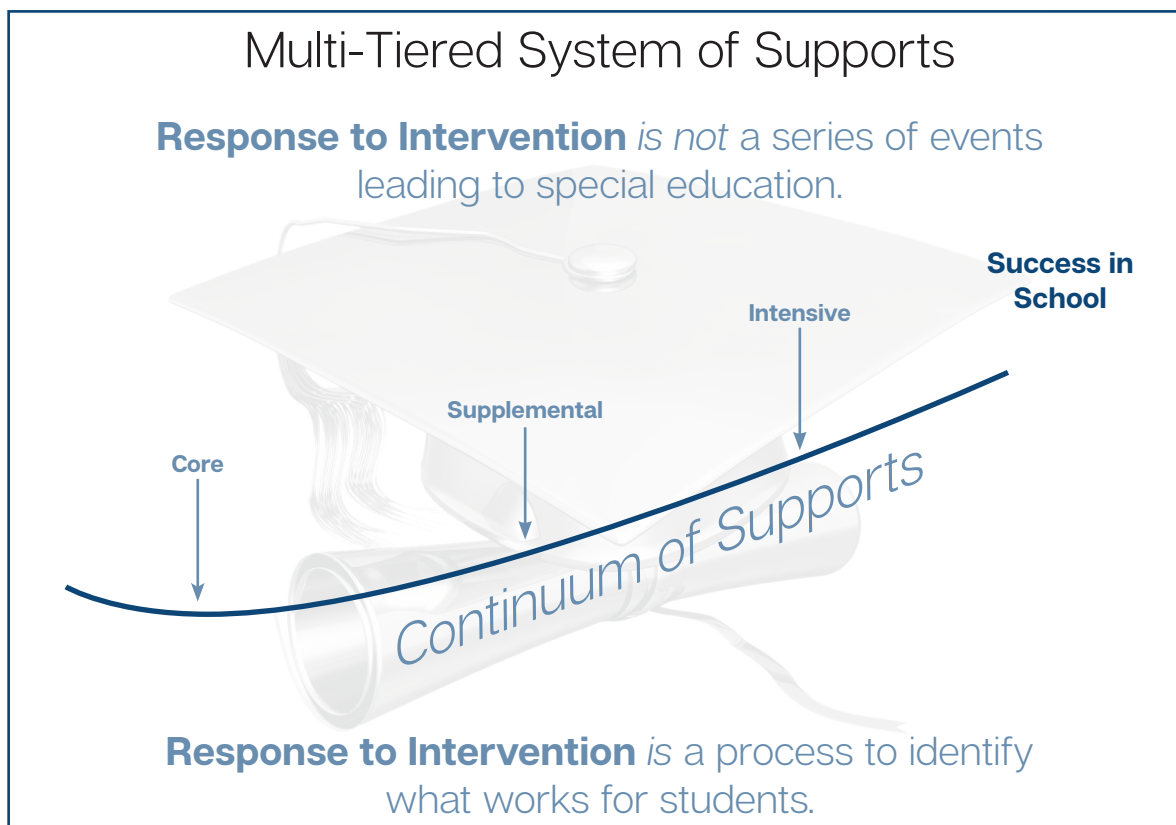
Problem Solving/School Based Teams

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 social/emotional and academic development of all students. It is meant to be preventative and proactive.

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. The following is a list of cases that are mandatory referrals to PS/SBT, which must be discussed in a timely manner in order to address barriers that may exist:

> PS/SBT is a vehicle that ensures a safe and supportive school climate that promotes the social/emotional and academic development of all students.

- Re-entry following hospitalization under a Baker Act
- Level 1, 2, or 3 incidents marked with an * in code of conduct
- Students experiencing homelessness
- Students in foster care
- Re-entry after Department of Juvenile Justice
- Re-entry after Alternative Education 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 and progress, including observation of student response to instruction/intervention.

Multi-Tiered System of Supports

Response to Intervention *is not* a series of events leading to special education.

Success in School

Intensive

Supplemental

Core

Continuum of Supports

Response to Intervention *is* a process to identify what works for students.

**Positive Behavior Support (PBS)**

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 and 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 to ensure a safe and supportive school climate that promotes the social, emotional, and academic development of all students (Strategic Theme 2, Objective 1):
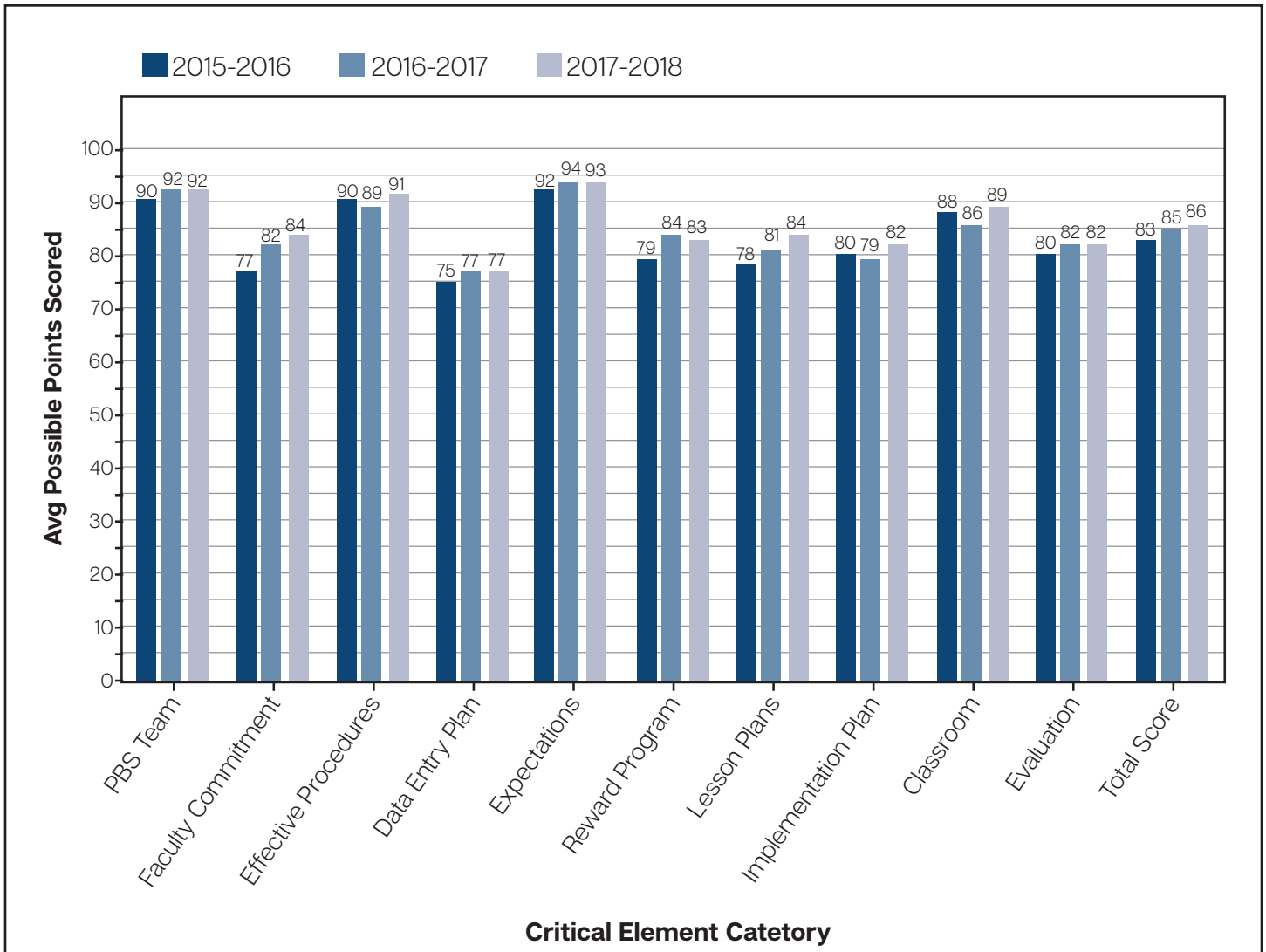
- Focus of discipline is on academic and behavioral success
- Model is for all students, all staff, and all settings
- Emphasizes prevention
- Uses research-validated practices
- Coordinated by a PBS Team at each school
- Emphasizes an instructional approach
- Uses data to guide decisions

Implementation of the PBS framework supports Strategic Theme 2, Objective 1 in that the focus is on preferred behaviors, intervention, and prevention. Schools select three to five guidelines for success (character traits), known as universal guidelines. The PBS Team gathers faculty input and creates a matrix defining the behavioral expectations for the campus. These expectations are posted for visibility around campus and are taught so that it becomes a common language among all staff and students. In SY17, 26 schools were recognized as Model Schools by Florida's Positive Behavior & Intervention Support Project (FLPBIS).

**SDPBC Discipline Comparison Data**
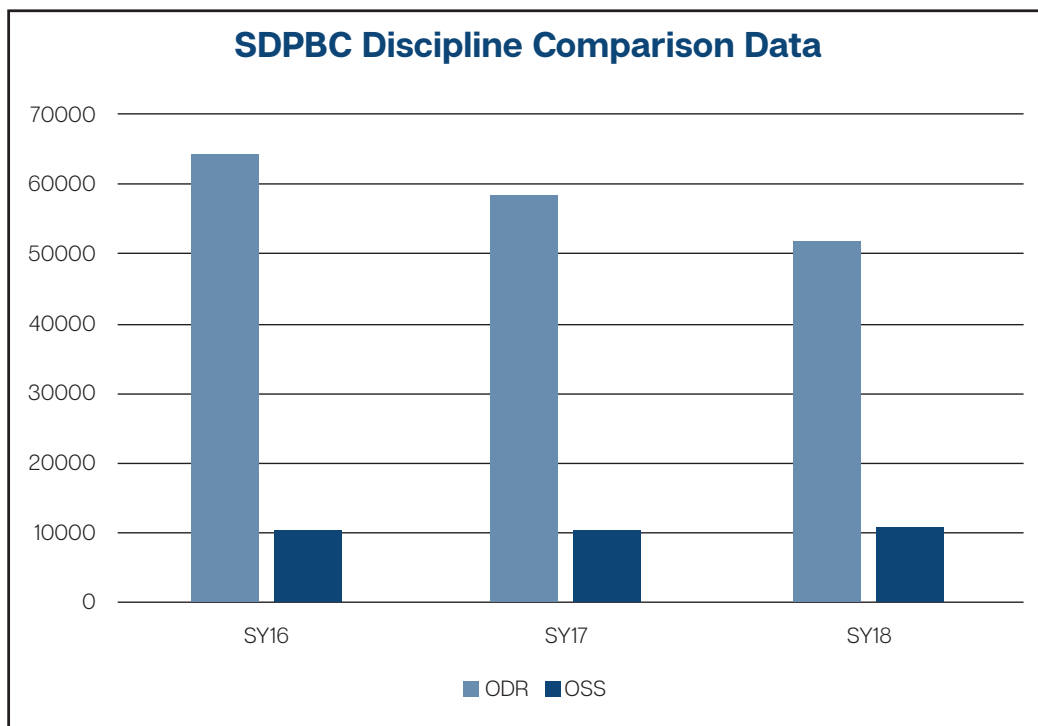
The chart above depicts District-wide discipline data, with a steady decrease in reduction of overall Office Discipline Referrals (ODR). From SY17-SY18, the District had a slight increase of 9% in OSS days.

Palm Beach
Average Benchmark Score Per Critical Element Category (All School Types)

Legend: ■ 2015-2016 ■ 2016-2017 ■ 2017-2018

Y-axis: Avg Possible Points Scored (0–100)
X-axis: Critical Element Catetory

Category	2015-2016	2016-2017	2017-2018
PBS Team	90	92	92
Faculty Commitment	77	82	84
Effective Procedures	90	89	91
Data Entry Plan	75	77	77
Expectations	92	94	93
Reward Program	79	84	83
Lesson Plans	78	81	84
Implementation Plan	80	79	82
Classroom	88	86	89
Evaluation	80	82	82
Total Score	83	85	86

The chart above depicts PBS end of the year evaluation and monitoring tool Benchmarks of Quality (BoQ) results. As per FLPBIS, average scores of 80% and above are indicative of high PBS implementation.
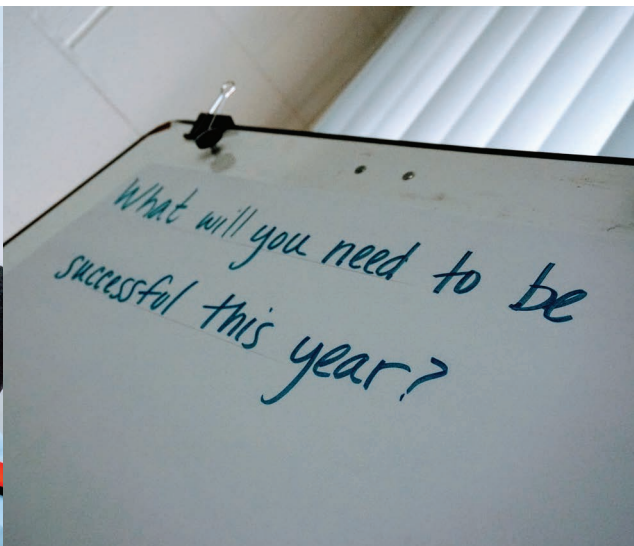
Supporting Students in Foster Care

On average, there are 1,118 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, 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 also 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 the 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 these students' academic progress.

Figure 1: Count of Students in Foster Care Attending District Schools by Month
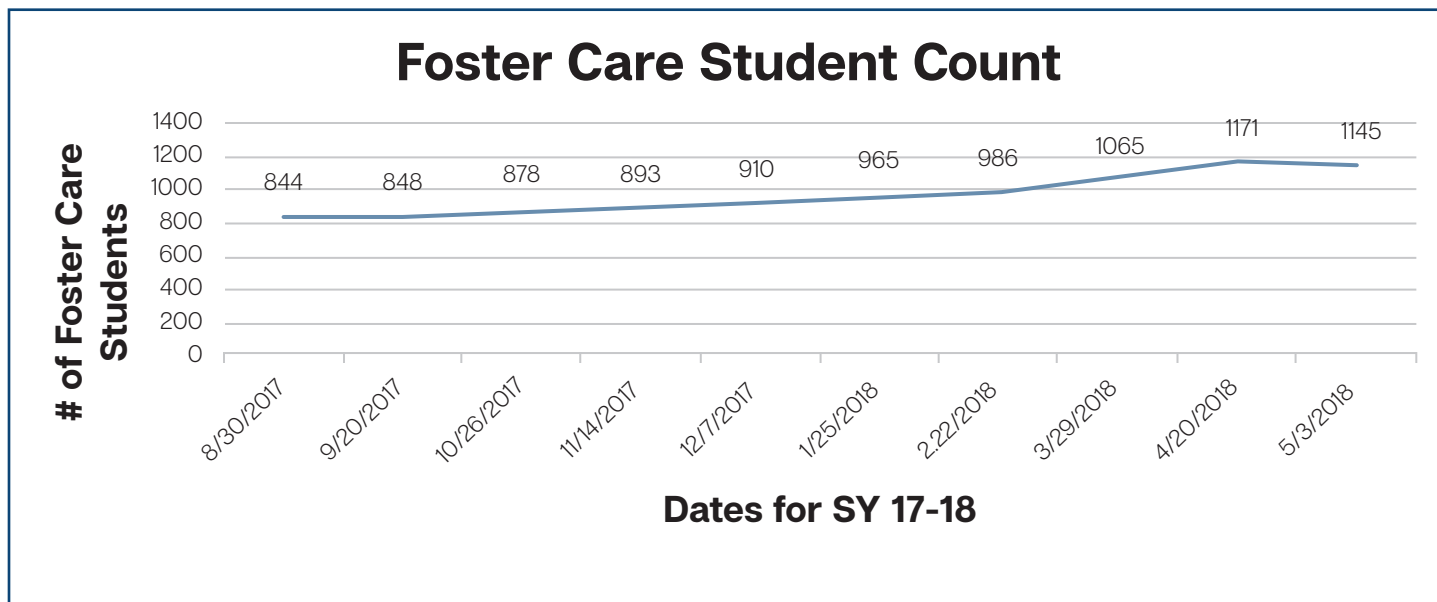
The table on the following page shows the 21 foster care group homes in Palm Beach County, along with corresponding schools served by region.

Table 1: Foster Care Homes and Capacities by Region

South Region			
Elementary	**Homes/Capacity**	**High**	**Homes/Capacity**
Del Prado EL	Place of Hope (8)	Boca Raton HS	Libra South (4)
JC Mitchell EL	Libra South (8)	Villages/Joanne's Cottage (6)	
Plumosa EL	Reyna Delay (3)	Olympic HS	Place of Hope (4)
Waters Edge EL	Reyna Boca (3)	Santaluces HS	Riparian (2)
		Calder (2)	
Middle	**Homes/Capacity**	The Grove (3)	
Boca Raton MS	Libra South (4)	Mandarin (4)	
Carver MS	Reyna Delray (2)	Spanish River HS	Place of Hope (4)
Calder (2)			
Mandarin (2)			
Lantana MS	Riparian (3)		
Logger's Run MS	Reyna Boca (2)		
The Grove (2)			

North Region			
Elementary	**Homes/Capacity**	**High**	**Homes/Capacity**
Timber Trace EL	Place of Hope (12)	Palm Beach Gardens HS	Place of Hope (12)
		Palm Beach Lakes HS	Libra North (12)
		Seminole Ridge HS	84th Court (2)
Middle	**Homes/Capacity**		
Bear Lakes MS	Libra North (12)		
Osceola Creek MS	84th Court (2)		
Watson B. Duncan HS	Place of Hope (12)		
Western Pines MS	46th Street (4)		

| Central Region			
Elementary	**Homes/Capacity**	**High**	**Homes/Capacity**
Berkshire EL	Safe Harbor (2)	Believer's Academy	Oak Street (4)
Cypress Trails EL	Grandma's Place (12)	Forest Hill HS	Safe Harbor (4)
Everglades EL	Kids Sanctuary (2)	John I. Leonard HS	Andros (3)
Hope Centennial EL	Safe Place (2)	Lake Worth HS	Libra Girls (6)
		Palm Beach Central HS	Kids Sanctuary (2)
Middle	**Homes/Capacity**	Palm Beach Lakes HS	Safe Place (2)
Crestwood MS	Grandma's Place (4)	Royal Palm Beach HS	46th Street (2)
Emerald Cove MS	Kids Sanctuary (2)		
Jeaga MS	Safe Place (2)		
Lake Worth MS	Libra Girls (2)		
LC Swain MS	Andros (2)		
Palm Springs MS	Safe Harbor (4)		

Homeless Education Program

The McKinney-Vento Program (MVP), the District's Homeless Education Program, consists of the Homeless Liaison and the MVP Case Managers who provide assistance 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 level. 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:
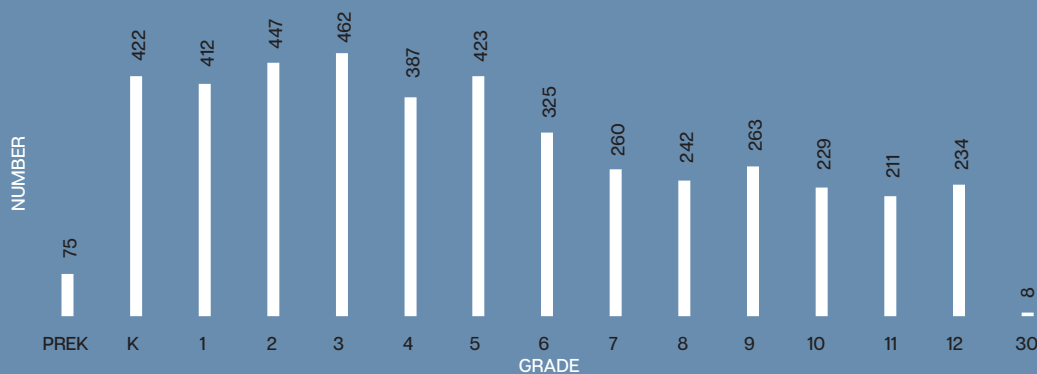
- Identification of homeless children and youth
- Immediate enrollment assistance
  - School records, shots/shot records, school physicals, etc.
- School stability
  - Transportation to the school of origin (when requested and in the child's best interest)
- Free school meals
- School supplies, backpacks, 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)

2018 McKinney-Vento Students by Nighttime Residence

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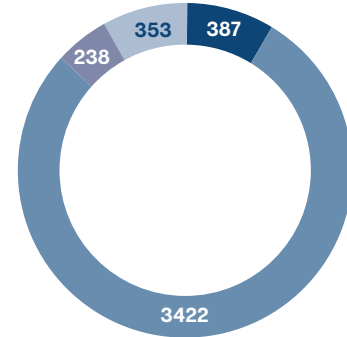
- A - Living in Emergency or Transitional Shelters
- B - Sharing the Housing of Other Persons
- D - Living in Cars, Parks, Campgrounds, Public Spaces, Bus or Train Stations, etc.
- E - Living in Hotels or Motels

2018 MVP Students by Grade

NUMBER

GRADE	NUMBER
PREK	75
K	422
1	412
2	447
3	462
4	387
5	423
6	325
7	260
8	242
9	263
10	229
11	211
12	234
30	8

Safe Schools 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, de-brief, and encourage them.

This expanding international program is owned by Community Matters, a non-profit organization housed in Santa Rosa, California. 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 Strategic Theme 2, 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 FY18.

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 SY18, 16 schools had active programs, with three new schools requesting initial training in August FY19.

Teen Parent Program

The Teenage Parent Program (TPP) offers pregnant students and teenage parents the opportunity to become responsible parents and complete requirements for graduation. All participants in TPP complete a parenting course worth a half credit towards graduation to improve knowledge of parenting responsibilities and to qualify for a child care voucher while attending school. This course is offered through Palm Beach Virtual School as well as on some school campuses.

Students who complete the parenting course continue to receive child care services and supports until graduation. Child care and transportation services are provided by the School District. Case management services coordinate referrals and access to a variety of community support services for teen parents, their children, and their families. Pregnant and parenting students are referred into the Healthy Beginnings System in Palm Beach County through Healthy Mothers/Healthy Babies, Inc. or Home Safe. These community support services are evidenced-based and voluntary. Students are monitored and counseled on their academic track towards graduation and college readiness. Each middle and high school in the District has a TPP contact that coordinates with the Teenage Parent Program to ensure students and their families are supported and connected to resources available in our community.

FY 2017-2018 Data:
- 274 pregnant and teen parent students enrolled
  - 10 of those students were in middle school
- 144 child care vouchers provided
- 163 individual student assessments for services/support were completed
  - 46% of the student were participating in Healthy Beginnings
  - 67% of the students received information/referral to mentoring programs
  - 78% of the students received information/referral to TRIO
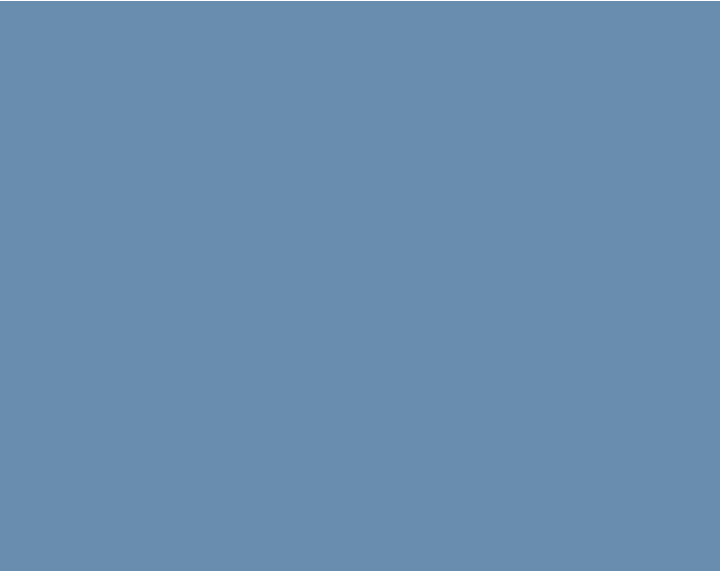
Supporting Social and Emotional Learning

The Wallace Foundation funded project, known as the *Partnerships for Social Emotional Learning Initiative* (PSELI), is a project meant to enhance social emotional learning (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 schools are involved in the field testing and research for the pilot, with the aim to scale practices that work over the next five years.

THREE SIGNATURE SEL PRACTICES*
Creating the Conditions for Learning

WELCOMING RITUALS
· Activities for Inclusion
ENGAGING PRACTICES
· Sense Making & "Brain Breaks"
OPTIMISTIC CLOSURES
· Reflections and Looking Forward

SEL *Signature Practices* are being implemented as a key strategy to increase student and adult SEL alike. Professional development and modeling were provided this year through District Leadership Academy, Principal Leadership Academy, Specialist Leadership Academy, regional meetings and the pilot school sites.

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.

FY 2017-2018 Data:
  ▪ Served three neglected residential institutions throughout the county – Children's Home Society, Place of Hope, and HomeSafe
  ▪ Serviced 12 group homes within the three institutions, which included four therapeutic group homes
  ▪ Three hundred students resided in the neglected group homes this school year
  ▪ Over 180 students received after-school tutoring
    · Fourteen district-certified teachers served as after-school tutors
    · Each group home is assigned one math and one reading tutor
  ▪ 25% of students in the neglected group homes have withdrawn from the District
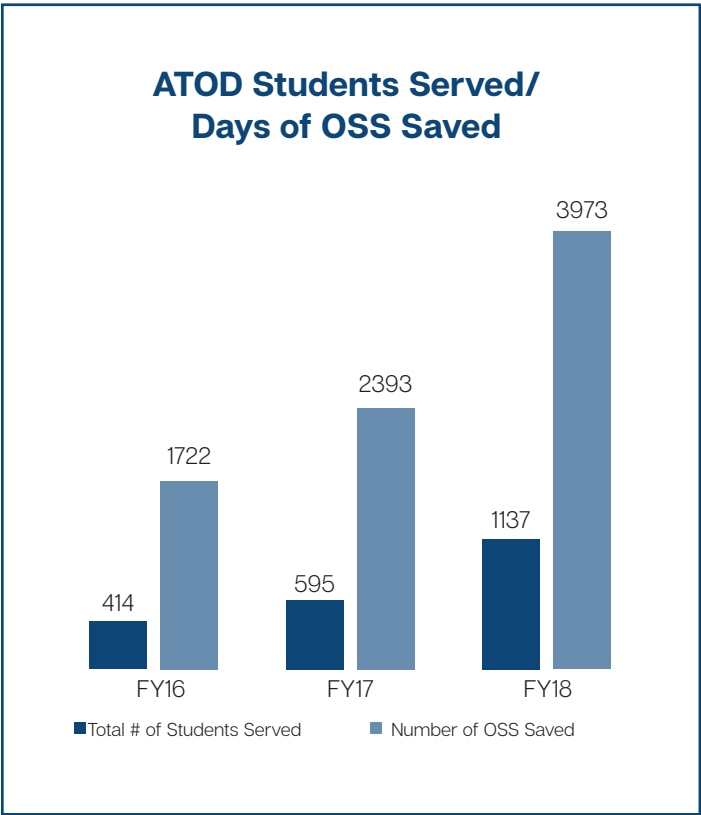 ▪ 55% of the students in the group homes started school after August 31
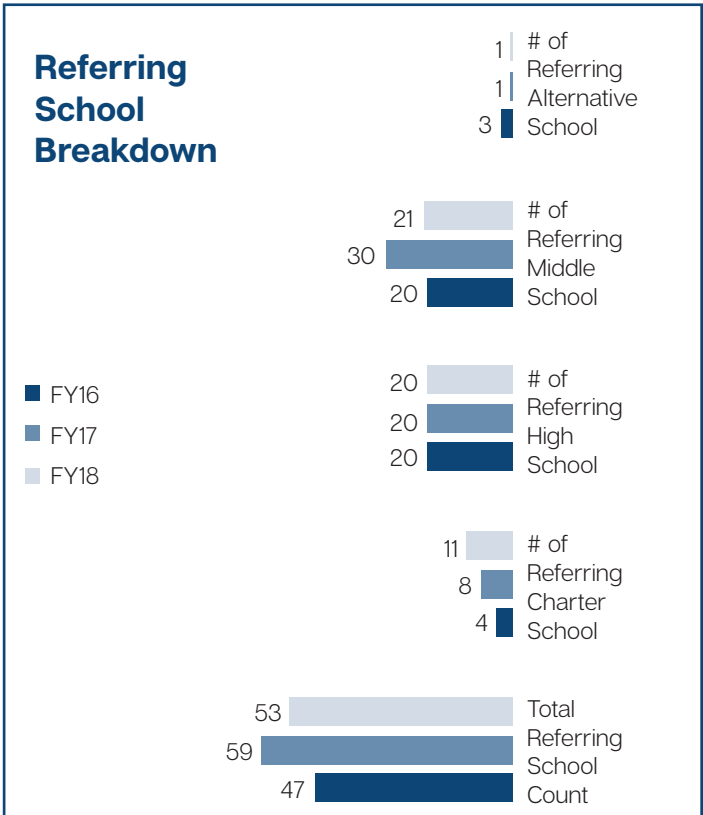
Alternative-to-Suspension Program

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 drugs 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 of 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 three-year period since the program began, 50-plus schools throughout the District – including traditional, magnet, charter, and alternative – have referred students to the program each year, resulting in more than 1,500 students who have taken and completed the program, saving them more than 5,000 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 three-hour 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. The discussions are designed to support and strengthen their social and emotional development. The program concludes with students having one-on-one contact 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. It is also used by the facilitator to provide referral information, as needed, regarding the District's Behavioral Health Cooperative Agreement.

ATOD Students Served/ Days of OSS Saved

	FY16	FY17	FY18
Total # of Students Served	414	595	1137
Number of OSS Saved	1722	2393	3973

The chart above depicts the number of students who participated in the ATOD program and the number of Out of School Suspension Days saved due to this program over the last three school years.

Referring School Breakdown

FY16, FY17, FY18

	FY18	FY17	FY16
# of Referring Alternative School	1	1	3
# of Referring Middle School	21	30	20
# of Referring High School	20	20	20
# of Referring Charter School	11	8	4
Total Referring School Count	53	59	47

The chart above indicates the total number of schools that referred students to the ATOD program, along with a breakdown of the school types/levels referring students.

Mental Health First Aid

This course is designed to provide adults who come in contact with adolescents with the knowledge, skill, and attitude needed to compassionately engage, assist, and connect young people in distress to sources of help in the schools and community. Participants are given information about the most common mood, thought, and behavior disorders that impact youth ages 12 – 18, along with an opportunity to engage in supervised practice for intervention in crisis and non-crisis situations.

This course directly supports Strategic Theme 2, Objective 1 by building a cadre of caring adults who are trained to notice and attend to any troubling changes they may notice during the course of contact with students. Class graduates are asked to report monthly on the number of young people they were able to engage and refer to sources of help. In the two-year period between March 2016 and March 2018, "First Aiders" reported referring over 2,900 students to sources of help.

The volume of interventions by the 1,600 "First Aiders" trained thus far appears to have made a positive impact on secondary students, even in cases where students might have declined the offer to discuss stressors with the intervening adult. In FY16, 72% of middle school students and 72% of high school students agreed with Q10 on the School Effectiveness Questionnaire, "If I need to, I can talk to at least one adult (at school) about personal problems." In FY17, this figure increased to 74.1% for middle school students and 74.6% for high school students.

By the end of June, the 17-member training team had conducted classes in 102 schools and 14 youth-serving agencies. Since completion of this class awards District participants with 16 in-service points, it is anticipated that the number of certified Youth Mental Health First Aiders will continue to grow despite the ending of the District's Project AWARE-C grant funding on September 30, 2018.

The schematic below illustrates the number of schools, District departments, and community agencies that have sent representatives to Youth Mental Health First Aid training at the time of this report.

School Effectiveness Questionnaire

Student Results

The School Effectiveness Questionnaire (SEQ) was administered from March to May 2018. The SEQ measures the perceptions of teachers, staff, parents, and students regarding the effectiveness of District schools. This instrument provides the opportunity to obtain, analyze and evaluate data referencing a central theme in the Strategic Plan – to sustain a positive and supportive school climate. Similar to past years, the student version for FY18 relied heavily on the schools themselves to distribute, collect and return the survey to obtain student perceptions.

Table 1: Elementary, Middle, and High School Student Positive Responses Overall and by SEQ Categories

Level	School Year	Overall Positive	School Climate	Challenging Assignment	Diverse Community	Parental Involvement	Individual Concerns	College Preparation
Elementary	**FY18**	**85.8%**	**91.9%**	**94.3%**	**88.3%**	**90.9%**	**61.9%**	N/A
	FY17	83.7%	88.8%	81.9%	92.4%	82.3%	61.8%	N/A
	FY16	84.6%	90.2%	83.8%	93.1%	82.2%	62.0%	N/A
	FY15	85.2%	90.8%	83.8%	93.5%	83.5%	62.3%	N/A
Middle	**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%
	FY15	77.5%	79.2%	78.9%	91.2%	73.9%	56.3%	84.0%
High	**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%
	FY15	77.2%	78.2%	78.0%	90.7%	70.1%	58.3%	87.5%

Source: Results of the Student School Effectiveness Questionnaire (June 28, 2018)

A copy of the SEQ taken by all students can be seen below:

School Effectiveness Questionnaire (Elem/MS 42; HS 49 Questions)					
Category A: School Climate		Overall District	High School	Middle School	Elementary School
Q01	I feel safe at school.	82.5%	74.4%	81.4%	91.5%
Q02	I am happy to be at this school.	81.0%	75.7%	79.3%	89.0%
Q03	I feel like I am part of this school.	81.7%	76.1%	80.5%	89.0%
Q04	I feel socially accepted.	85.6%	85.1%	83.7%	89.1%
Q05	I care about school.	86.8%	84.8%	84.7%	92.2%
Q06	I am treated fairly at school.	80.1%	81.1%	77.6%	83.1%
Q07	Adults working at this school reward students for positive behavior.	74.4%	62.9%	72.2%	88.1%
Q08	Adults working at this school help students develop strategies to encourage better behavior.	80.3%	69.4%	79.3%	91.7%
Q09	School rules are applied equally to all students.	72.1%	62.4%	71.3%	82.1%
Q10	If I need to, I can talk to at least one adult about personal problems.	78.1%	74.9%	76.0%	84.4%
Q11	There is at least one adult at school who knows me well.	72.9%	66.6%	69.7%	83.8%
Q12	Students are treated with respect by adults at school.	74.6%	67.6%	71.9%	85.2%
Q13	Homework help is available to me if I need it.	83.5%	82.5%	81.1%	88.3%
Q14	Students are encouraged to work together and help each other.	78.4%	73.8%	75.2%	87.7%
Q15	Students respect each other at this school.	49.1%	49.4%	43.6%	57.4%
Q16	Problems with dangerous student behavior are quickly resolved at this school.	71.1%	69.8%	68.4%	76.2%
Q17	My teachers provide me with feedback that helps me improve my study.	83.6%	75.6%	82.2%	93.1%

Category A: School Climate		Overall District	High School	Middle School	Elementary School
Q18	My teachers have a system to allow me to make up work after an absence.	82.8%	79.1%	82.3%	87.1%
Q19	My teachers have taught me different strategies that help me learn.	88.5%	79.8%	88.2%	96.9%
Q20	My teachers encourage me to set academic goals.	84.4%	77.6%	82.8%	93.3%
Q21	I am regularly reminded about my academic goals.	73.1%	68.3%	69.8%	82.6%
Q22	I feel satisfied with the work that teachers have done for the students at this school.	80.8%	72.8%	78.8%	91.3%
Q23	I feel that the school is clean.	51.0%	48.0%	46.3%	60.7%
Q24	Students at this school work out their disagreements with other students.	51.1%	48.6%	46.5%	60.2%

Category B: Challenging Assignments		Overall District	High School	Middle School	Elementary School
Q25	My teachers have given me assignments that require me to defend my point of view or ideas.	83.9%	79.2%	82.1%	91.3%
Q26	My teachers often connect what we are learning to life outside the classroom.	78.1%	72.6%	76.2%	86.1%
Q27	My teachers often require students to explain their thinking.	88.8%	83.7%	87.8%	95.1%
Q28	My teachers provide class work that is academically challenging.	87.4%	87.1%	86.5%	89.4%
Q29	My teachers provide assignments that require the use of technology.	86.4%	84.7%	85.8%	89.0%

Category C: Diverse Community		Overall District	High School	Middle School	Elementary School
Q30	I feel that students of different races or ethnicities get along.	83.1%	81.6%	80.7%	88.4%
Q31	At this school, all students are treated the same, regardless of their race or ethnicity.	76.4%	70.0%	73.8%	83.1%
Q32	The school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background.	75.5%	73.0%	74.0%	82.9%
Q33	My teachers value my cultural background.	76.8%	70.7%	73.5%	85.7%
Q34	My teachers uses classroom materials that reflect multicultural perspectives.	77.8%	81.6%	75.7%	87.7%

Category D: Parental Involvement		Overall District	High School	Middle School	Elementary School
Q35	My parents attend scheduled parent conferences at school.	70.8%	57.7%	68.6%	85.9%
Q36	My family supports me in my school activities.	89.9%	88.1%	89.4%	92.2%
Q37	My family encourages me to participate in clubs, groups, or team activities.	84.4%	84.0%	83.7%	86.4%

Category E: Individual Concerns *The percent positive response is a contrary indicator and represents the student's perception where the student conduct issues are NOT a problem.		Overall District	High School	Middle School	Elementary School
Q38	This year has been a difficult one for me or for my family that has impacted me at school.	56.2%	51.0%	57.2%	60.0%
Q39	Students at this school are often teased or picked on.	38.4%	43.5%	33.8%	41.0%
Q40	Students at this school are often threatened or bullied.	47.4%	51.9%	41.5%	52.5%
Q41	I have had problems traveling between home and school.	66.8%	70.5%	68.8%	68.6%
Q42	Students at this school are teased or picked on through social media.	41.5%	39.2%	36.6%	52.5%

Category F: College Preparation		Overall District	High School	Middle School	Elementary School
Q43	I have conversations about going to college with my family.	86.8%	92.0%	84.4%	82.8%
Q44	My parents expect me to continue my education after high school.	95.7%	95.3%	96.1%	96.4%
Q45	I want to continue my education after high school.	94.2%	94.4%	94.2%	94.9%
Q46	I know what I need to do to meet college readiness requirements.	87.0%	87.9%	86.5%	88.5%
Q47	My school emphasizes preparation for college or career education.	83.2%	87.7%	80.5%	83.7%
Q48	I am interested in hearing others talk about their college life and study.	79.2%	84.2%	76.4%	79.0%
Q49	I have the opportunity to participate in advanced coursework.	86.5%	88.9%	85.3%	86.1%

Parent Results

Table 2: Elementary, Middle, and High School Parent Positive Responses Overall and by SEQ Categories

Level	School Year	Overall Positive	School Climate	Diverse Community	High Expectations	Individual Concerns	Parental Involvement
Elementary	**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%
	FY15	93.3%	95.5%	98.2%	89.6%	79.9%	94.9%
Middle	**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%
	FY15	88.0%	90.0%	96.4%	85.7%	78.3%	85.9%
High	**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%
	FY15	85.3%	87.8%	94.3%	87.0%	72.7%	81.8%

A copy of the SEQ taken by all parents can be seen below:

School Effectiveness Questionnaire (35 questions)					
Category A: School Climate		Overall District	High School	Middle School	Elementary School
Q01	I feel that my child is safe at school.	92.7%	92.7%	93.2%	94.8%
Q02	My child cares about school.	97.1%	97.4%	97.4%	97.8%
Q03	This school treats my child fairly.	95.5%	96.7%	97.1%	96.7%
Q04	I know of at least one adult at school to whom my child can turn when there is a problem.	93.3%	93.8%	94.3%	96.0%
Q05	There is at least one adult at school who knows my child well.	91.4%	92.2%	91.7%	95.0%
Q06	Students at school are treated with respect.	94.3%	94.6%	95.3%	96.4%
Q07	Homework help or tutoring is available to my child if I ask for it.	92.3%	93.3%	92.7%	93.0%
Q08	Students in my child's school usually help each other.	92.1%	92.6%	92.9%	94.1%
Q09	Students in my child's school respect each other.	87.3%	87.6%	88.3%	90.6%
Q10	Problems with dangerous student behavior are quickly resolved at this school.	89.8%	90.3%	91.2%	91.8%
Q11	This school addresses incidents where teasing and/or bullying may have occurred.	87.9%	89.3%	90.1%	90.0%
Q12	I feel satisfied with what the teachers have done for my child at this school.	94.0%	94.6%	95.4%	95.8%
Q13	I feel that my child's school is a clean environment.	92.6%	94.4%	94.4%	95.9%
Q14	School rules are applied equitably to all students.	92.6%	93.6%	94.3%	95.1%
Q15	I have no concern about the disciplinary policies at my child's school.	89.4%	90.0%	90.6%	91.6%
Q16	This school addresses incidents where cyber-bullying may have occurred.	89.1%	90.2%	90.7%	92.1%
Q17	This school provides high quality services to help students with social or emotional needs.	89.7%	90.4%	90.9%	92.2%
Category B: Diverse Community		Overall District	High School	Middle School	Elementary School
Q18	This school communicates with me in a language I understand.	96.8%	96.8%	97.1%	97.9%
Q19	Students of different races or ethnicities at my child's school get along.	95.2%	95.8%	95.7%	96.8%

Category C: High Expectations	Overall District	High School	Middle School	Elementary School
Q20 This school does a good job helping my child set up academic goals.	92.7%	94.3%	93.9%	94.8%
Q21 My child is academically challenged by his or her classwork.	89.5%	90.5%	90.9%	90.4%
Q22 This school has high expectations for students.	94.0%	94.2%	95.6%	95.5%
Q23 This school has prepared my child for the next grade level, or if applicable, for college.	94.1%	94.7%	95.5%	95.3%

Category D: Individual Concerns *The percent positive response is a contrary indicator and represents the parent's perceptions where issues are NOT a problem.	Overall District	High School	Middle School	Elementary School
Q24 My child has problems traveling between home and school.	80.3%			
Q25 This year has been a difficult one for my child or for my family.	73.3%			
Q26 My child at this school is often teased or picked on.	82.5%			
Q27 My child at this school is often threatened or bullied.	87.1%			

Category E: Parental Involvement	Overall District	High School	Middle School	Elementary School
Q28 My child's teacher will give make up work if my child has been absent.	92.0%	93.0%	93.2%	92.7%
Q29 This school provides me with helpful ideas on how to support my child's learning at home.	87.9%	90.9%	90.1%	92.9%
Q30 My child's teacher provides me with helpful feedback about my child's academic performance.	89.4%	91.9%	90.7%	94.0%
Q31 It is easy for me to contact my child's teacher(s) when necessary.	93.3%	93.9%	94.1%	96.0%
Q32 I expect my child to continue his or her education after high school.	98.5%	98.7%	98.6%	99.1%
Q33 I attend parent conferences at my child's school when scheduled.	94.0%	94.5%	94.7%	96.0%
Q34 I am informed of my child's academic performance by the school.	95.5%	95.4%	95.9%	97.3%
Q35 This school treats me as a partner in my child's education.	92.5%	94.6%	93.7%	95.3%

Teacher and Staff Results

A copy of the SEQ taken by all teachers and staff can be seen below:

School Effectiveness Questionnaire (62 questions)		Overall Positive Percent Rate			
Category A: Instructional Leadership		**Overall District**	**High School**	**Middle School**	**Elementary School**
Q01	School administrators provide guidance on curriculum.	87.4%	80.1%	85.6%	90.4%
Q02	Discussions about teaching with my administrator result in improved instructional practice.	86.1%	80.9%	85.8%	87.8%
Q03	School administrators communicate to teachers how assessment results can be used for improvement in instruction.	89.7%	83.2%	90.0%	91.8%
Q04	I am encouraged to apply and share educational technology that improves classroom instruction.	90.1%	88.5%	92.6%	89.8%
Q05	School administrators are knowledgeable about instructional resources.	87.4%	81.2%	88.2%	89.2%
Q06	I have easy access to the curriculum materials and equipment needed for my work in the school.	87.6%	83.8%	89.6%	88.3%
Q07	School administrators provide feedback to enhance knowledge and skills needed for my teaching.	86.3%	81.2%	87.2%	87.8%
Q08	The professional development activities I attended this past year are closely linked to my teaching.	83.6%	73.8%	81.1%	87.3%
Q09	My principal encourages teachers to use what is learned from professional development programs.	92.5%	88.9%	93.6%	93.5%
Q10	School administrators indicate specific strengths and weaknesses of teaching following classroom observations.	90.1%	87.3%	90.7%	90.3%
Q11	School administrators clearly communicate the criteria and procedures for evaluating teacher performance.	89.1%	86.7%	89.4%	89.8%
Q12	School administrators communicate school goals effectively to all school stakeholders.	91.6%	88.4%	92.1%	92.7%
Q13	The school goals and mission are regularly mentioned at staff meetings or student assemblies.	89.3%	86.1%	89.4%	90.4%
Q14	A school administrator meets with me to discuss my students' test results.	80.0%	68.9%	75.9%	84.7%
Q15	School administrators expect teachers to differentiate to meet the needs of students.	96.2%	95.6%	97.4%	96.1%
Q16	The school staff communicates with parents on a timely and ongoing basis.	91.9%	88.1%	91.9%	93.1%
Q17	The school provides staff with opportunities to take a lead role in organizing programs and activities.	89.5%	86.5%	91.6%	89.8%
Q18	Our school addresses equitable practices.	87.9%	83.3%	88.0%	89.4%
Category B: High Expectations		**Overall District**	**High School**	**Middle School**	**Elementary School**
Q19	Teachers are held accountable for providing rigorous classroom instruction.	92.5%	84.4%	90.8%	86.7%
Q20	This school maintains high expectations for teaching and learning.	92.1%	86.2%	90.9%	94.4%
Q21	I feel that high expectations for teaching and learning are achievable.	93.0%	92.1%	94.4%	93.0%
Q22	The school promotes student accountability for achieving high levels of academic performance.	85.6%	75.6%	81.8%	89.8%
Q23	The school values social/emotional learning.	84.6%	81.2%	85.6%	85.2%

Category C: School Climate		Overall District	High School	Middle School	Elementary School
Q24	The school administrators' evaluation of my teaching is fair.	89.9%	90.8%	91.7%	89.5%
Q25	I get sufficient help from school administrators to assist low achieving students in my classes.	77.9%	71.9%	77.1%	79.8%
Q26	School administrators are available to help teachers when assistance is needed.	85.2%	80.9%	85.0%	86.7%
Q27	School administrators have both academic and non-academic conversations with teachers and students.	88.5%	85.7%	90.4%	88.9%
Q28	The amount of routine administrative paperwork is minimized for teachers.	72.8%	73.5%	76.7%	71.4%
Q29	Instructional time is protected from interference of public addresses and announcements.	86.2%	79.8%	79.6%	90.1%
Q30	If the need arises, school administrators will support me in dealing with student conduct.	84.9%	82.8%	84.5%	85.7%
Q31	My input is taken into consideration when events or activities affect my work.	80.9%	73.4%	82.6%	82.6%
Q32	My principal treats me with respect as an educator.	90.3%	91.0%	93.1%	89.4%
Q33	If I have problems, I feel I can speak freely with my principal.	84.4%	83.8%	88.0%	83.6%
Q34	There is cooperation among the staff.	84.6%	80.3%	85.2%	85.7%
Q35	Teacher collaboration increases my knowledge and supports my instruction.	92.9%	91.0%	92.3%	93.6%
Q36	I am satisfied being a teacher at this school.	87.5%	87.1%	89.1%	87.1%
Q37	Teachers in this school are recognized for a job well done.	82.9%	79.7%	85.1%	83.3%
Q38	Teachers respect the professional competence of their colleagues.	88.2%	85.1%	88.7%	88.7%
Q39	There is a great deal of trust among teachers and school administrators.	72.8%	67.3%	74.5%	73.9%
Q40	Teachers respect their school administrators.	81.0%	74.5%	81.9%	82.6%
Q41	School administrators are supportive and encouraging toward staff.	84.7%	81.2%	88.3%	84.8%
Q42	There are people at this school who care about me as a person.	95.8%	94.3%	96.6%	96.3%
Q43	Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff member.	94.9%	91.6%	93.3%	96.2%
Q44	This school is kept clean.	81.7%	79.1%	81.8%	82.2%
Q45	The school is an inviting work environment.	85.1%	81.3%	86.2%	86.0%
Q46	The school places a priority on helping students with their social, emotional, and behavioral problems through School Based Teams (SBTs).	85.3%	83.1%	83.6%	86.1%
Q47	Staff at this school are clearly informed about school policies and procedures.	88.6%	83.3%	87.7%	90.4%

Category D: Diverse Community		Overall District	High School	Middle School	Elementary School
Q48	School administration promotes equity for all.	83.3%	79.9%	84.2%	84.1%
Q49	I value my students' cultural background.	99.2%	99.2%	99.4%	99.2%
Q50	I use books and classroom materials that reflect multicultural perspectives.	96.2%	94.6%	95.1%	96.9%

Category E: Decision Making		Overall District	High School	Middle School	Elementary School
Q51	Teachers have input in decision-making regarding selecting and hiring staff.	61.7%	49.8%	60.4%	65.9%
Q52	Teachers have opportunities to pursue teacher leadership roles.	87.7%	83.5%	89.9%	88.6%
Q53	Teachers have input in decision-making regarding professional development offered at this school.	80.5%	78.2%	80.2%	81.4%

Harvard Proving Ground

In support of safe and supportive school climates, the District partnered with Proving Ground, run by the Harvard Center for Educational Policy and Research. This initiative is committed to addressing school attendance, as absenteeism is demonstrated to have adverse effects on student learning and academic performance. The goal is to offer solutions that work for schools in a more responsive, pragmatic, and agile analytic cycle that empowers administrators to:

- Quickly and reliably assess the impact of investments made to address absenteeism
- Continuously improve implementation by testing new strategies
- Incorporate new and better evidence into decision-making to sustain attendance efforts

Absenteeism is a widespread issue (see Table 1 below).

Table 1: Palm Beach – Targeting Students Using Prior Absences

| Targeting Cutoff	Number of Students	Percent of Students	Number of Absences	Percent of Absences	Number of Chronic Absentees	Percent of Chronic Absentees
>=25 absences	3.725	2.8	85,035	10.4	2,353	24.8
>=20 absences	7,096	5.2	142,375	17.4	3,828	40.4
>=15 absences	14,005	10.4	235,376	28.7	5,628	59.4
>=10 absences	28.976	21.4	382,907	46.7	7,366	77.7
>=5 absences	60,977	45.1	593,944	72.4	8,738	92.2
All Students	135,272	N/A	820,548	N/A	9,481	N/A

Absences Are Linked to Lower Math Learning

Relationship Between Absences and State Math Test Scores
Among Grades 4-8, Palm Beach, 2017
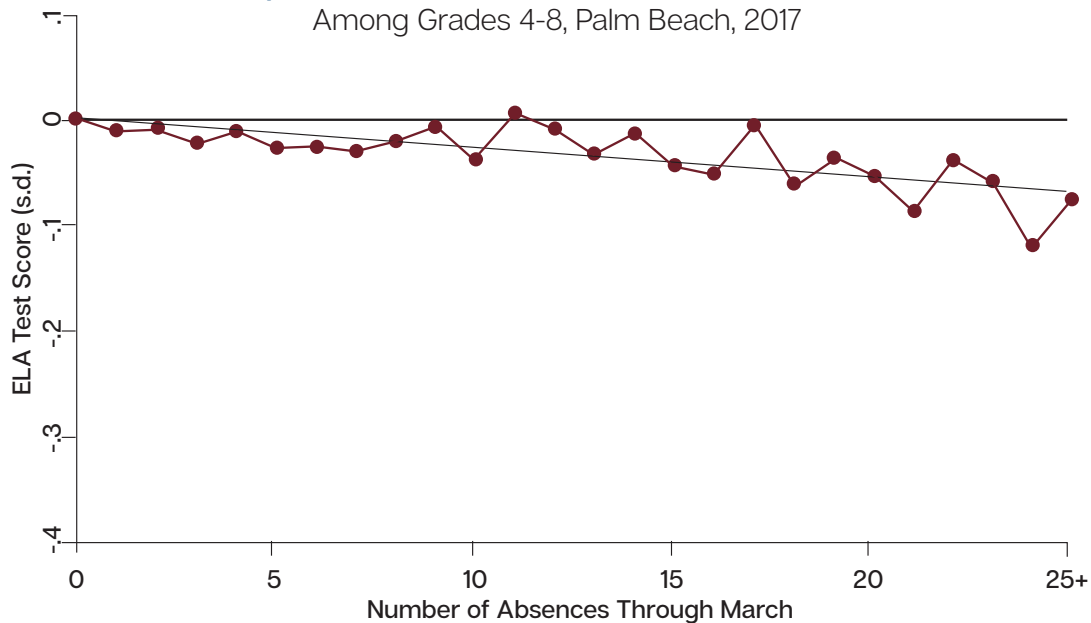
Math Test Score (s.d.)

Number of Absences Through March
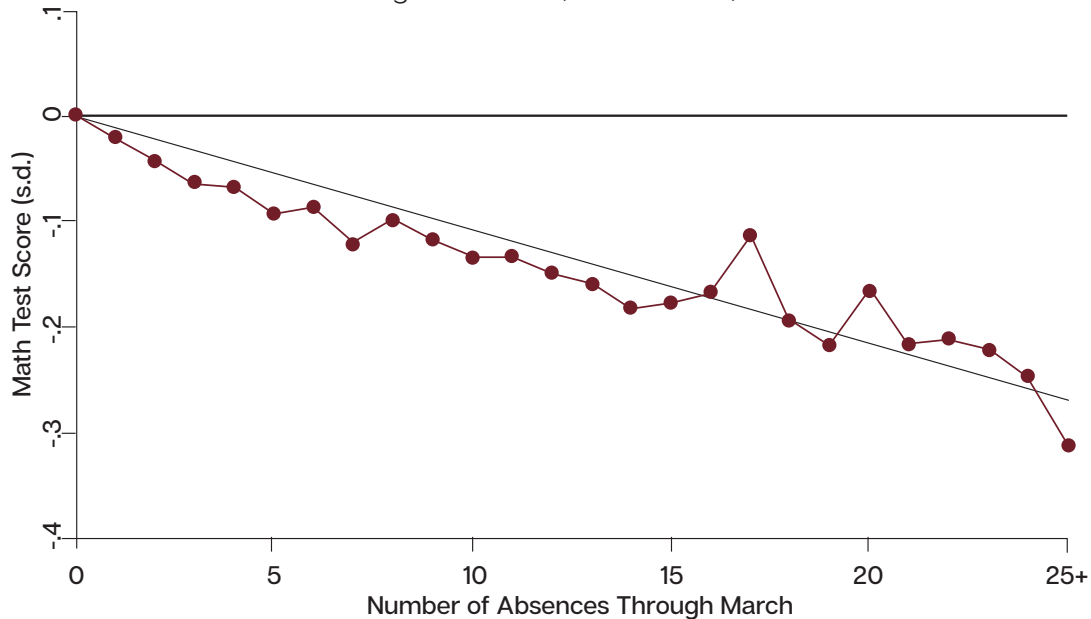
Sample includes 50,104 studens in grades 4-8 with math state test scores for the current and prior year. Model controls for demographics, grade, prior state test scores, and school fixed effects. Only absences between August and March are included.

Absences Are Also Linked to Lower ELA Learning Although the Relationship is Weaker

Relationship Between Absences and State ELA Test Scores
Among Grades 4-8, Palm Beach, 2017

ELA Test Score (s.d.)

Number of Absences Through March

Sample includes 55,362 studens in grades 4-8 with ELA state test scores for the current and prior year. Model controls for demographics, grade, prior state test scores, and school fixed effects. Only absences between August and March are included.

The project team intends to launch targeted interventions that are responsive to the data in fall 2018.

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 two main areas: equity and social/emotional learning.

The District highlights its work with Social and Emotional Learning (SEL) in this partnership through an additional partnership with PrimeTime Palm Beach County, which targets seven elementary schools that have included social and emotional competencies within the school structure. The District is expanding this work to 24 schools for the upcoming school year.

To ensure that school readiness is a right for all children, Birth to 22 includes an equity agenda as a foundation for the work. 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.

The District lends its expertise in this area of the partnership through facilitation and participation on various committees to support and enhance the work involving equity. One area in particular is to include our community partners in professional development opportunities that build capacity through having courageous conversations.

Achieve Palm Beach County
The fourth long-term outcome captured by the 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 that prepares them for a meaningful career with a sustainable wage. The following long-term outcomes have been identified by Achieve:

Outcome	Indicator	Goal by 2025
Seamless College Access Associate & Bachelor	Seniors graduating from SDPBC with seamless enrollment in college	75%
Persistence Rate Associate & Bachelor	Students who seamlessly enrolled return for a second year	95%
Completion Rate of seamless enrollees	Seamless enrollees earning Associate or Bachelor within 6 years	70%
Seamless Access Certificate or Licensure	Seniors graduating from SDPBC with seamless enrollment in program	20%
Completion Rate Certificate or Licensure	Graduates enrolled in certificate or licensure program completed in 2 years	70%
Completion Rate of All Students	All graduates completing Associate, Bachelor, Certificate or Licensure	60%

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

The District has 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 currently cover mental health and substance abuse treatment utilizing evidence based practices such as: Wrap-around, Trauma Informed Care and Cognitive Behavioral Therapy. As required by the Marjory Stoneman Douglas High School Public Safety Act, the School Board approved the District's Mental Health Assistance Allocation Plan. With implementation of the plan in SY18-19, mental health services will be expanded throughout the District.

The District continued its implementation of Youth Mental Health First Aid (YMHFA). Through the Federal Project AWARE grant, the District provided training in YMHFA to teachers and other District personnel, parents and caregivers, law enforcement, faith-based leaders, community agency staff, and policy makers. Individuals are trained to become "First Aiders" by completing YMHFA courses facilitated by a cadre of trained instructors that include District, non-profit, and government personnel. The project is a partnership between the District and local behavioral health and advocacy groups.

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. Professional development 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.

Finally, the Social and Emotional Learning (SEL) Programs Advisory Council continues to meet. The mission of the SEL Programs Advisory Council is to systematically and objectively review proposed programs, presentations, and practices that support student social and emotional development and approve those that meet the Council's criteria. A matrix of approved mental health awareness and prevention programs (e.g. Adolescent Depression Awareness Program, Sandy Hook Promise, Breaking the Silence, Erika's Lighthouse, NAMI, PBSAC) is made available to all schools with the use of the programs at the discretion of the school principal.

Agencies Involved with Supporting Student Behavioral Health

Agency	Services Provided	Schools Served SY17	Youth Served SY17
Aid to Victims of Domestic Abuse (AVDA)	Violence prevention & counseling {domestic violence, dating violence and school violence}	4	420
American Association of Caregiving Youth	Caregiving youth project: support to youth who are taking care of ill or physically challenged family member	20 SD 1 Charter	629
ASPIRA of Florida, Inc.	Hispanic leadership program {mentoring, counseling and community service}; dropout prevention; and a violence prevention component.	8	140
Best Foot Forward, Inc.	Supportive services, educational advocacy, tutoring, homework assistance, test taking skills and mentoring for youth in foster care	24 SD 1 Charter	46
Big Brothers Big Sisters	Mentor/Mentee Program	46 SD 6 Other	210

Agency	Services Provided	Schools Served SY17	Youth Served SY17
Camelot Community Care	Counseling and observation	22 SD 3 Charter	39
Center for Family Services of PBC, Inc.	Counseling and therapeutic services	1 Charter	1
Center for Child Counseling	Play therapy, trauma informed cognitive behavior therapy, child and family psychotherapy	71 SD 13 Other	207
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, and resources and support for families with premature infants in the NICU	3	6
Children's Home Society	Counseling; case management; truancy and ungovernable petitions; and respite care	18 SD 2 Other	63
The Chrysalis Center	Outpatient therapy	65 SD 13 Other	211**
Drug Abuse Foundation of PBC, Inc	Project Towards No Drug Abuse; HIV Awareness	2 Charter	1487
Drug Abuse Treatment Association of PBC (DATA)	Outreach, educational programs, short-term counseling, referrals to students at-risk in middle schools and high schools. Also provides assessments, prevention and short-term substance abuse treatment.	27 SD 2 Charter	1774** Plus groups
Families First of PBC	1) parent education to prenatal or parenting teens; 2) support to teens enrolled in Healthy Families to return to school after delivery; 3) connect parenting teens to child care resources; 4) support teens to continue educational process through graduation; and 5) provide support and community resources to pregnant and parenting teens to overcome the obstacles in continuing education 6) counseling support for relative caregivers 7) Behavioral health services for children 5-18 8) Counseling education and support for children 5-18 and their families	18	30
Providence Human Services of FL	In-home individual and family therapy, TBOS; funding for un-insured children and adults; Spanish and Creole speaking therapists NOW PATHWAYS HEALTH	23 SD 4 Charter	38
Father Flanagan Boys Town South Florida	In-home family services; common sense parenting; and, behavioral health clinical services and care coordination	136 SD 57 Other	3507
Faulk Center for Counseling	Provides on-site group counseling to children and teens referred for behavioral or emotional issues such as problem solving, anger management, social skills, and self- esteem for a period of 8-16 weeks.	16	318
Gulfstream Goodwill Industries, Inc.	Helps youth build career plans and skills and prepare for school completion, post secondary training and productive work by providing structured and supportive relationships with trusted adult mentors. ATSD for returning students are monitored and mentored	16 4 Charters	79
Hanley Center	Level 1 NREPP Prevention Services: 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, Parenting for Prevention, The Blunt Truth and Marijuana Intervention Group and Mental Health First Aid training	16D 13 Other	8,378

Agency	Services Provided	Schools Served SY17	Youth Served SY17
Healthy Mothers Healthy Babies	Educational presentations in support of the human growth and development curriculum; responsibilities of fathers; and, the importance of prenatal care and access to services for pregnant teens	13 SD 3 Charter	59
Jerome Golden Center for Behavioral Health	Crisis intervention services (mobile crisis team) and therapeutic services for youth and adolescents North of Southern Boulevard and in the Glades	45 schools 5 charter 6 other	370
Legacy Behavioral Health Center, Inc.	Targeted case management and comprehensive behavioral health services	45 6 Charters	160
Mental Health Association of Palm Beach County	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.	23	99
Multicultural Community Mental Health Center	Therapeutic behavioral on-site services (TBOS); targeted case management; and, ancillary psychiatric and psychological outpatient services	1	3
Multilingual Psychotherapy Center	Therapeutic behavioral on-site services (TBOS); targeted case management; and, ancillary psychiatric and psychological outpatient services	N/A County	2541
Palm Beach County Youth Services Department	Family, individual, group therapy services offered and parenting as requested	19	199
PBSO Youth Intervention	Case management and truancy intervention services including contacting parents of truant youth; conducting brief bio-psychosocial assessments to determine needs; & case management including frequent visits to home and school, linkage to community agencies & ongoing bio-psychosocial assessments	15	25
Parent Child Center	Individual therapy, group therapy, medication management and case management	151 SD 24 Charter	741
Ruth and Norman Rales Jewish Family Services	Outpatient individual and family counseling	210	65
SequelCare of Florida	Assessment, treatment and targeted case management for children, adolescents and their parents/guardians	51 8 Charter	102
South County Mental Health Center	Crisis intervention, screening, and evaluation services are provided, 24 hours a day, 7 days a week, wherever there is the need; goal is to reduce unnecessary "Baker Act" admissions to the inpatient units.	66 4 charters	289
TrustBridge formerly Hospice of PBC	Grief support for individuals and group	21 SD 3 Charter	100
Urban League of Palm Beach County	Case management, mentoring, individual counseling, prevention education also a CINS/FINS funded agency	6	33

NB: SD = school district   O = charter and church affiliated

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, specific to Palm Beach County and with an emphasis on equity and social emotional learning, has been created. Each class is being taught by District leaders, allowing for customization and 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. The first ExEq cohort was selected in March 2018 with program completion in December 2019.

Additionally, the Wallace Grant provides for the development of a Leadership Tracking System (LTS). The LTS will be utilized to assess the quality of our preparatory programs, match leaders to the best positions, and improve Human Resource screening. To date, multiple weekly project meetings between the outside vendor and various District departments including Leadership Development, Information Technology, and Human Resources have occurred. Business processes and leadership competencies have been defined, and the design phase is currently underway. The targeted LTS go-live for ExEq cohort 1 participants is expected in the Fall of 2018. Successful incorporation of the LTS to inform District decision-making and streamline work are anticipated along with the development of a leadership pipeline that will foster student success, particularly in our turnaround schools.

Assistant Principal Learn and Grow

The School District of Palm Beach County offers professional development for leaders of all levels to increase instructional leadership capacity. Current assistant principals and District specialists 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, and covering a variety of relevant and engaging topics. 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.

District Leadership Academies

The District also offers a forum for growth, discussion, and collaboration for more than 75 leaders in the Districts' departments and divisions. Our brand new District Leadership Academy (DLA) is a conference-style event that helps to create and build a culture of coaching, increase communication between interdepartmental leaders, and provide for continuous improvement of skills. The DLA held its inaugural event on February 23, 2018 and followed up with a second gathering on April 16, 2018. Rooted in the District's Strategic Plan and strategic themes of talent development and high performance culture, the DLA emphasizes performance measures, coaching, sharing best practices, and other topics significant to the professional growth of leaders. The DLA will continue to offer quarterly mini-conferences that ensure impactful learning and the establishment of a work culture where leaders from all backgrounds participate and grow together to support each other, our schools, and students.

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 FDOE as a "nationally recognized school turnaround program."

While PAPPI is limited to three schools (Lincoln Elementary, Orchard View Elementary, and Lake Shore Middle School), the District has selected three additional schools (Barton Elementary, West Riviera Elementary, and Pahokee Middle School) to participate in the UVA-STP. The total cost of this three-year program is $534,006 with the FDOE expected to contribute $267,003 through PAPPI. The remaining $267,003 is funded by non-recurring funds reserved for strategic initiatives within the general fund in order to serve three additional schools and broaden the impact across the District.

On August 22 and 23, 2017, UVA 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 this visit, members of the District's PAPPI Support Team traveled to Charlottesville, VA 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 of work started 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.

Principal Leadership Academies

Palm Beach County School District provides ongoing professional development to its school leaders monthly via a Principals' Leadership Academy (PLA). 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 PLAs for 2017-2018 began at Palm Beach Central High School on August 3, 2017. Final instructions and preparations for the school year were shared with all of the school principals and assistant principals. The first PLA after the start of school (in September) was cancelled due to Hurricane Irma. The storm did not deter the District and the PLA on October 12 was held as scheduled, covering topics such as Title 9, financial management, and engagement. The November 9 PLA included presentations on cultural competence, technology, and standards-based PLCs followed by Part I of the annual Essentials training for elementary and secondary leaders and their teams on December 14 and 15. Essential Training Part 2 occurred on January 18, 2018 in preparation for the testing season.

The February PLA was held at the Airport Hilton so that breakout sessions could be offered allowing principals to choose topics based on importance and individual need. A keynote was presented and school leaders then moved to workrooms to learn around a variety of instructional topics. Because of the shooting at Parkland in February, the March PLA was shortened to a half day. The morning was spent discussing school safety and safe practices for our schools.

The school year closed with a May 3 PLA on the topics of the Focused Model of Instruction and Social-Emotional Learning. The Superintendent chose to celebrate the 2017-18 school year with an End of Year Summit at Palm Beach Central High School on June 5. All principals and assistant principals were invited. Keynote speaker Josh Shipp spoke about the importance of each student having a relationship with one caring adult, and breakout sessions were offered on a myriad of topics in the afternoon.

Objective 2: Recruit, Select, and Hire High Quality Employees

Recruitment Highlights

As of June 11, 2018, the accomplishments of the department include:

- The Recruitment and Retention Department successfully launched the HR Partners to be a One-Stop resource to meet the Human Capital needs of schools. HR Partners will be a resource to increase the capacity of school principals by providing support in recruitment and selection of highly effective teachers. The department has developed a Lead HR Partner to guide the work of the HR Partners.

- Teach Palm Beach local district-wide recruitment fair held was held on June 7, 2018. Over 689 attended, approximately 200 were hired on the spot.

- Overall increased the number of Black teachers from 293 to 376 and Hispanic teachers from 245 to 353.

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

- On June 20, 2018, the Recruitment and Retention Department offered nine 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.

- In addition to teachers, Human Resources assisted with two bus driver recruitment fairs during the 2018 school year. The most recent fair was May 31, 2018, where 50 candidates were interviewed and 36 selected to continue the hiring process.

- Developed a successful marketing and social media campaign with the assistance of the Department of Communications and Engagement. A Department of Recruitment Facebook page was established. The campaign expanded 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 successfully launched the EO online process which has expedited the hiring process for all employees. This year the ERP has been upgraded to include more features to assist in the applicants tracking and screening process.

- Documented current state and researched best practices of HR Recruiting Processes and Support to Schools with both public and private sector agencies, and used those lessons learned to:

  - Design and implement a new structure of HR Support to Schools to utilize 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.

  - Develop a HR Data Dashboard to drive HR Partner data driven analytics sessions that then inform our continuous talent management guidance efforts with schools.

  - Develop HR Partner Data Dashboard to drive HR Partner data driven analytics sessions that then inform our continuous talent management guidance efforts with Schools.

  - Design and implement new Principal Selection Model

  - Design and implementation of applicant and recruiting online system changes to improve hiring processes.

 - Inform design of new Teacher Ambassador model of hiring to be pilot-tested beginning late FY18.

Performance Management

The District is working to systematically integrate the comprehensive continuous improvement performance management model developed during FY17 into the culture of the school district. Executive Leadership and Department Directors have been educated in the District's Performance Management process and are beginning to incorporate continuous improvement, accountability, and standardized and measurable goals. The end goal is to provide the framework for an attainable high-performance culture that is in alignment with the District's core values, goals, and strategic plan. Significant work for 2017-18 is shared below:

- Conducted two sessions with five select District Departments across divisions to finalize proposed process and refine draft documents.

- Created a process for setting goals and metrics for Leadership aligned to the Strategic Plan.

- Planned for communication with stakeholders of the new system to drive engagement among District Leadership (Directors and above) to create a culture of continuous improvement including change management.

- Drafted training plan with stakeholders of the new system (including training on planning, goal setting, and scoring rubric).

- Formalized connections to Rewards & Recognition, Career Pathways, Professional Development, and Project Management initiatives

- Engaged Directors and above in practicing and honing skills in outcome based coaching conversations through multiple trainings.

- Surveyed and delivered on the training needs of District leaders for continued professional growth with a focus on coaching employees.

- Inaugurated the District Leadership Academy: a conference-style professional growth event for Directors and above to collaborate, promote coaching practices, and focus on continuous improvement. These events have begun developing relationships between leaders and promoting collaboration outside of the traditional organizational chart structure.

- Gathered Director level and above feedback on leadership competencies for District-wide implementation to integrate into larger themes of talent development and high performance culture.
- Collaborated with Professional Development and Leadership Development to deliver training on continuous improvement and coaching employees

Palm Beach Central Office Performance Management System
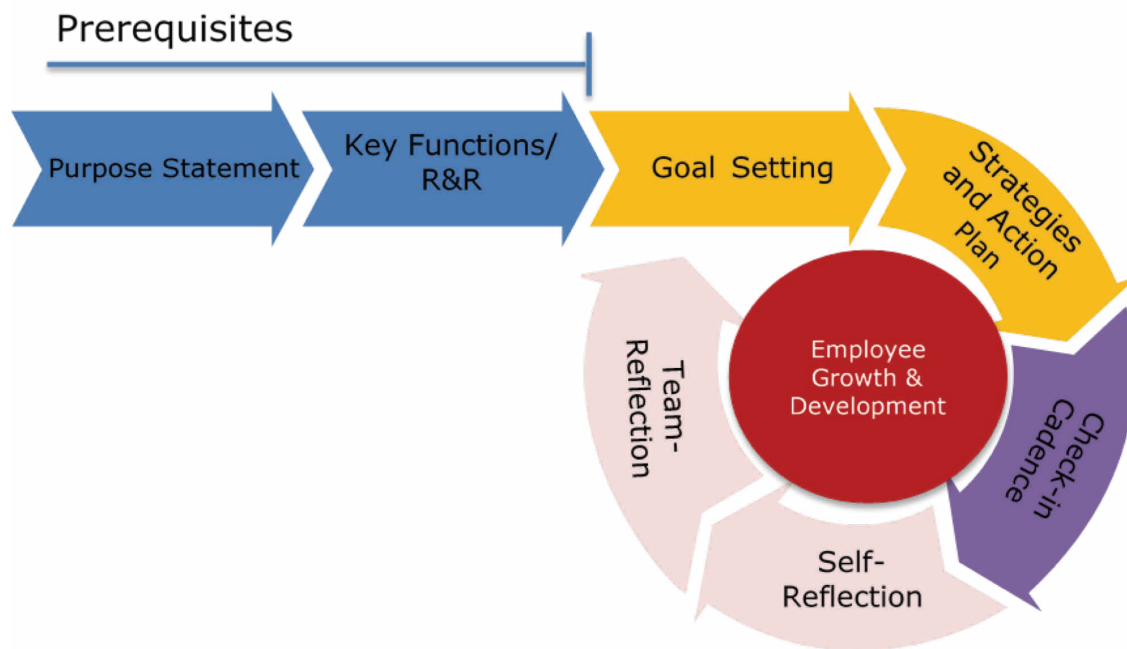
High Performance **Culture**

High Performance **Culture**

Objective 1: Ensure Continuous Improvement in All Operations

District Accreditation

On January 28-31, 2018, the District earned system-wide Accreditation by undergoing a rigorous process with AdvancED. Using a set of international research-based standards, the process examined the entire system – programs, cultural context and the community of stakeholders – to determine how well the parts work together to meet the needs of learners. Through this process, highly skilled and trained Engagement Review Teams (ERT) gathered first-hand evidence and information to evaluate the District's performance against the research-based performance standards.

During the Engagement Review, 991 stakeholders were interviewed (see Table 1). In addition, 46 schools and 66 Early Learning programs received on-site visits and, 438 Kindergarten through Grade 12 classrooms were observed using the Effective Learning Environment Observation Tool (eleot®).

Table 1: Inventory of Stakeholder Interviews

Stakeholders	Interviews	Poll Interviews	Total
Superintendent	1	N/A	1
System Leadership	24	N/A	24
Regional Superintendents	5	N/A	5
Instructional Superintendents	11	N/A	11
School Board	N/A	7	7
Parent/Community	127	81	208
School Leaders	133	132	265
Teachers	141	46	187
Students	230	53	283
TOTAL			**991**

District Early Learning programs underwent rigorous reviews in order to earn accreditation leading to Florida Gold Seal Certification. Of the 66 Early Learning programs, all scored above 90% with 13 scoring at 100% and 58 programs scoring at 99%.

The District was commended for engaging in many powerful practices that yielded clear results in student achievement and organizational effectiveness. In order to be considered a "Powerful Practice" by AdvancED, these practices must exceed what is typically observed or even expected in a system. In addition, other schools and districts are often referred to our District's Powerful Practices in order to improve themselves. The following have been identified as District Powerful Practices:

- **Powerful Practice #1:** The District has developed and is implementing a powerful continuous improvement process (Strategic Plan) that is yielding gains in student achievement, while garnering strong support for the system and its initiatives in support of a Culture of Excellence.
- **Powerful Practice #2:** The system implements processes to identify the specialized needs of learners as well as gathers and analyzes assessment data from multiple sources to assess the learning progress of students.

The ERT also identified opportunities where the District could show improvement:

1. Implement with fidelity supervision practices, mentoring/coaching practices and professional learning opportunities that provide meaningful feedback to change teaching practice and to inform professional learning decisions.
2. Ensure that students have the opportunity to develop skills in innovation, collaboration and problem-solving through instructional strategies that are engaging and differentiated according to student need with an additional focus on the use of technology in support of learning.
3. Establish and implement a formalized and documented process that will ensure all learners develop positive relationships with an adult/peer on a regularly scheduled basis throughout their educational experiences.

The School District of Palm Beach County continues its standing of being a fully accredited district for the next five years. The results and full report were shared with District leadership, school leadership, teachers, and all stakeholders.

Objective 2: Improve Employee Engagement, Retention and Performance

Labor Relations

Classroom Teachers Association
Labor Relations settled the 2017-2020 Collective Bargaining Agreement by November 29, 2017. 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 also replicated the State's Best and Brightest program for our teachers who were excluded from the State's definition of classroom teacher. The Board approved the Agreement on December 13, 2017.

SEIU
SEIU/FPSU has three collective bargaining agreements with the District. All of the 2018 modifications were approved by the Board on December 13, 2017. All bargaining unit employees received a 3% salary increase effective January 1, 2017. The salary for all employees was raised to a minimum of $10.75 per hour. Additionally, the following jobs were increased one pay level and provided with a minimum of a 5% salary increase: Mechanic Transportation Equipment I, Mechanic Transportation Equipment II, Mechanic Transportation III, Lunchroom Aide, Bus Attendant, Assistant Food Service I, Assistant Food Service II, and Assistant Food Production. The positions of Foreperson Transportation Shop I and II were combined into one position – Foreperson Transportation Shop – with a pay level of 14. Custodial Coordinators with five years or less of experience received a salary adjustment of $700 after the 3% increase. Custodial Coordinators with more than five years of experience received a salary adjustment of $1,200 after the 3% increase. The District also increased the supplements for Paraprofessional II employees who work with medically complex students (raised to $2,300) and those working in self-contained EBD units (raised to $1,700). Finally, the parties agreed to eliminate the provisions related to the implementation of positive pay.

AESOP
On December 13, 2017, the Collective Bargaining Agreement with AESOP was approved granting all employees a 3% salary increase effective January 1, 2017. The salaries for our Instructional Technical Support Assistants were raised from a level 11 to a level 12 which constituted an approximate 5% increase to their salaries. School Treasurer I positions were raised from level 9 to 10 with a minimum of a 5% increase to the base salary. School Treasurer II positions were raised from level 10 to 11 with a minimum of a 5% increase to the base salary.

PBA
Our PBA-represented employees continued to negotiate for a successful Collective Bargaining Agreement at the end of the fiscal year. The prior agreement expired on December 31, 2017.
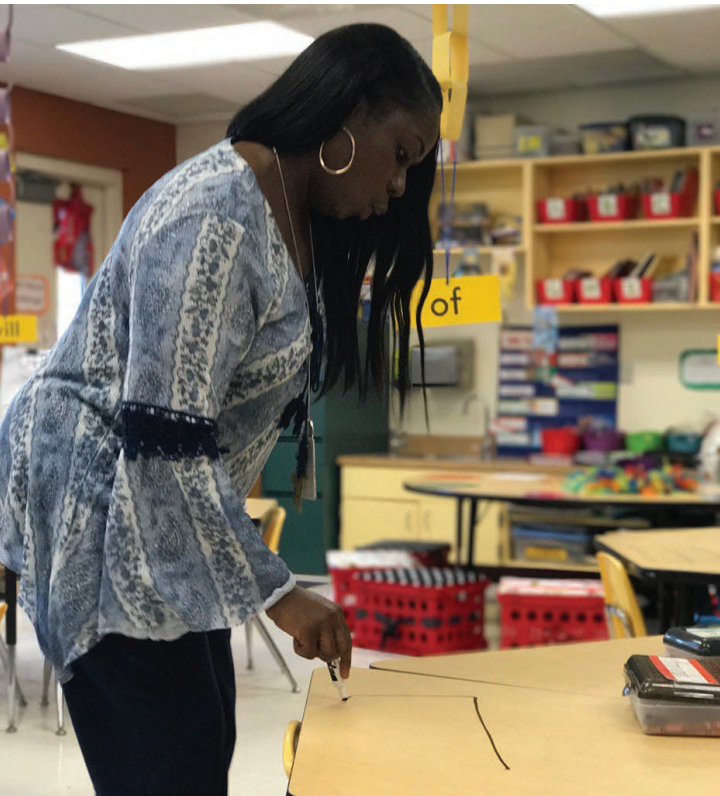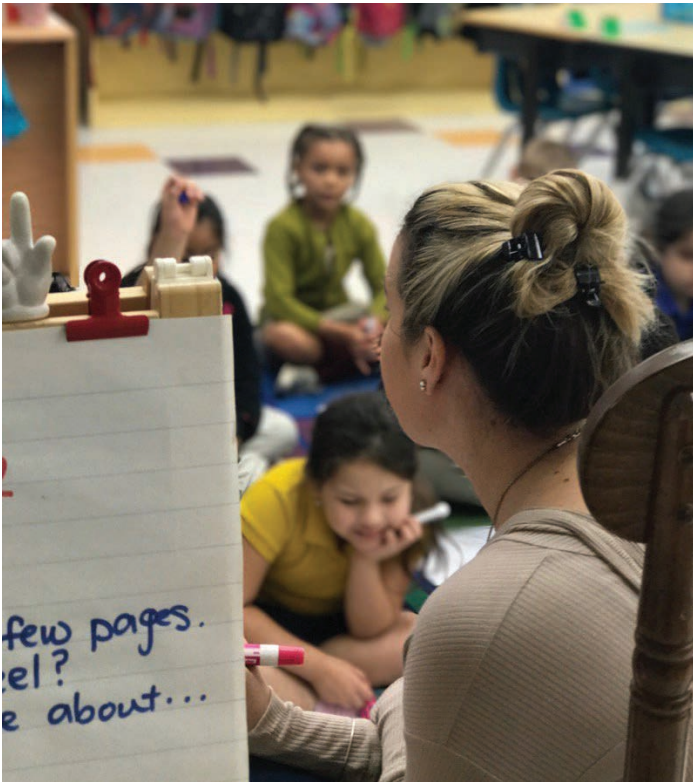
Office of Professional Standards

The following tables compare cases and service calls from July 1, 2018-March 15, 2018[1]:

Department Goal: By May 2018, 90% of HR service calls will be closed within 60 days to improve employee engagement, retention and performance.

FY18 (through 5/15/18)	Number of Cases	Percentage	Average Number Days to Close
Total HR Service Calls Received as of 5/15/18	1852	100%	N/A
HR Service Calls received prior to 3/16/18	1449	N/A	N/A
with proper date closed	1347	N/A	10
Closed in 60 or less days	1221	91%	N/A
Closed in over 60 days	125	9%	N/A

HR Service Calls/Inquiries

FY17		FY18 Cases (through 5/15/18)	Number of Cases	Percentage
Number of Cases	Percentage			
N/A	N/A	Total OPS Cases	158	N/A
81	N/A	Cases opened prior to 3/16/18	127	N/A
53	65%	Cases opened prior to 3/16/18 (exclude off duty)	77	N/A
28	35%	Closed over 60 days	49	64%
N/A	71	Closed under 60 days	28	36%
N/A	12	Average # of days to close	64	N/A
		Cases older than 120 days	11	N/A

Office of Professional Standards Cases 60-day Goal*

FY16		FY17 Cases (through 5/15/17)	Number of Cases	Percentage
Number of Cases	Percentage			
N/A	N/A	Total OPS Cases	162	100%
141	N/A	Cases opened prior to 3/16/17	130	N/A
97	69%	Cases opened prior to 3/16/17 (exclude off duty)	81	N/A
44	31%	Closed over 60 days	53	65%
N/A	111	Closed under 60 days	28	35%
N/A	61	Average # of days to close	71	N/A
		Cases older than 120 days	12	N/A

*Many outside factors determine length of case. These may include School Police investigation, State Attorney's Office investigation, outside attorney delay, Inspector General's Office investigation, or other factors.

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[1]   No cases beyond 3/15/2018 were used because it would not have provided 60 days to close the case.

Department of Communications and Engagement

As part of its efforts to reach all aspects of the School District community – employees, students, parents, business partners and civic leaders – the District's Communications team publishes targeted newsletters that share important information and stories highlighting student, teacher and staff successes.

During FY18, the Communications team produced seven newsletters for different audience segments, reaching thousands of readers throughout the county.

Newsletter Name	Target Audience	Frequency of Distribution	Number of Recipients	Average Open Rate
The Link	School District Employees	Twice a week (Monday and Wednesday mornings)	26,438	33%
The Source	Parents, Community Members, Civic Leaders	Weekly (Monday afternoons)	96,700	23%
Friday5	School District Employees	Once a week (Fridays)	26,454	31%
Thank A Teacher	School District Employees	Once a week (Thursdays)	26,438	N/A Sent through Gmail
Business Partners Newsletter	School District Business Partners	Monthly	1,426	33%
Infórmense	Hispanic Parents, Employees and Civic Leaders	Weekly (Tuesday afternoons)	17,688	20%
Enfòme W!	Haitian Creole Parents, Employees and Civic Leaders	Bi-Weekly (Wednesday afternoons)	3,286	20%

Awards and Recognitions

As part of its efforts to recognize and reward high-achieving employees, the School District of Palm Beach County honored employees for their accomplishments throughout the school year.

Congratulations to these District employees for the honors they received during the 2017-2018 school year.:

- **Principal of the Year**: Sandra Edwards, Washington Elementary School
- **Teacher of the Year**: Sarah Ray, A.W. Dreyfoos School of the Arts
- **School-Related Employee of the Year**: Antoinette Ingraham-Rolle, Congress Middle School
- **Beginning Teachers of the Year**: Lindsy Green, Banyan Creek Elementary (Elementary Award); Amelia Forem, Wellington Landings Middle (Secondary Award)
- **Mentor Teachers of the Year**: Joykeria Pittman, Belle Glade Elementary (Elementary Award); Stephanie Previte, Jupiter Middle (Secondary Award)
- **School Police Officer of the Year**: Howard Howell

Other Awards

- **SHAPE America, Top P.E. Administrator in the United States**: Eric Stern

- **"Simply the Best" Awards, United Way of Palm Beach County**: Keith Oswald, Allison Monbleau, Becky Youngman

- **School Counselor, Site-Based Administrators of the Year (given by the Palm Beach School Counselor Association)**:
  - Thomas Hrebin – Elementary School Counselor of the Year, Pioneer Park Elementary
  - Charlene Beckford – Middle School Counselor of the Year, Crestwood Middle
  - Megen Stair – High School Counselor of the Year, Park Vista High
  - Cynthia Orsenigo – New Counselor of the Year, Emerald Cove Middle
  - Pamela Buckman – Site-Based Elementary School Administrator of the Year, Principal at Pioneer Park Elementary
  - Dr. Eugina Smith Feaman – Site-Based Middle School Administrator of the Year, Principal at Emerald Cove Middle
  - Wilnic Gideon – Site-Based High School Administrator of the Year, Assistant Principal at Santaluces Community High

- **FAU Gutterman Award Winners (Holocaust Teacher of the Year)**
  - Krystal Lamb, Park Vista High
  - Bradd Weinberg, Carver Middle
  - Bogdan Parashiviou, Omni Middle

- **Lerner Fellowship: Jewish Foundation for the Righteous**
  - Julie Gates, Loggers' Run Middle School
  - Robert Weiner, Santaluces High School
  - Bettina Hoffman, Spanish River High School

- **inSIGHT Through Education: Teacher of the Year**
  - Maureen Holtzer, Palm Beach Central High School
  - Maureen Carter, FHESC K-12 Holocaust Studies Program Planner

- **Florida Council for the Social Studies: Teachers of the Year**
  - Brooke Panunzi, Odyssey Middle
  - Krystal Lamb, Park Vista

- **Palm Beach County Council of Teachers of Mathematics (PBCCTM) Teachers of the Year**
  - Laura Tomas, Poinciana STEM Elementary School
  - Patricia Hammond, Don Estridge High Tech Middle School
  - Glen Marr, Park Vista High School

- **Florida Power Library School Award (Sponsored by the Florida Association of Supervisors of Media and the Florida Department of Education)**
  - Michelle Gunning, Library Media Specialist, Sandpiper Shores Elementary

Harvard Strategic Data Project SDP

In FY18, the District began participation in the Harvard Strategic Data Project (SDP). The Harvard SDP works with school districts to find and train data leaders to uncover trends, measure solutions, and effectively communicate evidence to stakeholders. Further, the SDP partnership makes connections between the various member organizations and alumni to facilitate collaborative problem-solving and sharing of best practices.

SDP is a two-year program designed to develop data strategists and make a measurable difference in education through a series of high-quality professional development activities, focused projects and through networking and feedback from Harvard faculty. The District currently has two data fellows in the Department of Research and Evaluation participating in the program. While the District has rich and robust data systems, the goal of participating in the Harvard SDP is to expand the District's knowledge and capacity to best use data to make a difference in the lives of students and build a culture of data use that will lead with evidence.

Objective 3: Instill Resource Optimization to Yield Maximum Return on Investment

Financial Management
(Includes Accounting, Budget, ERP, FTE & Student Reporting, Purchasing, Risk & Benefits Management, and Treasury)

An overview of major accomplishments in Financial Management are provided below:

- Implementation of new Student Information System (SIS) for start of 2017-18 school year. Preparations included running parallel systems (legacy Terms & SIS) in production, extensive training to more than 15,000 employees across more than 200 school sites (including charters). Increased efficiency, reduction of paper, improved processes, new functionality, consolidation of other databases, and access to student information and custom reports with enhanced role-based security.

- SIS Gateway for Parents and Students Pilot in nine secondary schools in April 2018. Edline replacement went live with all schools in August 2018.

- Completed a major upgrade of the PeopleSoft Financials, HCM, and Enterprise Learning applications from version 9.1 to 9.2. This upgrade provided a number of usability and efficiency improvements, including mobile device access for key transactions. It also lowered long-term maintenance requirements through the removal of 82 customizations.

- Developed balanced FY18 budget recommendation that was unanimously adopted by School Board on September 6, 2017.
  - Adopted budget included a $22 million reserve for employee salary considerations, well above the 1.39% increase in per student funding provided by the Florida Legislature and Governor.
  - Received the Association for School Business Officials (ASBO) award for excellence in the preparation and issuance of the budget for the second year.
  - Completed the rigorous application and are currently awaiting the results for the first annual Government Finance Officers Association (GFOA) Best Practices in School Budgeting Program. The purpose of the program is to better align resources with student achievement. There are now 15 categories of award criteria organized in five major sections that encompass the entire budget process: Plan and Prepare, Set Instructional Priorities, Pay for Priorities, Implement Plan and Ensure Sustainability.

- FY18 year-end financial is expected to result in an increase to general fund balance and improvement to the District's financial condition ratio as assessed by FDOE. A department budget hold was put in place for the last quarter of FY18 to preserve funds for FY19 budget due to the austere budget approved by the Legislature and Governor.

- Bringing forward a balanced FY19 budget to the Board for tentative adoption on August 1 and final adoption on September 5, 2018.
  - Received unanimous support from the Budget Advisory Committee to bring the budget forward to the Board for approval. The BAC commended leadership and staff for stretching the limited new funds through creative and strategic realignments and partnerships.
- All district operated schools fully complied with State Class Size Reduction requirements for the eighth consecutive year.
- Received Unmodified Audit Opinion from External Auditor RSM with no new audit findings for FY17.
- Completed five debt transactions to refinance six debt issues and terminate three interest rate swaps. One of the transactions was an advance refunding that was completed just prior to the implementation of tax reform which eliminated that type of transaction in the future. Three of the transactions converted variable rate to fixed rate which significantly reduces exposure to interest rate risk. The transactions resulted in over $30 million of savings that will be realized over the life of the debt issues. Savings achieved since the creation of the Finance Committee in 2000 now totals almost $164 million.
- Implemented enhanced internal control to help prevent fraud with school internal account funds. Schools are now required to submit an electronic scan of their Drop Safe Log each month which are monitored centrally by the Accounting Department.
- Implemented online orientation for new employees, adding convenience and saving District time and resources vs. holding weekly in-person sessions at the Headquarters.
- Automated job offer letters to ensure timely, consistent, and compliant communication during the hiring process.
- Automated Verification of Employment process for employees.
- Created electronic EEO, ADA, Code of Ethics, Discrimination and Harassment agreements.
- Implemented new Field Trip and Activity Bus systems on the PeopleSoft platform (June 2018). These systems are one of the last systems operating on the Mainframe, and the legacy versions will be shut down in FY2019.
- Purchasing completed and awarded a major RFP for the purchase of a turn-key solution for Instructional Interactive Flat Panels in an effort to support the sales tax referendum classroom technology initiatives.
- Contracted construction projects for repairs, renovations and new construction with a construction contract value of $200 million.
- Established a contract for General Contractors for projects under $300,000 to encourage SBE and M/WBE Contractor participation on small minor projects and repairs. At present, three SBE and three M/WBE Contractors have been awarded. This contract provides these firms an introduction and opportunity on "How to do Business with the District."
- Directed low dollar spend of roughly 89,109 transactions totaling $17 million to our District P-Card, resulting in a $435,263 rebate to the District.
- District's healthcare costs continued to be lower than national trends and actuarial projections. In addition to ongoing wellness program and cost containment efforts, the District's pharmacy plan was renegotiated with United Healthcare to avoid prescription cost increases. As a result, annual prescription costs remained approximately $41 million compared to projected drug increase trends of 6% to 8%.
- Successfully negotiated a two-year contract with all bargaining groups with no premium increase for employees. This marks the seventh year of no employee premium increases in the Low Option HMO and six years for the High Option HMO.
- District was proactive in purchasing active shooter insurance in July of 2017. The purchase of a policy included the added benefit of assessments and trainings that helped identify exposure and recommendations to bolster preparedness plans.
- Added a new position to handle subrogation claims when an outside party causes damage to our vehicles or other property. With over $205,000 collected to date in FY18, the ROI of this new position is significant.

- Increased participation in employee deferred compensation plans by more than 10%, bringing us to the top for School Districts in Florida and helping employees save money for the future.

- Increased the use of credit cards in schools by nearly 30%.

- Received Government Finance Officers Association (GFOA) and American School Business Officials (ASBO) Awards for Financial Reporting Excellence for FY17.

- Received the Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award and also received the Association of School Business Officials International (ASBO) Meritorious Budget Award (MBA) for the FY18 Budget.

- For the 10th consecutive year, the School District of Palm Beach County Purchasing Department was the proud recipient of National Procurement Institutes "Achievement of Excellence in Procurement" award. The School District of Palm Beach County is one of only 24 agencies in Florida and one of only 26 School Districts in the United States and Canada to receive the award.

Information Technology
- District-wide implementation of the new Student Information System (SIS) for start of school 2017-2018

- Successfully completion of Parent and Student Gateway Pilot for District-wide gateway rollout in the upcoming school year 2018-2019

- Implemented 18,500 Chromebooks for the Trailblazer initiative and upgraded all District school data processor computers

- Upgraded 5,200 high school and middle school Wireless Access Points for enhanced connectivity

- Successful implementation the PeopleSoft application suite to the latest version 9.2

- Successful implementation of Sharp copiers/multi-function devices and Lexmark computer lab printers at District schools

- Ongoing implementation of Apple devices for the five 1:1 schools through the MSAP (Magnet School Assistance Program) grant

- Revised Board policy 2.036 - Breach of Personal Information and Policy 8.125 - Website Review and Filtering

- Participated in USAC/FCC E-Rate funds program which resulted in the net savings of $6,712,154 to the District after filing for Category 1 and Category 2 E-Rate

- Sponsored the District-wide training program for IT Security Awareness

- Successful Computer-based Assessment year with minimal technical issues

- 2017 Route Fifty Navigator national award winner in "Data and IT Innovators" category

- 2017 South Florida Business Journal's Technology award - CIO finalist

- 2017 Stevie Women in Business Award - competed with global entrants and won "Woman of the Year-Technology" award

Operations Division

School Safety
In response to heightened community school security concerns brought on by the close proximity of the Marjory Stoneman Douglas tragedy, the duties of School District Police Chief were expanded, the position was advertised, and Frank J. Kitzerow was hired in June 2018 to lead the department. With passage of legislation in Tallahassee, 75 additional School Police Officer positions were added to the budget to ensure at least one officer on duty at each District-operated school. To fill gaps in coverage until all positions are filled, School Police initiated agreements with local law enforcement agencies to place local law enforcement officers at schools needing coverage beginning on the first day of school.

Target hardening capital projects completed by Facilities Management in FY18 included security modifications to classroom pods at nine schools and installation of fences, security gates, access control cameras, door release buttons, locks, new security doors and walls, security camera system enhancements, and window protection measures. School Police completed security enhancement projects at nineteen District facilities. The projects included target hardening, security door modifications, additional surveillance cameras and card readers, intrusion alarm upgrades, radio enhancements for in-building coverage, and installation of security systems in new buildings.

Referendum - Facilities Work Completed

During FY18, the following referendum-funded work was completed at District schools and support buildings.

- Bear Lakes MS – Chiller (3) Replacement, Paving
- Belvedere ES – Chiller (2) Replacement
- Boca Raton HS – Athletic Field Lighting
- Boynton Beach HS – Athletic Field Lighting, Scoreboard Replacement
- Calusa ES – Chiller (2) Replacement
- Carver MS – Roof
- Crosspointe ES - Fencing
- Cypress Trails ES – Chiller (2) Replacement, HVAC – 6 Modulars, Fencing, Waterproofing
- Del Prado ES – HVAC – 15 Modulars, Paving, Play courts
- Dr. Mary McLeod Bethune ES – Fencing, Handicap Ramp
- Eagles Landing MS – Waterproofing
- Forest Hill HS – Scoreboard Replacement
- Glades Central HS – Athletic Field Lighting
- Grassy Waters ES – Chiller Replacement
- Hammock Pointe – Chiller (2) Replacement
- Indian Ridge School – Auto Detailing Canopy
- Inlet Grove at Old Suncoast – Athletic Field Lighting
- John I Leonard HS – Covered Walkway
- Jupiter Farms ES – Exterior Lighting, Fencing, HVAC – 5 Modulars
- Jupiter HS – Athletic Field Lighting, Fencing
- KE Cunningham/Canal Point ES – Exterior Lighting
- Lake Worth HS – Athletic Field Lighting, Replace Rusted Windows
- Lighthouse ES – Chiller (2) Replacement, Fencing, HVAC – 9 Modulars, Waterproofing
- Limestone Creek ES – Clear Fence Line and Remove Fence Barbs
- Lantana MS – Roof
- New Horizons ES – Exterior Lighting, HVAC – 7 Modulars
- Odyssey MS – Chiller Replacement
- Olympic Heights HS – Athletic Field Lighting
- Pahokee ES – Waterproofing
- Palm Beach Central HS – Athletic Field Lighting
- Palm Beach Lakes HS – Athletic Field Lighting, Track, Waterproofing
- Palmetto ES – Chiller (2) Replacement
- Park Vista HS – Auto Body Shop Lighting
- Panther Run ES – Chiller Replacement
- Poinciana ES – Chiller Replacement, Gutter Repair at Courtyard
- Spanish River HS – Athletic Field Lighting/Football Stadium
- Summit Complex – Diversity Conference Room
- Sunrise Park ES - Fencing
- Timber Trace ES – Paving
- Transportation East – Repair Exhaust Hose Reels
- Watson B. Duncan MS – Fencing
- Wellington ES – Repair Bent Column
- Wellington HS – Athletic Field Lighting, Security Fence
- Wellington Landings MS – Chiller (2) Replacement, Exterior Lighting, HVAC – 36 Modulars
- West Gate ES – Modular Roof Replacement
- William T. Dwyer HS – Athletic Field Lighting

Interior/Classroom
Improvements

Security
Enhancements

Restroom
Improvements

Diversity in Business Practice

An important component of referendum work, and District contracting in general, is to engage the local small business community and encourage participation in the business opportunities afforded by contracting with the District. Under the leadership of newly appointed Director Dicky Sykes, the Office of Diversity in Business Practice accomplished the following tasks in FY18:

- Monthly Forecast of Opportunities Distributed to over 1,500 vendors
- Meet the Primes Networking Outreach and Networking Event
- Inaugural Women's Empowerment Summit
- Inaugural Professional Workshop Series for Small Business Owners
- Inaugural Project Readiness Assessment Program for Small Businesses
- Eliminated SBE and M/WBE Certification Fee
- Certification increased by 75% per month
- Revised Timeline for Goods and Services Solicitation Requests
- Keynote Speaker for Turner School of Construction Management
- Prime SBE Construction Contract Awards Totaled 37%
- Inter-Local Agreement between City of West Palm Beach and Palm Beach County Signed

Transportation

District Bus Drivers and Attendants are the first point of contact for our students, families and school staff each day, and their performance this year was exceptional. For FY18, on time arrival exceeded 95%.

Transportation works every day to ensure the District has safe drivers and equipment on the road. In FY18, the Safety and Training Team successfully trained:

- 105 Drivers
- 39 Attendants
- 10 Mechanics
- 8 School-based Drivers

Continuing the process of improvement from FY17, the aging bus fleet was rejuvenated with the purchase of 79 new buses, thanks to the referendum. A total of 118 salvage vehicles were sold at auction, clearing the bus yards of old, unusable vehicles. The new purchases reduced the average age of the bus fleet and improved vehicle reliability. In addition to buses, Transportation also purchased 88 white fleet vehicles for use by Facilities Services, School Food Service and various departments, including 20 for School Police.

In addition to purchasing new vehicles, Transportation is also responsible for maintaining the current fleet. In FY18, Transportation achieved bus availability of 90% and above and completed a total of 8,600 inspections. All 67 mechanics are certified inspectors by the State of Florida. Recently, five new mechanics passed the State hands-on certification. To increase efficiencies, all 600 white fleet vehicles were recently outfitted with GPS.

Following internal and state audits in FY17, critical positions were created and filled to achieve the improvements: Fuel Manager and Financial Manager. In FY18, thanks to those positions, Transportation:

- Established fuel allocations and restrictions specific to job function
- Streamlined fuel processes to maximize state tax credits

To improve information available to schools, new functionality was developed to allow schools to track buses during morning drop off and afternoon pick up times.

The call center continues to be a success, fielding over 42,000 calls from parents and schools. Just under 40% of these calls were received at the beginning of the school year. Call Center Representatives field calls in English, Spanish and Haitian Creole. Finally, planning is underway for the second annual Meet My Bus event for August 2018, to familiarize Kindergarteners and first-time riders with our buses.

School Food Service
During FY18, School Food Service continued expansion of the two initiatives described below.

Refuel with After School (Supper) Meals Program
Since the inception of the Supper program in October 2015, School Food Service has expanded to 56 sites serving afterschool meals, with 16 of those being implemented in the 2017-2018 school year. The following additional meals were also served through this program:

- Served over 2,700 breakfasts, lunches, and snacks at seven school sites during spring break
- Served 88 meals to students at John I Leonard's AP/AICE tutorial Program (second year in a row)
- Served a total of 89,000 meals at 13 hurricane shelters

In total, School Food Service served 880,084 meals through the afterschool meals program, providing needed nutrition to many.

Rethink Campaign
The fifth High School Re-Engineering Program (HSRP) site opened at Palm Beach Central High School on the first day of school, August 14, 2017. Average daily lunch participation increased by 424 students (51.2%) and breakfast increased by 77 students (18.7%).

In order to maintain continuous improvement of HSRP, the following actions were completed in FY18:

- New menu items were researched and developed
- Quality assurance visits were conducted at each of the HSRP schools
- Equipment efficiency was evaluated (upgrades occurred as needed)
- The HSRP Manager Certification Program continued, where prospective Managers for the program were selected, trained, and pre-qualified to be eligible for future HS Re-Engineering Programs

Palm Beach Central High School

School Food Service also completed Phase I of the Elementary School Re-imagination and Middle School Revitalization Programs at Calusa Elementary, Manatee Elementary, Crestwood Middle, and Christa McAuliffe Middle Schools, realizing an average 5.3% increase in lunch meals served. Phase I includes new serving equipment to improve customer service and efficiencies.

Crestwood Middle School

Calusa Elementary School

Phase II was completed at Citrus Cove Elementary, Crystal Lakes Elementary, Congress Middle and Conniston Middle, resulting in a 2.9% increase in lunch meals served. Phase II involves:

- Adding digital menu boards for nutrition education and menu marketing
- Redesign of the cafeteria walls
- Infusing the schools' mascots
- Creating a welcoming environment for students

Citrus Cove Elementary School

Maintaining momentum of the Rethink Campaign, John I. Leonard High School cafeteria reengineering will be completed for the 2018-2019 school year and Seminole Ridge HS for the 2019-2020 school year.

Objective 4: Increase Customer Service and Support

Department Quality Survey (Department Grades)

In FY18 the School District of Palm Beach County (SDPBC), as part of developing a High Performance Culture, administered the Department Quality Survey (DQS) to determine letter grades for each departmental unit within the District. This survey of District principals examines their satisfaction with the quality of department services provided in the District in FY18. The DQS supports the strategic plan objectives to ensure continuous improvement and improve customer service throughout District operations. There were 175 principals invited to participate in the FY18 survey, and 107 (61%) returned responses within the survey period.

Table 1: Response Rates by Level

Principal Type	Number of Responses Received	Response Rate
Elementary School	74	69%
Middle School	16	46%
High School	14	56%
Center Schools	3	36%

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 either frequency or agreement. The items were summative in nature, and used to rate the overall quality of department services. The items were as follows:

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

Table 2 (see next page) 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 the higher the 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, was assigned to a corresponding rating 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 (Table 2) does not factor into the letter grades, and is based on the aggregate of principals' 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 2: Summary of the Department Results from the FY16-FY18 Department Quality Services Survey

Department	FY16 Grade	FY17 Grade	FY18 Grade	FY18 Percent Positive	FY18 Percent Negative	FY18 Familiarity Index	FY18 Interaction Index
9231 IT Technical Operations	*	A	A	98.6%	1.4%	90.8%	Monthly
9039 Adult Community Education	*	B	A	98.3%	1.7%	20.8%	Infreq/Never
9095 Environmental Conservation Services	*	A	A	97.9%	2.1%	79.3%	Monthly
9100 Accounting Services	B	A	A	97.9%	2.1%	96.0%	Weekly
9229 IT Enterprise Applications	*	A	A	97.9%	2.1%	84.9%	Monthly
9268 Compensation and Employee Information	*	A	A	97.7%	2.3%	85.4%	Monthly
9026 FTE and Student Reporting	A	A	A	97.5%	2.5%	98.9%	Weekly
9236 Treasury	*	A	A	97.5%	2.5%	84.6%	Monthly
9080 Communications	B	A	A	97.3%	2.7%	95.2%	Monthly
9151 School Food Services	C	A	A	97.3%	2.7%	95.6%	Monthly
9054 Research and Evaluation	B	A	A	97.0%	3.0%	97.3%	Monthly
9228 Educational Technology	B	A	A	96.7%	3.3%	95.0%	Monthly
9053 Assessment	A	A	A	96.6%	3.4%	98.2%	Monthly
9049 IT Infrastructure Systems Support & Security	*	A	A	96.4%	3.6%	96.4%	Monthly
9267 Recruitment and Retention	*	A	A	96.3%	3.7%	98.0%	Monthly
9033 Early Childhood Education	*	A	A	96.0%	4.0%	47.2%	Infreq/Never
9264 Professional Development	B	A	A	95.4%	4.6%	94.9%	Monthly

Department	FY16 Grade	FY17 Grade	FY18 Grade	FY18 Percent Positive	FY18 Percent Negative	FY18 Familiarity Index	FY18 Interaction Index
9271 South Region	C	A	**A**	94.5%	5.5%	97.6%	Weekly
9220 Purchasing	C	A	**A**	94.5%	5.5%	94.7%	Weekly
9012 Extended Learning (Afterschool Programming)	C	A	**A**	94.4%	5.6%	77.7%	Monthly
9037 The Education Network	*	*	**A**	94.3%	5.7%	63.9%	Infreq/Never
9263 Professional Standards	*	B	**A**	93.9%	6.1%	97.0%	Monthly
9083 Multicultural Education	C	B	**A**	93.7%	6.3%	89.4%	Monthly
9242 Planning and Intergovernmental Relations	*	A	**A**	92.5%	7.5%	70.1%	Infreq/Never
9261 Leadership Development	*	B	**A**	92.2%	7.8%	80.7%	Monthly
9272 Central Region	B	A	**A**	91.8%	8.2%	95.7%	Weekly
9018 Safe Schools	B	A	**A**	91.7%	8.3%	98.0%	Monthly
9048 Teaching and Learning (K12 Curriculum)	*	A	**A**	91.7%	8.3%	98.0%	Monthly
9007 Risk and Benefits Management	B	A	**A**	91.4%	8.6%	95.2%	Monthly
9304 Support Services	*	*	**A**	91.0%	9.0%	63.4%	Infreq/Never
9044 Choice and Career Options	B	B	**B**	89.6%	10.4%	79.8%	Monthly
9090 Budget	B	A	**B**	89.0%	11.0%	98.9%	Monthly
9274 North Region	B	A	**B**	88.1%	11.9%	99.3%	Weekly
9017 Global Education and Community Outreach	*	*	**B**	88.1%	11.9%	38.3%	Infreq/Never
9273 Glades Region	B	A	**B**	87.5%	12.5%	100.0%	Weekly
9004 School Police	C	B	**B**	86.8%	13.2%	98.0%	Weekly
9031 Federal and State Programs	B	A	**B**	85.3%	14.7%	60.4%	Monthly
9032 Exceptional Student Education	C	B	**B**	83.9%	16.1%	98.9%	Weekly
9450 Facilities Services	*	*	**B**	81.4%	18.6%	96.3%	Weekly
ALT Alternative Centers	D	F	**B**	81.3%	18.7%	100.0%	Weekly
9320 Transportation Services	F	D	**B**	80.7%	19.3%	94.6%	Weekly

*Department was not included in DQS that year.

Board and Community **Relations**

2016–2021 Strategic 5-Year Plan

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
- 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
- Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner
- Expand and enhance pre-kindergarten programs and services in collaboration with our community and agency partners
- Provide digital and blended learning opportunities utilizing current technology

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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
- Ensure a comprehensive "Single School Culture" in every school
- Addressing bullying prevention through Social Emotional Learning (SEL)
- 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
- 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
- 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
- Implement a comprehensive performance management system
- Implement rigorous project management structures, protocols and processes
- Build a district-wide culture of pride, trust and respect
- Develop resource allocation processes aligned with student needs
- Enact systemic customer service
- Establish and implement recognition and differentiated compensation systems

Board and Community **Relations**

Strategic Plan

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.

LONG-TERM OUTCOMES
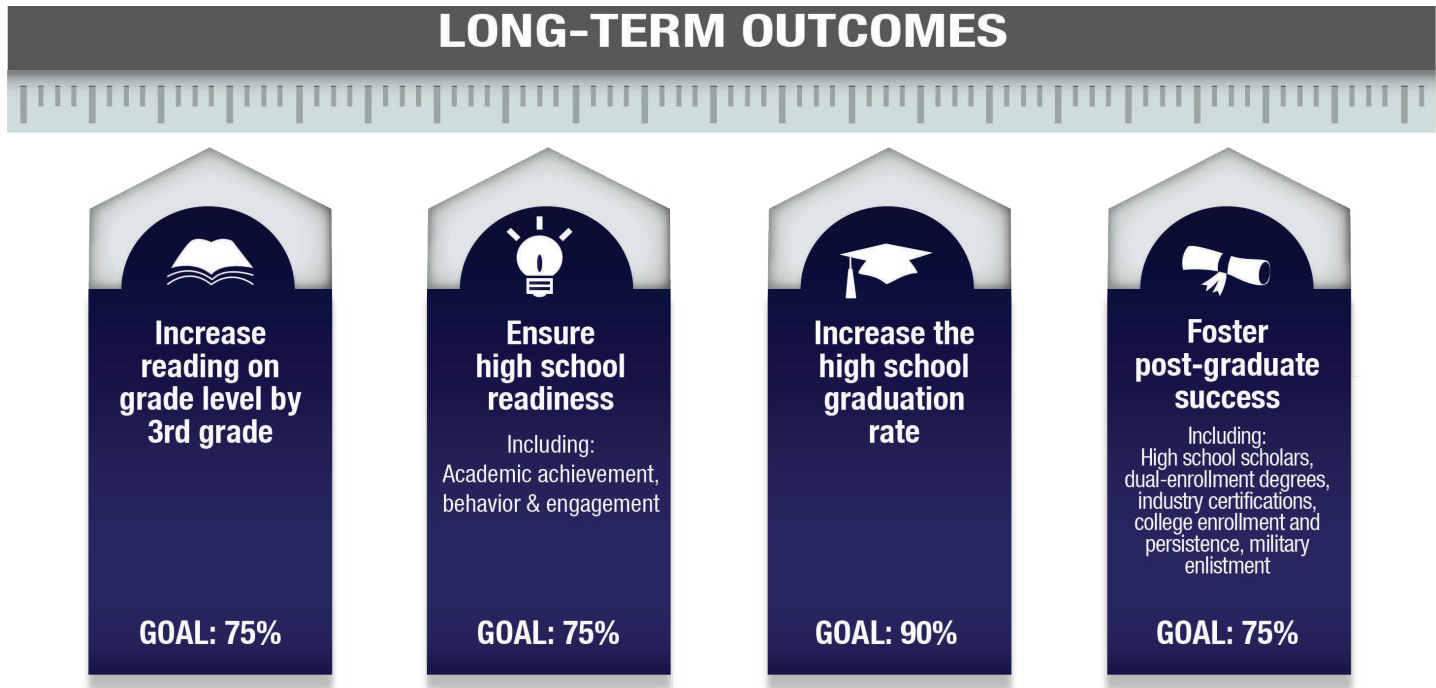
Increase reading on grade level by 3rd grade

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%

The Strategic Plan is organized around collaborative work in a path forward around four themes; effective and relevant instruction to meet the needs of all students; positive and supportive school climate; talent development; and high performance culture.

Effective & Relevant Instruction to Meet the Needs of All Students

Positive & Supportive School Climate

Talent Development

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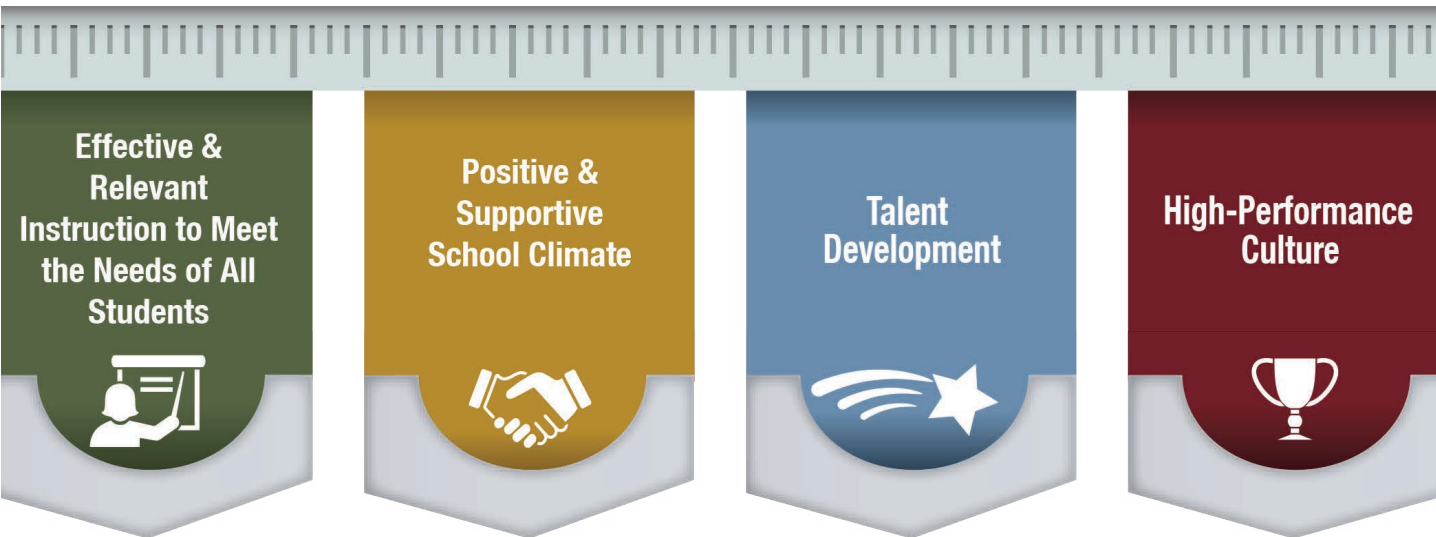
Objectives and initiatives have been developed for each strategic theme. Action plan teams, led by an owner and assigned a sponsor to advocate and champion the work, are currently implementing the initiatives, which are being phased in over time.

A detailed project plan, or 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.

Phase 1 Initiatives

Strategic Theme 1

Initiative A: Define pillars of effective instruction to increase the academic achievement of all students.
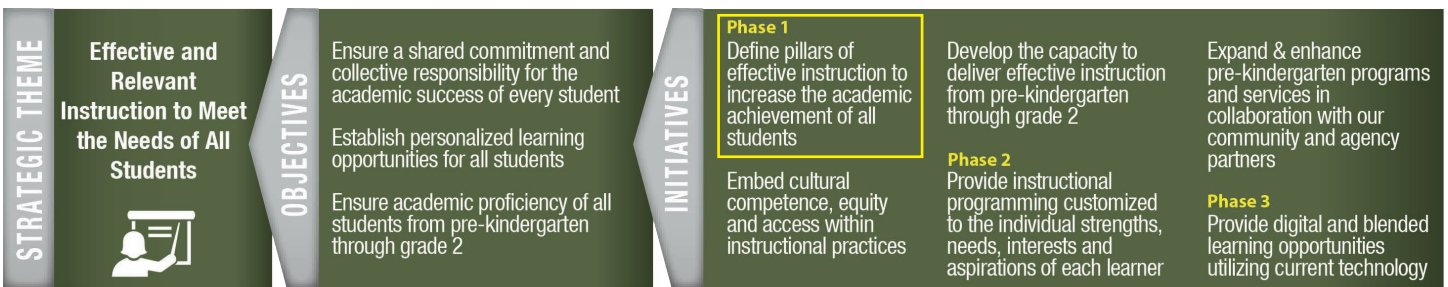
Significant Work for 2017-18:
- Schools addressed initiative integration through strategies
- Action plan developed as part of the annual School Improvement Plan

Measure of Success	FY17–Base	FY18	FY19	FY20	FY21
Reading on Grade Level by Grade 3	54%	56%	61%	68%	75%
High School Readiness	54%	59%	63%	69%	75%
Graduation Rate	85%	87%	88%	89%	90%
Post-graduate Readiness	62%	89%	71%	73%	75%

Initiative B: Embed cultural competence, equity and access within instructional practices.
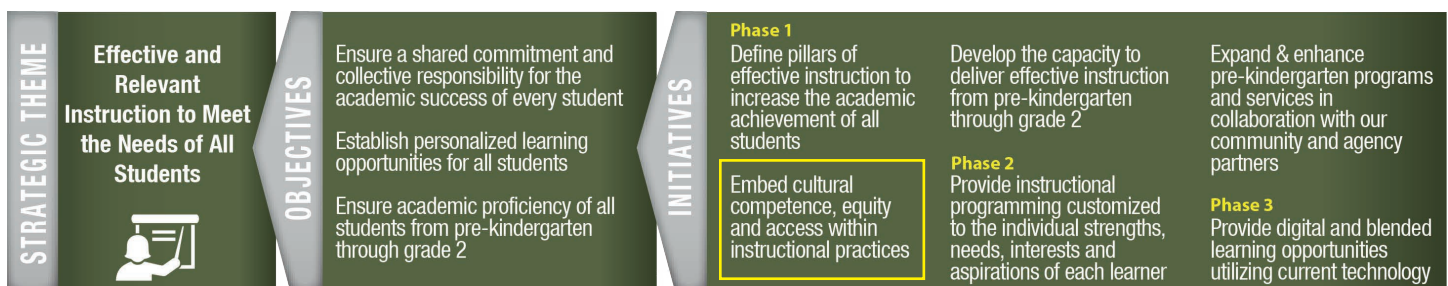
Significant Work for 2017-18:
- Conducted professional development sessions in the months of September, October and December
- Administered C.A.R.E Survey – Baseline Data
- Developing New Equity Policy for District

- Board Workshop
- Teachers for Equity Fellows (TFE)
  - Hosted Regional Meetings
  - Supported Fellows' Community of Practices
  - Participated in video conferences
- New York University's Metropolitan Center for Research on Equity (NYU) Recommendations
  - Developed Crosswalk of Recommendations aligned to each Strategic Initiative
- Community Outreach Presentations
  - ASPIRA
  - Mayor's Village Initiative – West Palm Beach
  - El SOL
  - First Responders: Black Educator's Caucus
  - Birth to 22 Committee - West Palm Beach

Significant Work for FY18 to be developed:
- 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
- Trained all secondary administrators, counselors and coordinators in AP Potential

Work Planned in FY18 through FY21 ($1,389,990, recurring and $443,649, non-recurring):
- Adding one position to provide professional development on cultural competence - FY18 $91,375 recurring
- Purchasing material and supplies for Exposure and Awareness Campaign - marketing materials, design, and professionals supplies – FY18 $5,000 recurring
- Contracting with a Cultural Bias Self-assessment Development Company - analyze self-assessment data collection, consultation follow-ups and contracted services of self-assessment company – FY18 $5,000, recurring
- Offering gifted endorsed classes at no cost to encourage teachers to obtain gifted certification.
  - By increasing the number of gifted certified teachers more students will have access to gifted programs – FY18 $18,000, recurring
- Contracting with a consultant company to provide professional development for facilitation of race, cultural competence, equity and access including print materials and professional development supplies.
  - Three-year commitment totaling $443,649 (FY18 - $147,883, FY19 - $147,883 and FY20 - $147,883)
- Expand Advancement Via Individual Determination (AVID) and SAT/PSAT – FY18 $226,918, recurring
- Five school psychologists, ten intern psychologists, and ten lead psychologist stipends to support the growth of gifted programming in schools with low identification rates – FY18 $981,697, recurring

Initiative C: Develop the capacity to deliver effective instruction in kindergarten to grade 2

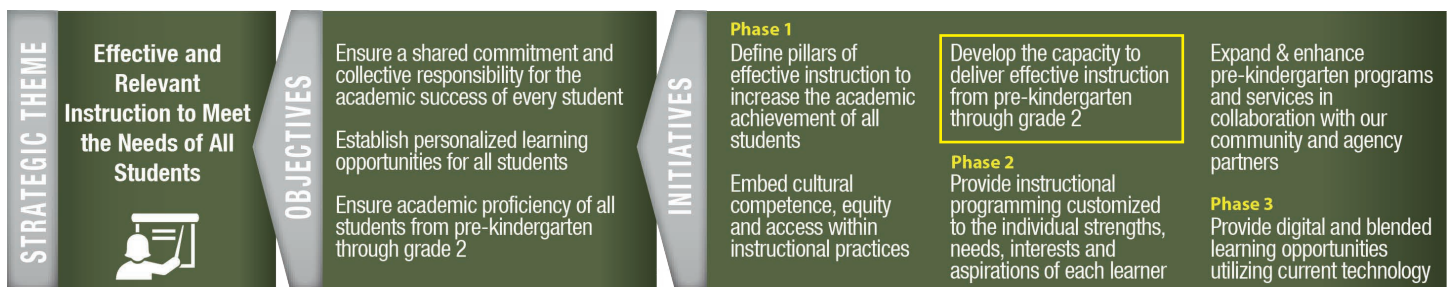| STRATEGIC THEME	OBJECTIVES	INITIATIVES		
Effective and Relevant Instruction to Meet the Needs of All Students	Ensure a shared commitment and collective responsibility for the academic success of every student. Establish personalized learning opportunities for all students. Ensure academic proficiency 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

Significant Work for 2017-18:
- Designing the feedback system

- Standards alignment
  - Blender refresh (Online curriculum instructional warehouse, lesson plans, instructional scope and sequence)
  - Elementary schools piloting content-based literacy initiatives

Measure of Success	FY17-Base	FY18	FY19	FY20	FY21
Grade 3 FSA ELA (Pilot schools new curr)	54%	57%	63%	69%	75%
Elementary Literacy PD Attendance	14,842	15,000	16,000	17,000	18,000

Strategic Theme 2

Initiative D: Ensure a comprehensive "Single School Culture"' in every school
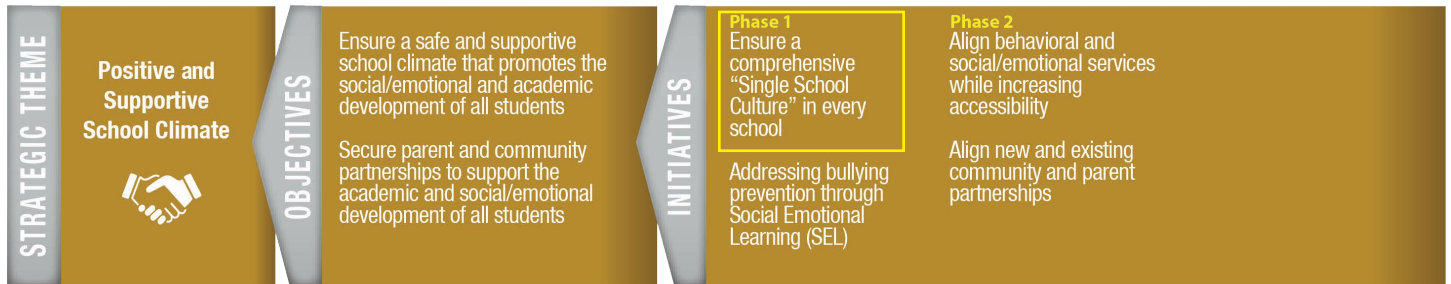
Specific Work for FY 17-18:
- Developed and provided multiple training sessions addressing each phase of the PLC Cycle to Teacher Leaders, Administrators and District personnel
- Present overview of Single School Culture
  - PNP I – 15 participants
  - ALA - 45 participants
  - Principals – 220 participants
  - APs – 59 Participants
  - SSC Coordinators – 68 participants
  - School Counselors – 73
- Supporting Focused Model Roll-out
- Support SSC for Behavior and Climate
- Support ICs and SBT Leaders through alternatives to face-to-face PD by creating interactive online support

Initiative E: Addressing bullying prevention through Social Emotional Learning (SEL)
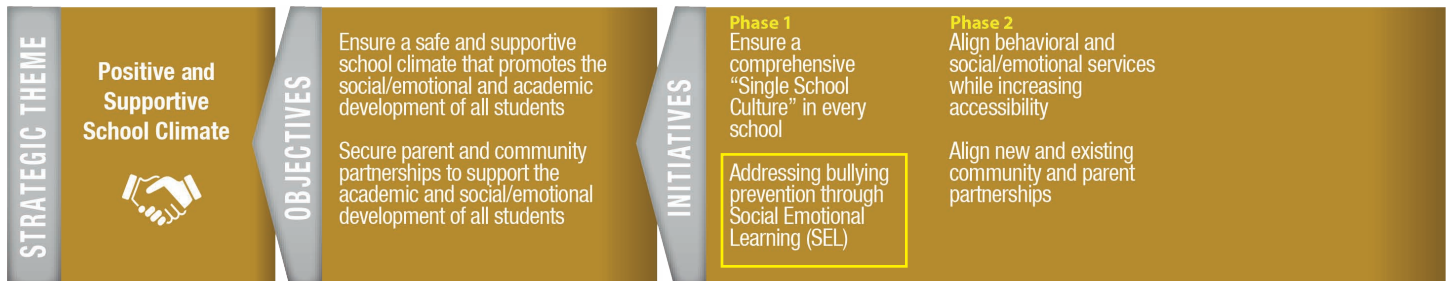
Significant Work for 2017-18:
- Purchased evidence-based curriculum for pilot elementary schools and implemented Responsive Classrooms Morning Meeting
- SEL standards revised and vetted with ECET, Leadership Team, and Academic Advisory

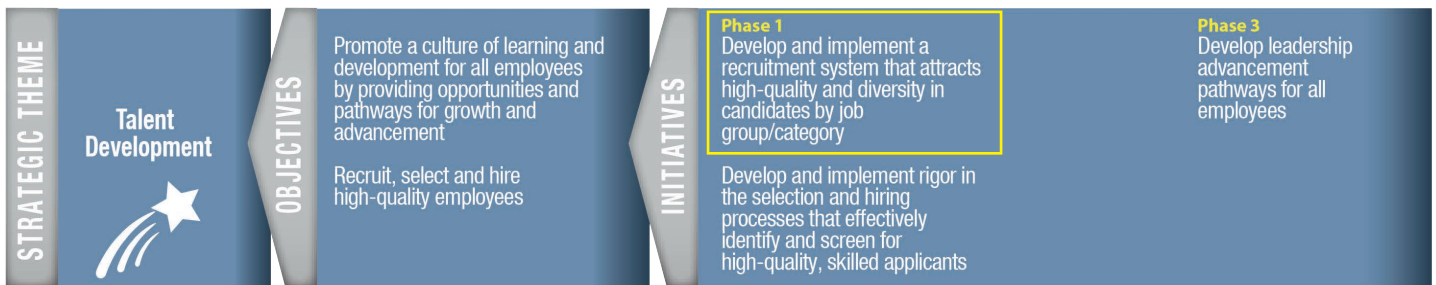- SEL leadership committee created and meeting regularly to discuss next steps for alignment among departments and initiatives
- Title IV grant allows for evidence-based curriculum for 30 additional elementary schools and middle schools
- Department of Safe Schools revised routing processes for anonymous phone calls to bullying hotlines
- SEL specialist job descriptions approved and advertised (150 applicants), with interviews conducted on 3/12/18
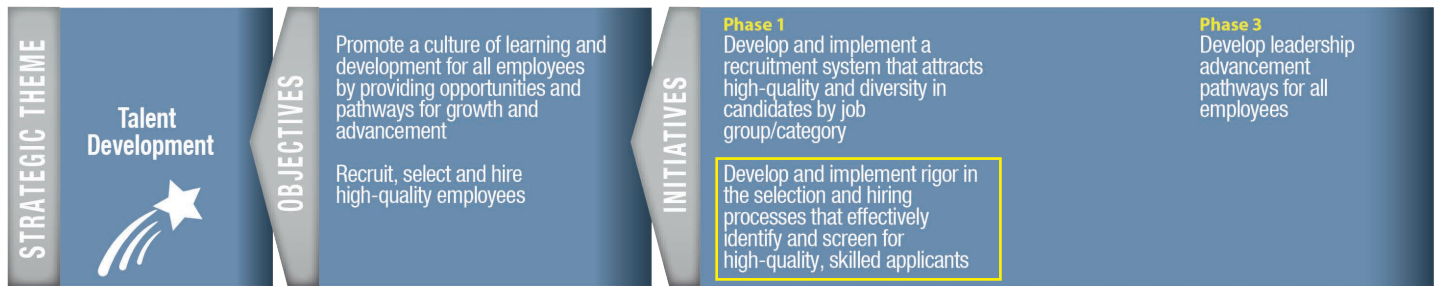
Strategic Theme 3

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

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

Significant Work for 2017-2018:

- Palm Beach County School District has one of the highest starting teacher salaries in the State of Florida with a 16.2% increase over the last five years
- Increased the overall number of teachers from FY16 to FY17
- Increased the number of Black and Hispanic teachers from FY16 to FY17
- Doubled the number of recruitment trips to HBCUs and HISs in FY17
- Developed a robust marketing program with the Communication and Engagement Department
- Partnered with HBCUs and other universities to recruit and retain qualified teachers for high-needs schools
- Continuing to grow our AIT partnership with FAU
- Enhancing our District-wide Grow Our Own Initiative in FY19 to recruit and retain teachers from our pool of qualified Substitute Teachers and Educational Paraprofessionals
- Developing retention strategies with the Professional Development Department
- Implemented a Stay Survey to understand the reasons teachers remain with the school district to establish best practices to increase teacher retention
  - Over 4,700 survey responses to the survey (38% Return)
  - Over 75% of the responders agree or strongly agree that Palm Beach County School District has a positive work climate
  - Over 70% of the responders agree or strongly agree that we have positive leadership
  - Over 70% agree or strongly agree that Palm Beach County School District has open communication
  - The Stay Survey revealed that the top three reasons teachers remain in Palm Beach County School District is due to interpersonal relationships with students, their work schedule and interpersonal relationships with colleagues.
- HR aggressively assists the Transportation Department in recruiting bus drivers. Two job fairs are scheduled annually. The next scheduled Bus Driver Job Fair will be held on May 31, 2018.

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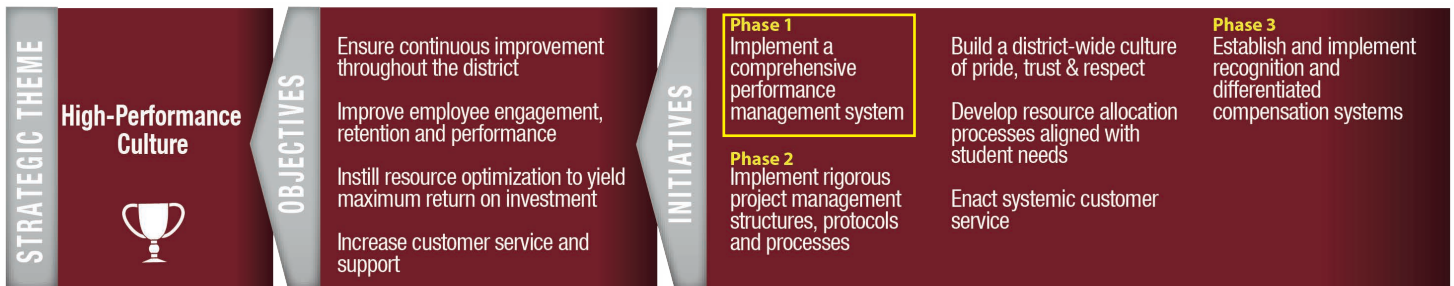
STRATEGIC THEME	OBJECTIVES	INITIATIVES		
Talent Development	Promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement Recruit, select and hire high-quality employees	**Phase 1** Develop and implement a recruitment system that attracts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

Significant Work for 2017-18:
- Applicant Screening and Selection Process
  - Phase I – current PeopleSoft model - High Potential candidate feature
  - Phase II – PeopleSoft 9.2 – Hi-Potential feature enhancement
- Candidate Placement/Alignment with Applicant Skill set and the Needs of the District
  - Applicants can choose grade level, interests searchable by hiring supervisor
  - 9.2 upgrade to application includes: geographic location preferences, subject areas preferences/interests
- Improve Human Capital Management (Retention)
  - Online orientation
  - Implemented HR Partner concept to support Schools
  - Teacher Ambassador Pilot - two years - 11 schools
  - PeopleSoft 9.2 update
- Onboarding Process
  - Hiring and Onboarding Guide
  - Onboarding teachers' hints & tips (bulletin #P 18-033 CHR)
  - Teacher Ambassador Pilot - two years – 11 schools

Strategic Theme 4

Initiative H: Implement a comprehensive performance management system

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

Significant Work for 2017-18:

Phase 1
- Two Sessions with five select District Departments across divisions to finalize proposed process and refine draft documents.
- Leadership plan for strategy implementation and monitoring.
- Process for setting goals and metrics for Leadership aligned to the Strategic Plan.
- Plan for communication with stakeholders of the new system to drive engagement among District Leadership (Directors and above) to create a culture of continuous improvement including change management.

- Draft training plan with stakeholders of the new system (including training on planning, goal setting, and scoring rubric).
- Formalize connections to Rewards & Recognition, Career Pathways, Professional Development, and Project Management initiatives

Phase 2
- Engaged Directors and above in practicing and honing skills in outcome-based coaching conversations through multiple trainings.
- Surveyed and delivered on the training needs of District leaders for continued professional growth with a focus on coaching employees.
- Inaugurated the District Leadership Academy: a conference-style professional growth event for Directors and above to collaborate, promote coaching practices, and focus on continuous improvement. These events have begun developing relationships between leaders and promoting collaboration outside of the traditional organizational chart structure.
- Continued developing training materials for the online depository and performance management site.
- Gathered Director and above feedback on leadership competencies for District-wide implementation to integrate into larger themes of talent development and high-performance culture.
- Collaborated with Professional Development and Leadership Development to deliver training on continuous improvement and coaching employees.

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

Increase reading on grade level by 3rd 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**	52%	54%	**56%**	61%	68%	75%
		Female - Black	41%	40%	**45%**			
		Female – Hispanic	49%	48%	**53%**			
		Female - White	76%	80%	**78%**			
		Female - ELL	27%	28%	**37%**			
		Female - ESE	20%	29%	**31%**		Gap to Goal	
		Female - FRL	44%	45%	**49%**		19	
		Male - Black	28%	34%	**37%**			
		Male - Hispanic	43%	44%	**46%**			
		Male - White	71%	75%	**73%**			
		Male - ELL	23%	25%	**32%**			
		Male - ESE	19%	28%	**33%**			
		Male - FRL	35%	38%	**42%**			

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
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, ISS)	**All Students**	54%	60%	**61%**	63%	69%	75%
		Female - Black	44%	50%	**50%**			
		Female - Hispanic	53%	58%	**59%**			
		Female - White	73%	79%	**79%**			
		Female - ELL	31%	37%	**35%**			
		Female - ESE	31%	32%	**32%**		Gap to Goal	
		Female - FRL	47%	53%	**55%**		14	
		Male - Black	35%	40%	**41%**			
		Male - Hispanic	47%	51%	**52%**			
		Male - White	66%	71%	**72%**			
		Male - ELL	27%	33%	**30%**			
		Male - ESE	31%	30%	**33%**			
		Male - FRL	39%	46%	**48%**			

Long Term Outcome 3:
Increase High School Graduation Rate

Increase the high school graduation rate

Performance Measure	Unit of Measure	Students	Actual			2021 Targets		
			FY16	FY17	FY18	FY19	FY20	FY21
Federal Cohort Graduation Rate	Percent of students graduating on-time with standard diploma	**All Students**	85.3%	88.3%	**90.0%**	88%	89%	90%
		Female - Black	79.9%	86.6%	**89.5%**			
		Female - Hispanic	86.0%	88.2%	**89.6%**			
		Female - White	93.5%	94.9%	**95.1%**			
		Female - ELL	59.7%	67.5%	**76.5%**			
		Female - ESE	76.9%	81.2%	**83.7%**			
		Female - FRL	81.0%	86.7%	**88.2%**		Gap to Goal 0	
		Male - Black	73.8%	79.9%	**84.2%**			
		Male - Hispanic	79.5%	84.1%	**87.0%**			
		Male - White	90.1%	92.4%	**91.5%**			
		Male - ELL	54.8%	60.4%	**69.8%**			
		Male - ESE	72.0%	78.8%	**79.0%**			
		Male - FRL	74.9%	80.4%	**83.9%**			

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%**	69%	71%	73%	75%
		Female - Black	53%	56%	**55%**				
		Female - Hispanic	69%	70%	**69%**				
		Female - White	81%	82%	**80%**				
		Female - ELL	45%	45%	**54%**				
		Female - ESE	32%	34%	**42%**				
		Female - FRL	57%	61%	**60%**		Gap to Goal 8		
		Male - Black	42%	44%	**46%**				
		Male - Hispanic	62%	59%	**63%**				
		Male - White	77%	74%	**75%**				
		Male - ELL	38%	34%	**50%**				
		Male - ESE	33%	32%	**40%**				
		Male - FRL	51%	51%	**54%**				

Referendum Update: Your Penny at Work

During the process of facilities assessment, the Facilities Division created a comprehensive database of all District buildings and component equipment to facilitate the process of creating equipment and structural component replacement schedules as deferred maintenance is completed. Facilities also created an online, publicly accessible facilities project list.

The District hired a program management firm, AECOM, in June 2017 to assist with implementation of the referendum. The following projects were competitively bid and awarded, with the work to begin in June 2018. The projects are ongoing in various stages of construction. All projects are being managed by District staff.
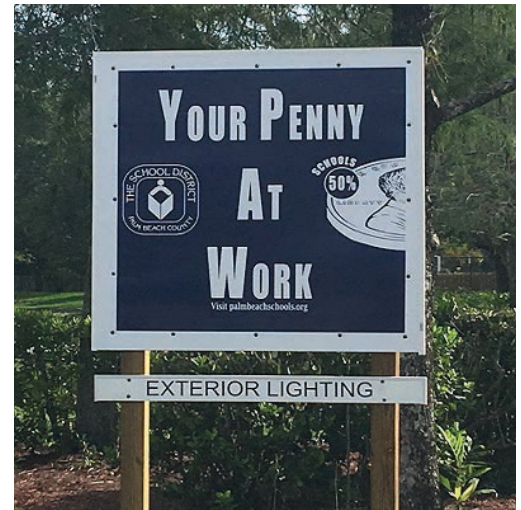
PROJECT	COST
Bear Lakes MS	$3,979,863
Cypress Trails ES	$2,824,435
Del Prado ES	$4,146,153
Jupiter Farms ES	$4,874,335
KE Cunningham ES	$2,516,161
Lighthouse ES	$2,847,074
New Horizons ES	$3,119,772
Timber Trace ES	$3,146,483
Watson B Duncan MS	$4,399,561
Wellington Landings MS	$5,531,934
Total	$37,385,771

By the end of the 2017-2018 school year, the facilities team completed 17 much needed projects including new roofs for Lantana and Carver Middle Schools, new chillers for Lighthouse and Panther Run Elementary Schools and multiple paving, lighting and waterproofing projects. In addition, 14 projects included new roofs for West Riviera Beach and KE Cunningham Elementary Schools and new chillers for Palm Beach Lakes High, Bear Lakes Middle, and Belvedere and Grassy Waters Elementary Schools. When school ended for the summer, 177 projects were underway with 112 anticipated to be completed before the start of school, including single point of entry projects for 17 schools. The Penny sales tax boosted District spending on safety and security to $40 million to create single point of entries for all schools and enhance school campus hardening measures.

The Penny is at work in schools in other ways that are not as visibly evident. The internet bandwidth required for student learning is vastly different than it was just a decade ago. Connectivity needs to be robust enough to accommodate online video conferencing, access to online textbooks with downloads, videos, and animation, all while utilizing up-to-date filters that prevent inappropriate material or viruses from infiltrating the system. The District's technology infrastructure is being upgraded to make wi-fi more reliable and accessible to students and staff and key hardware systems have been renewed or expanded to prevent the risk of system wide outages that would disrupt classroom learning and other District operations. By the end of the fiscal year, $10 million of referendum funds were utilized to ensure a 21st century learning environment.

Many schools will also receive allocations to upgrade furniture that is more conducive to student collaboration and hands-on learning. The first round of classrooms have received audio enhancement systems, which ensure every student can hear their teacher in addition to any audio that is being used as part of the lesson. Many older schools were not built with acoustics in mind, and a simple microphone can go a long way in saving a teacher's voice for another day!

This fiscal year also brought 20 new cars for School Police, 80 new buses, and additions to the white fleet the maintenance crew uses to travel to schools. To see what schools will receive as a result of the community's support of the sales tax referendum, visit www.palmbeachschools.org/referendum2016.

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