THE SCHOOL DISTRICT OF PALM BEACH COUNTY

Superintendent Annual Report

2021 - 2022

MICHAEL J. BURKE









EDUCATE | AFFIRM | INSPIRE

Mission

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

Vision

We envision...

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

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

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

...WE SEE YOU.

Equity Statement

The School District of Palm Beach County is committed to dismantling racism and other systems of oppression and inequity. We will create equitable and inclusive schools that ensure students have what they need to be successful in school and life.

Achieving racial equity requires proactive and continuous investment in historically marginalized groups who have endured centuries of systemic oppression. The School District of Palm Beach County is committed to transforming our system by hearing and elevating under-represented voices, sharing power, recognizing and eliminating bias, and distributing resources to provide equitable outcomes.

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

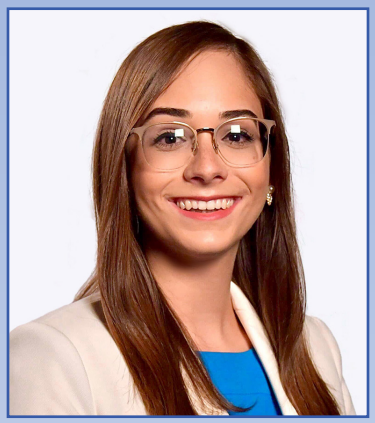
The School District of Palm Beach County acknowledges the existence of—and will eliminate—systems, processes, and mindsets that perpetuate race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation as predictors of achievement.

The School District of Palm Beach County will embrace, celebrate, and honor our students, families, staff, and community members and their unique cultural histories, while ensuring each student achieves personal and academic success.

School Board **Members**



Barbara McQuinn
District 1



Alexandria Ayala
District 2



Karen Brill
Vice Chairwoman;
District 3



Erica Whitfield
District 4



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



Marcia Andrews
District 6



Debra Robinson, M.D.
District 7

Message from the **Superintendent**



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

Throughout the 2021-2022 school year, Team Palm Beach remained focused on our mission to educate, affirm, and inspire each student in an equity-embedded school system. In doing so, we remained steadfast in our effort to create an environment where each and every student and employee will succeed and flourish. Returning to in-person instruction, including our return to regularly scheduled in-school activities and athletic events, coupled with your award of employee salary increases helped to ensure that all student and adult stakeholders felt empowered to perform at their best. These efforts were rewarded through our improvements in mathematics at almost every grade level as well as increases in high school graduation rates. We have also continued to strengthen and expand our relationships throughout the community, ensuring strong partnerships that support our students, local businesses, community organizations, and municipalities. The dedication of Team Palm Beach to excellence resulted in our district earning an A-rating from the Florida Department of Education. This achievement by our students, teachers, school administrators and support staff was a great way to wrap up my first year as Palm Beach County's Superintendent. I am incredibly proud of Team Palm Beach and honored to serve in this role.

The 2021-22 school year had its share of challenges and rewards. With the health and safety of our students and employees at the forefront, we worked diligently to establish a smooth reopening of our schools in August 2021, returning to in-person learning as well as on-campus activities and athletic competitions. To assist our students with accelerated learning programs to help close the pandemic-created learning gaps, our District partnered with local municipalities along with Palm Beach County and The Education Foundation of Palm Beach County to provide students with no-cost home internet in the communities of Belle Glade and Lantana. Plans are in place to expand this project to South Bay, Pahokee, Canal Point, Unincorporated West Palm Beach, Lake Worth Beach, Boynton Beach, Riviera Beach, Palm Springs, Greenacres, Haverhill, Lake Park, and Delray Beach. Building on this growing digital foundation, we began providing 24/7 online tutoring services for students in grades 6-12. This service is offered through our partnership with Paper Education Company, Inc., is available at no cost to our families, and provides on-demand access to tutors knowledgeable in over 200 courses. Through the committed and impactful efforts of our students, parents, staff, and community stakeholders, the District continues to be one of the best places to learn, work, and realize our full potential.

As the year progressed, our students and staff rose to the challenges and changes necessary to achieve a high level of performance. We celebrate having zero schools labeled as consistently underperforming by the Florida Department of Education. As one of only two large urban districts in Florida to earn an A-rating for the 2021-2022 school year, we are proud to have exceeded the performance of each and every neighboring school district.

Our graduation rate of 95.9% outpaced the State average by 5.8%. Our focus on closing the achievement gap across all subgroups is evident in our increases in the graduation rate among English Language Learners and Hispanic students. For the first time in 18 years, grade 3 students at District-operated schools outperformed the State average on the ELA assessment. Further, we outperformed the State on every ELA assessment, grades 3 through 10. In mathematics, we met or exceeded State performance in grades 3, 6, 8, Algebra, 1, and Geometry. Fifty-six of our schools maintained an A-rating, and fourteen improved a letter grade. Although we are proud of our academic achievements, we remain focused on getting all of our students reading on or above grade level. We acknowledge that there is a great deal of work that remains to be done to address the learning needs of all students, and recover from the unfinished learning caused by the pandemic. However, celebrating our academic accomplishments reaffirms our high performance culture, renews our commitment to all students, increasing our determination to continue this growth into the upcoming school year.

Growing our leaders was a major focus of the 2021-2022 school year. In a targeted effort to strengthen our District both internally and through external collaborative efforts, I recruited and retained strong leaders across our schools, regions, and district-level positions. The strategic management of these leadership decisions has positively impacted our academic performance while simultaneously reinforcing relationships with our employee groups and community stakeholders. We have expanded our ability to keep our schools safe, improved internal communication efforts, and streamlined processes, ultimately improving overall district operations. Combining multiple technologies as well as community resources, we are connecting with parents and providing methods for parents to connect with us. I am proud of the additions to Team Palm Beach and I am truly honored to work alongside our many experts across various leadership positions. We are entering the coming school year empowered with a solid leadership team.

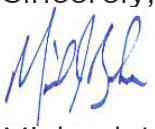
Demonstrating our commitment to recognizing the outstanding efforts of all of our employees, we made extraordinary strides in improving salary and compensation across all job roles. I appreciate the School Board's steadfast commitment to our employees. In collaboration with the Palm Beach County Classroom Teachers Association (CTA), teachers received a blended 3.5% salary increase, a one-time $1,500 bonus, and three days of bereavement leave. In support of employees not included in the CTA agreement, the District also provided exceptional salary increases, bonuses, and other benefits to these employees. Bus drivers received an hourly rate increase of $2.25, making our District one of the highest paying organizations for drivers. In addition, starting July 2022, the District implemented a $15/hour minimum wage which represents an increase of more than $3/hour for many employees. Given the current workforce recruitment challenges, the School Board's ongoing commitment to prioritize employee compensation is critically important. Our employees are the driving force of what makes the School District of Palm Beach County the community's best choice.

In tandem with taking care of our employees, we also made a targeted effort to establish new and strengthen current community relationships. Working directly with local municipalities and community organizations, I have provided a direct line of communication to ensure that all community stakeholders are seen and heard. Strengthening these relationships has helped create a tight-knit community focused on continual improvement in serving our students, parents, and each other. I have enjoyed the time I have spent with outside organizations, local business owners, and municipal government leaders throughout this year. I am humbled by the dedication these stakeholders have demonstrated in helping us support and celebrate our students. It is my commitment to continue to cultivate the many valued partnerships we have forged throughout Palm Beach County.

Focusing on long-term District-wide growth and development, we began the 2021-2022 school year in discussions about our next five-year Strategic Plan. Throughout the process, we hosted opportunities for multiple stakeholders to provide input, recommendations, and to highlight areas of need. Student focus groups and community partners provided insightful feedback and helped drive future discussions. Through these thought exchange events, we narrowed our focus to these four themes: Academic excellence and growth; Student-focused culture; Mental health and wellness; and Committed and impactful employees. These themes were established based on extensive input across the school and community level. We understand the power of providing a safe and nurturing environment for our students as well as our adults. Further, we recognize that our students need to feel safe and seen in order to find academic success so we are setting high bars to measure our future accomplishments. We are committed to improve early literacy in pre-kindergarten through third grade, strengthen the success rates of our students in transition years, and strive to ensure all students feel a sense of belonging on our campuses. Key goals include establishing a growth mindset among students and staff as well as increase both student and caregiver/parent/guardian engagement and satisfaction. Through enhanced customer service, we further commit to increase career pathway participation, expand access to rigorous coursework, and strengthen the post-graduate credentials of our students. It is with these themes in mind that Team Palm Beach celebrates our accomplishments while keeping focused on improvement. This work is never done, we must always leverage our people and processes to get better.

As we begin the 2022-2023 school year, we continue to strive for academic excellence across our campuses and promote a culture that welcomes and affirms all students and employees. We strive to help each and every student and employee reach their fullest potential. Building on the strengths of our District's previous Strategic Plan coupled with the significant accomplishments of the 2021-2022 school year, we have created a new five-year Strategic Plan that is truly reflective of our District Mission. As the superintendent, I take pride in knowing that through Team Palm Beach's dedication, passion, and pursuit of excellence, we will continue to educate, affirm, and inspire our students through our equity-embedded school system.

Sincerely,



Michael J. Burke
Superintendent

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Effective and Relevant **Instruction**

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 4, 2022, the Florida Department of Education (FDOE) released high school graduation rates for the State of Florida and the District. The FY21 Federal Graduation Rate includes standard diplomas but excludes special diplomas and General Education Diplomas (GEDs). Students with Disabilities (SWD) on the Access Points curriculum work to earn a standard diploma and, if successful, are included as graduates. Due to COVID-19, assessment requirements for graduation were waived for FY20 seniors who had yet to meet the requirements and used at the District's discretion for FY21 seniors. This should be considered when comparing the graduation rates to prior years. The graduation rate for 2021 was 91% overall and nearly 96% for District-operated schools.

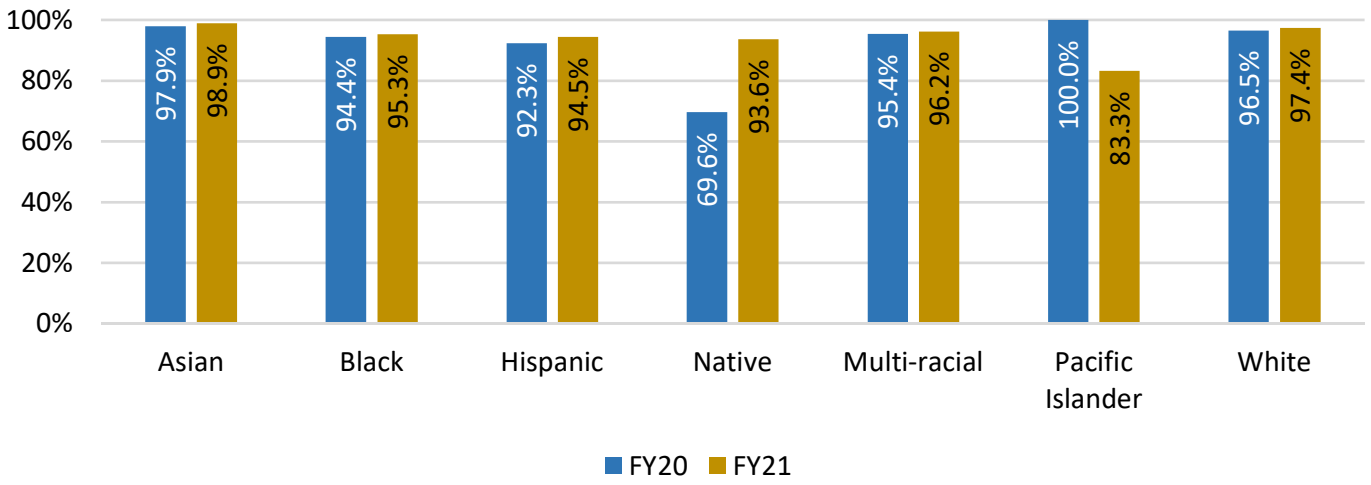
The table below displays the overall and subgroup graduation rates (as well as differences) for the past five years for District-operated schools.

Students	Actual								
	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1-Year Change	5-Year Change
All Students	85	88	90	92	92	95	**96**	1	6
Female - Black	80	87	90	92	94	97	**98**	1	8
Female - Hispanic	86	88	90	92	93	96	**97**	1	7
Female - White	94	95	95	96	97	98	**98**	0	3
Female - ELL	60	68	76	84	80	91	**93**	2	17
Female - ESE	77	81	84	89	95	96	**95**	-1	11
Female - FRL	81	87	88	91	92	95	**97**	2	9
Male - Black	74	80	84	86	88	93	**93**	0	9
Male - Hispanic	80	84	87	89	88	90	**92**	2	5
Male - White	90	92	92	94	94	96	**97**	1	5
Male - ELL	55	60	70	74	71	80	**88**	8	18
Male - ESE	72	79	79	84	89	91	**90**	-1	11
Male - FRL	75	80	84	86	86	90	**92**	2	8

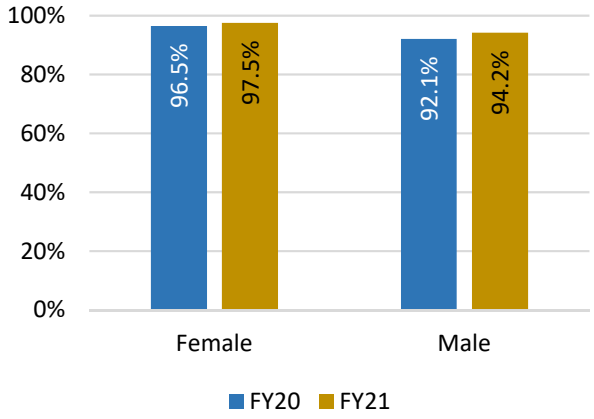
Graduation Rates

The most recent graduation rate available is for the graduating class of 2021 (graduation rates are usually released in December following graduation). The image below is from the District's Graduation Rate Dashboard, showing data from District-operated schools. In FY21, the graduation rate was 96%, exceeding the prior year at 94%. Graduation rates tend to be similar across groups, exceeding 90% for all groups in FY21 (except for the small group of Pacific Islanders, n=18, at 83%).

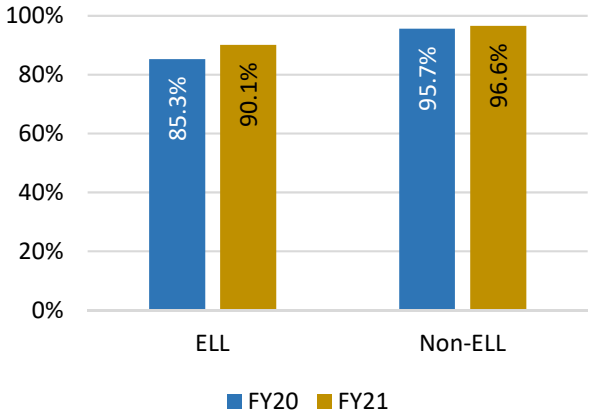
Graduation Rates by Race



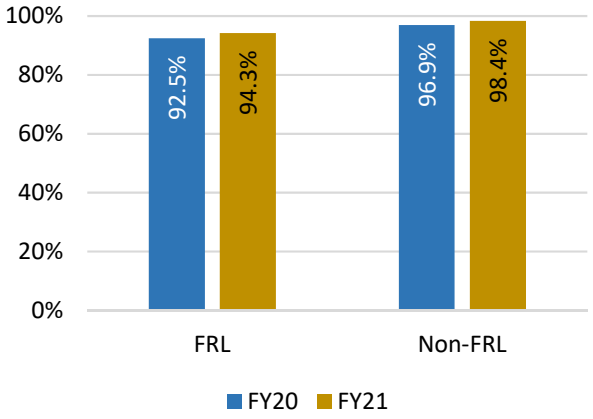
Gender



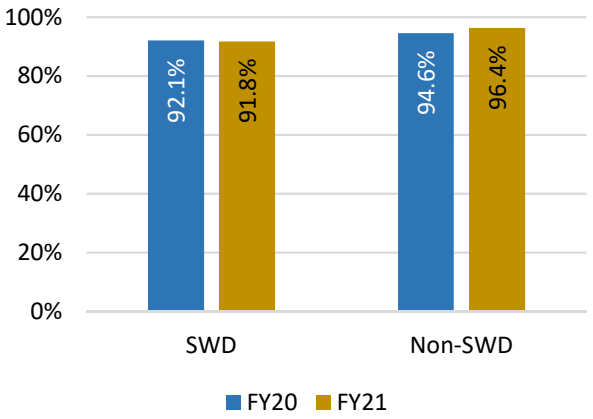
English Language Learner



Free Reduced Lunch



Disabilities

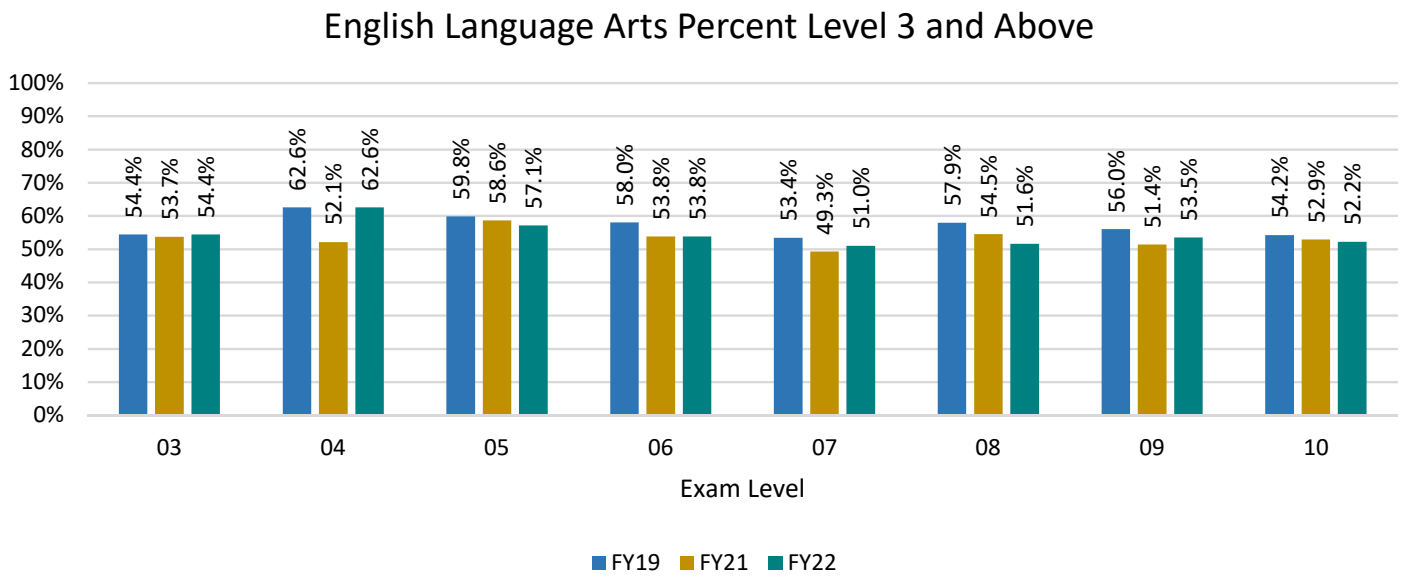


Student Performance Data

The Florida Standards Assessment (FSA) scores for FY22 show that the District has started to recover in many areas following the decrease in performance due to the COVID-19 pandemic. The District's FSA and EOC Results Dashboard shows the trend for FY19, FY21, and FY22 for District-operated schools.

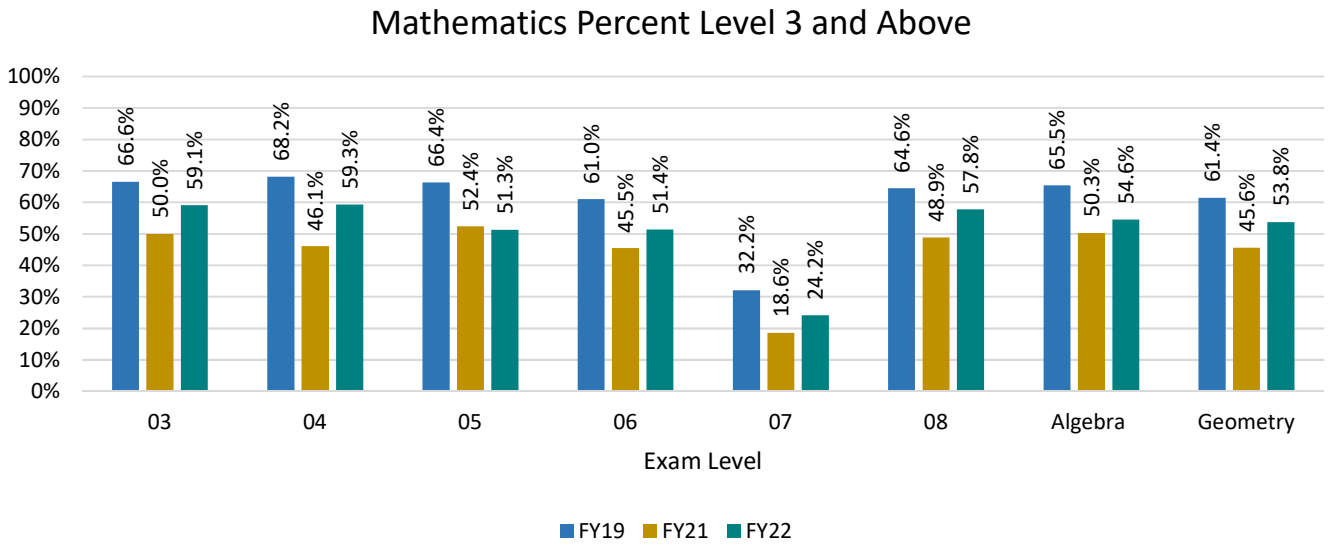
English Language Arts

In English Language Arts, District performance has returned to pre-pandemic levels in grades 3 and 4 while trending towards recovery in grades 7 and 9.



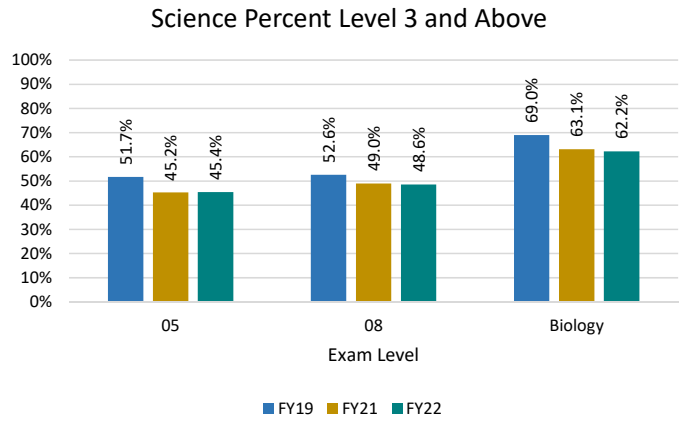
Mathematics

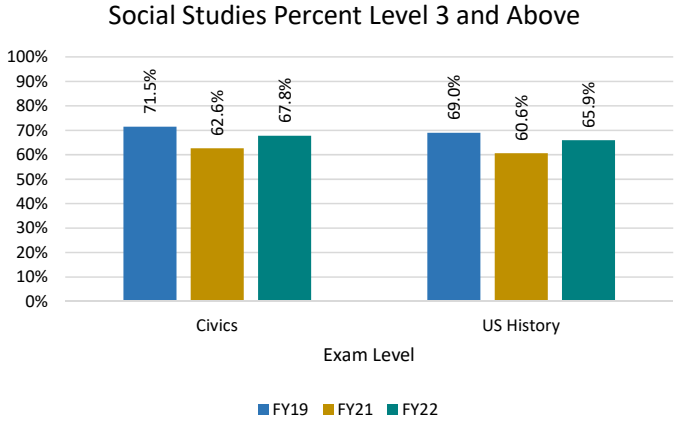
While no grade levels have returned to pre-pandemic levels in Mathematics, a substantial improvement from FY21 is evident in grades 3, 4, 6, 7, and 8. Improvement from FY21 was also apparent in the Algebra 1 and Geometry End of Course Assessments.



Science and Social Studies

Science performance in grades 5, 8, and Biology have remained lower than pre-pandemic levels and stable from FY21 to FY22. Performance in the Social Studies subjects of Civics and US History has shown improvement from FY21 to FY22, but not yet reaching pre-pandemic levels.





School Grades

FY22 School Grades* Palm Beach Highest Percent of "A" Middle and Combination Schools

State/Districts	Elementary Schools					Middle Schools					High Schools					Combo Schools				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
State	30	25	37	7	1	21	24	49	6	0	31	29	39	1	0	43	27	28	2	0
Broward	34	31	28	4	1	21	21	56	3	0	46	12	42	0	0	20	20	60	0	0
Miami-Dade	52	25	23	1	0	25	31	44	0	0	51	20	29	0	0	59	27	14	0	0
Duval	25	20	48	6	0	26	13	43	17	0	39	11	50	0	0	25	75	0	0	0
Hillsborough	28	24	43	4	1	30	16	41	14	0	32	28	40	0	0	45	9	45	0	0
Orange	31	28	34	4	2	26	24	50	0	0	20	40	40	0	0	67	22	11	0	0
Palm Beach	**36**	**23**	**37**	**5**	**0**	**41**	**13**	**41**	**6**	**0**	**50**	**35**	**15**	**0**	**0**	**67**	**0**	**33**	**0**	**0**
Pinellas	29	34	32	5	0	11	21	53	11	5	31	25	44	0	0	33	67	0	0	0

**District-operated schools*

14 Schools Increased One Or More Letter Grade		
School Name	**FY19**	**FY22**
HIDDEN OAKS K-8	C	A
JOHN F. KENNEDY MIDDLE	D	C
WASHINGTON ELEMENTARY	D	C
ATLANTIC HIGH	C	B
FOREST HILL HIGH	C	B
GALAXY ELEMENTARY	C	B
GLADE VIEW ELEMENTARY	C	B
PINE GROVE ELEMENTARY	C	B
S.D. SPADY ELEMENTARY	C	B
ACREAGE PINES ELEMENTARY	B	A
CITRUS COVE ELEMENTARY	B	A
FOREST HILL ELEMENTARY	B	A
HAGEN ROAD ELEMENTARY	B	A
NORTH GRADE K-8	B	A

FY17-FY22 Palm Beach County District Grade Components

Year	ELA Achievement	ELA Learning Gains	ELA Learning Gains of the Lowest 25%	Math Achievement	Math Learning Gains	Math Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate FY21	College and Career Acceleration FY21	Grade FY22
2022	56	56	42	54	61	51	53	69	83	91	72	A
2021	54	50	35	47	34	25	53	63	72	90	71	NG
2019	59	57	47	63	60	46	59	73	78	87	68	A
2018	58	57	47	62	60	45	62	73	76	85	67	A
2017	56	56	45	60	57	42	59	73	70	82	62	B
Diff	0	0	-3	-6	4	9	-6	-4	13	9	10	1

FY22 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 FY21 to FY22	Percent of Students Scoring Level 1		Change from FY21 to FY22
	FY21	FY22		FY21	FY22	
Palm Beach	**54%**	**54%**	**0%**	**25%**	**26%**	**1%**
Broward	53%	54%	1%	23%	25%	2%
Miami-Dade	57%	56%	-1%	22%	25%	3%
Duval	48%	47%	-1%	30%	30%	0%
Hillsborough	51%	49%	-2%	27%	29%	2%
Orange	55%	54%	-1%	25%	27%	2%
Pinellas	54%	52%	-2%	21%	22%	1%
State	54%	53%	-1%	23%	25%	2%

Master Schedule Analysis

In FY22, the District continued to expand the Master Schedule Analysis system by including new ways for Elementary Principals to influence outgoing student schedules. Elementary school principals personally recommended proposed schedules for their students entering 6th grade to ensure that we are scheduling each student based on their potential.

- The revised course recommendation process for students entering 6th grade increases elementary schools' ability to influence their middle school coursework.
- There is continued in-depth analysis of course requests and scheduling at all middle and high schools, emphasizing identifying barriers to success in higher-level coursework.

The goal of the Master Schedule Analysis is to strengthen the system approach for creating cohesiveness and alignment at the elementary, middle, and high school levels to ensure students have access to rigorous coursework and receive the appropriate support to be successful, competitive, and reach their full potential (See tables below).

Comparison of Middle School Student Acceleration Rates (FY18 to FY22)

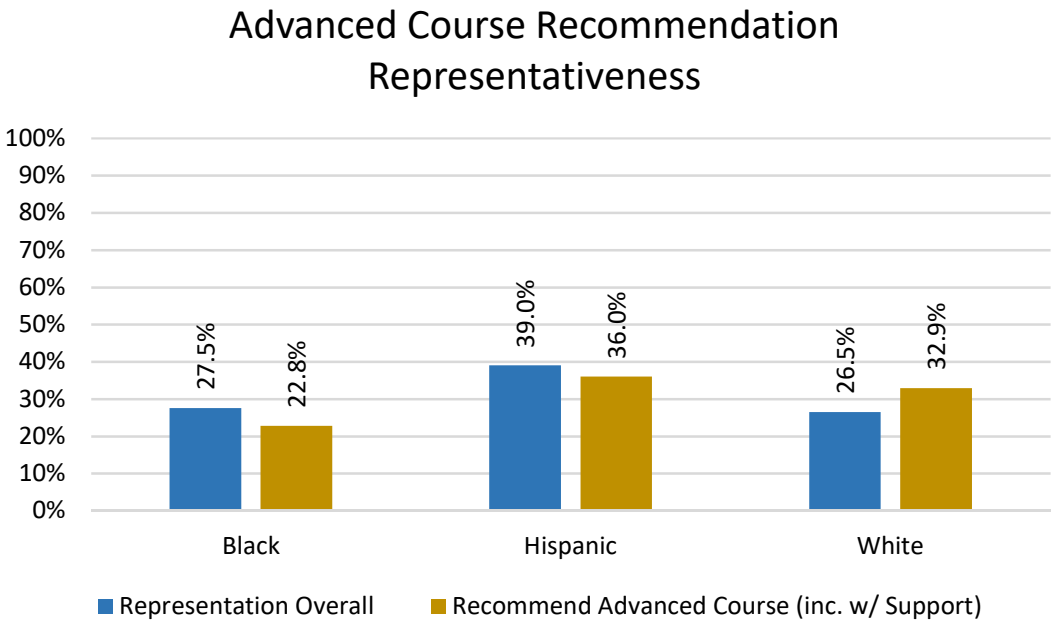
Middle School Student Acceleration Percentage of Students Enrolled in Advanced or High School Core Courses							
Group	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**	**FY21-FY22 Diff**	**5-Year Diff**
Total	**67.1%**	**72.2%**	**67.2%**	**63.7%**	**69.6%**	**5.9%**	**2.6%**
Black Female	64.1%	69.0%	55.9%	58.6%	67.6%	9.1%	3.5%
Hispanic Female	63.8%	71.1%	61.6%	62.0%	67.9%	5.8%	4.1%
White Female	77.7%	82.6%	78.6%	76.6%	80.9%	4.3%	3.2%
ELL Female	39.9%	49.4%	32.8%	31.0%	45.2%	14.3%	5.3%
SWD Female	39.8%	47.1%	29.7%	32.5%	42.2%	9.7%	2.4%
Black Male	57.6%	61.4%	44.8%	49.7%	60.3%	10.6%	2.7%
Hispanic Male	60.1%	66.8%	55.3%	57.9%	61.5%	3.6%	1.4%
White Male	75.6%	79.8%	74.9%	74.6%	77.2%	2.6%	1.6%
ELL Male	38.8%	46.1%	28.6%	30.2%	42.7%	12.4%	3.9%
SWD Male	41.0%	47.1%	29.2%	31.5%	41.0%	9.5%	0.0%

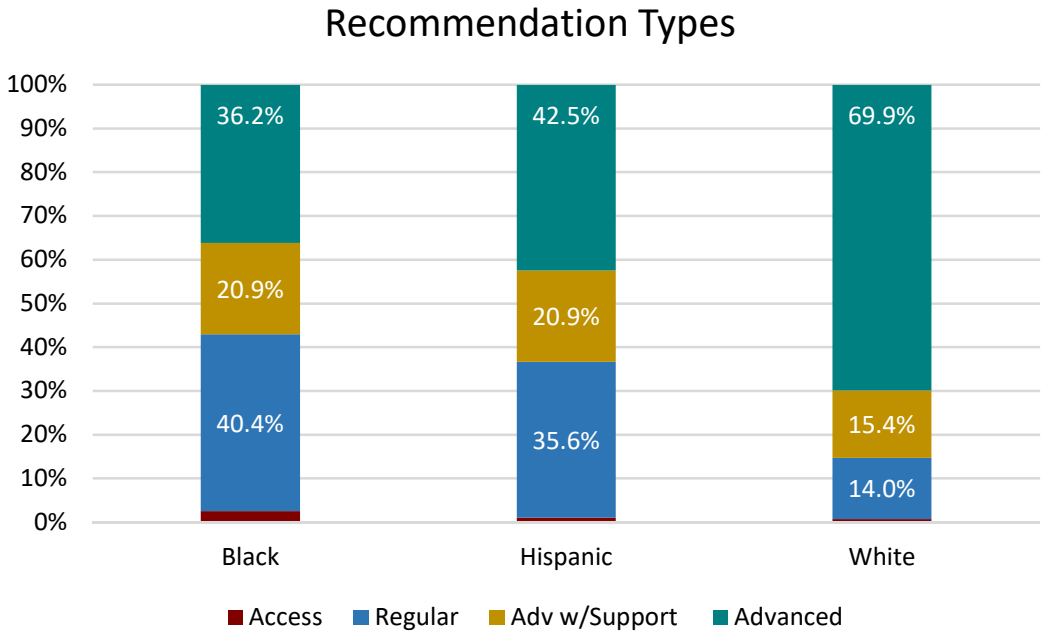
Comparison of High School Student Acceleration Rates (FY18 to FY22)

High School Student Acceleration Percentage of Students Enrolled in College-level Coursework*							
Group	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**	**FY21-FY22 Diff**	**5-Year Diff**
Total	**41.1%**	**44.2%**	**43.5%**	**46.7%**	**51.2%**	**4.5%**	**10.1%**
Black Female	30.3%	33.1%	32.7%	37.5%	44.5%	7.0%	14.1%
Hispanic Female	45.6%	49.4%	48.3%	51.8%	56.0%	4.3%	10.5%
White Female	61.6%	66.1%	65.2%	66.5%	69.4%	2.9%	7.8%
ELL Female	20.0%	22.9%	22.3%	23.4%	31.3%	8.0%	11.3%
SWD Female	13.3%	14.0%	12.7%	15.5%	21.2%	5.7%	7.9%
Black Male	18.8%	20.5%	20.1%	23.3%	29.6%	6.3%	10.8%
Hispanic Male	32.6%	34.9%	34.7%	38.3%	43.2%	4.9%	10.6%
White Male	49.6%	52.7%	51.5%	54.0%	57.0%	3.0%	7.4%
ELL Male	13.4%	15.4%	15.2%	18.8%	23.7%	5.0%	10.3%
SWD Male	9.5%	10.6%	9.8%	11.8%	15.4%	3.5%	5.9%

* College-level Courses = Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International Certificate of Education (ACE), or Dual Enrollment (DE)

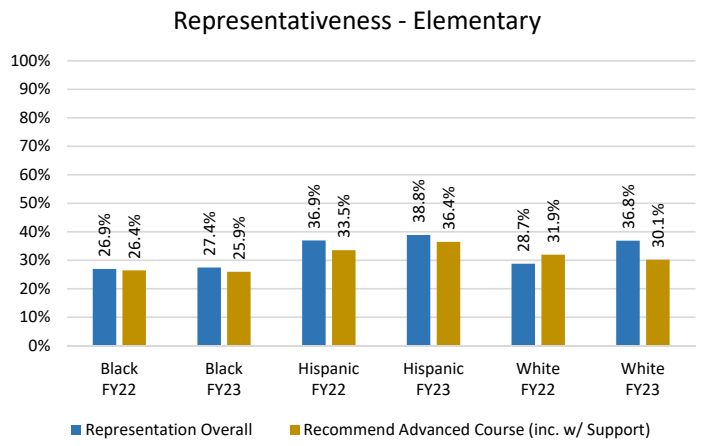
This year's focus was to significantly increase the number of students enrolled in advanced coursework in middle school by having elementary school principals recommend their outgoing students' schedules to the receiving middle school principals. Based on completed principal recommendations for students entering grade 6, 57% of Black, 63% of Hispanic, and 85% of White students were recommended for at least one advanced core course. This resulted in a seven percentage point over representation of White students as well as three and five percentage points underrepresentation of Hispanic and Black students, respectively.

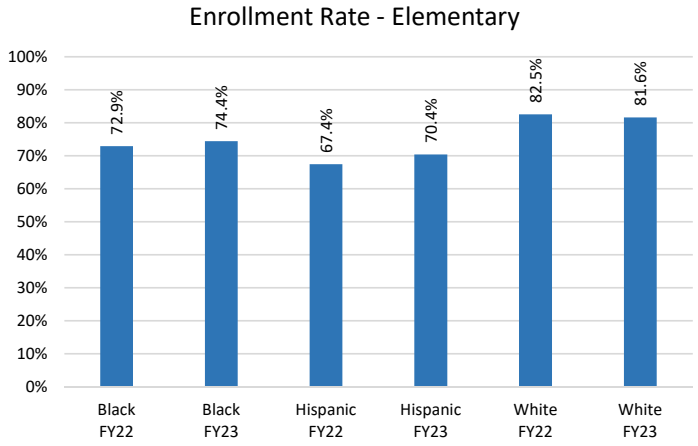


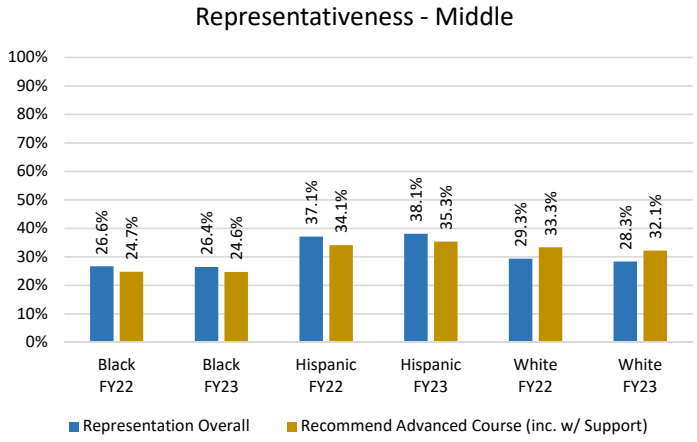


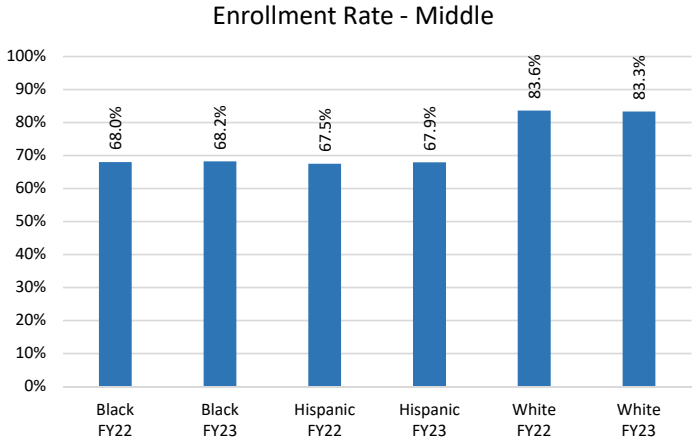
Access to advanced core courses is increasing for Black and Hispanic FY22 grade 5 students while declining slightly for White students. While access increased, representation declined slightly for Black and improved for Hispanic students.

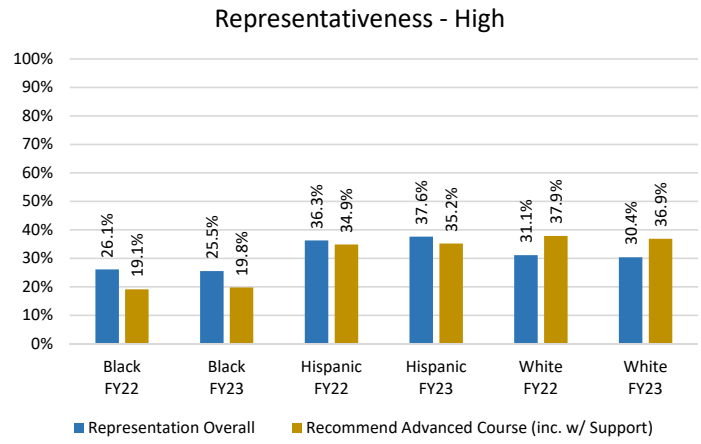
For middle school students, access and representation remain similar from FY22 to FY23 based on currently scheduled students.

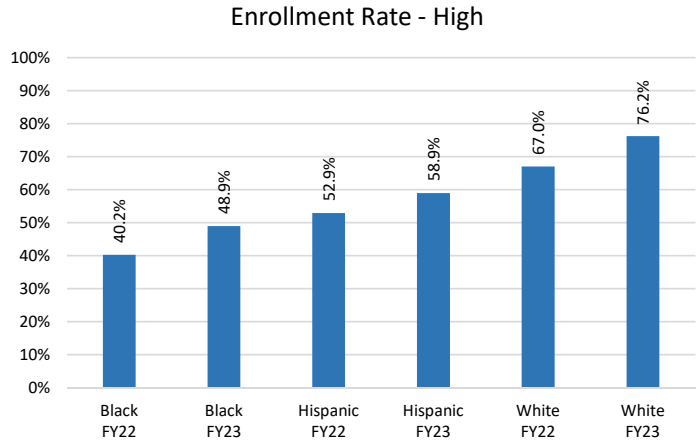












Conversely, access to accelerated (AP, IB, AICE, & DE) courses is increasing for Black (9 points), Hispanic (6 points), and White (9 points) high school students; however, representation has remained similar between FY22 and FY23. These data represent the currently scheduled students. Final FY23 data will be available at the start of the next school year.

Student Academic Support Plan

The Student Academic Support Plan (SASP) codifies the District's approach to addressing instructional gaps. Disparities in student achievement existed before COVID-19, but COVID-19 has widened those instructional gaps. Despite these challenges, the District has a unique opportunity to rethink both short and long-term academic support to increase student achievement and to collaborate across departments to leverage resources.

The Elementary and Secondary School Emergency Relief Fund (ESSER) provided federal funds to the District to address learning loss and provide support for academic acceleration. The funds target resources using a tiered approach for the neediest students and schools. They also address teaching expertise at critical points in students' education with professional learning and strategic support for teachers.

The District identified a model that includes factors found to be predictive of barriers to student growth. The components of this model are school demographics, student achievement, and staff experience. The plan addresses the risk factors associated with these indicators by providing a menu of tiered interventions and supports to accelerate student learning, close achievement gaps, and prevent failure before it occurs.

The areas identified in the SASP establish a framework for accountability and continuous improvement while providing clear direction and focus on improving student achievement for all students. The following areas identified below are connected to the State Accountability System for student achievement:

- K-3 Literacy - All students of each racial/ethnic group will read independently on grade level by the end of third grade.
- Algebra 1 - All students of each racial/ethnic group will complete Algebra I EOC.
- Proficient in Mathematics, Reading, and Writing - All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by the FLDOE State Accountability system.
- SAT - All schools will increase the performance of students of each racial/ethnic group taking the ACT and SAT, emphasizing underrepresented populations.
- Graduation - All schools will increase graduation rates for all students.

School Choice

The District is proud to offer more than 330 Choice and Career programs to students in grades PK-12. These programs provide a variety of learning experiences that lead to college and career readiness and can put students on a path to success as early as elementary school.

The District continues to be a leader in the state and nation regarding participation and performance in Career & Technical Education programs. We are among the top school districts in Florida for the number of International Baccalaureate continuums.

Through a robust Choice system, we can have students apply across the District to various programs based on their interests, aptitudes, and talents.

FY22 School Choice Application Breakdown

Level	1st Choice Applicants	1st Choice Eligible	1st Choice Assigned
Elementary	3,514	3,391	2,014
Middle	6,382	5,725	4,322
High	7,325	5,929	4,726

During the FY22 school year, we welcomed several new Choice programs to include:

- Addison Mizner K-8 - Business Leadership
- Glades Central High School - Agritechnology and Computer Science
- Santaluces High School – Cybersecurity (through support from the Frederick A. DeLuca Foundation)

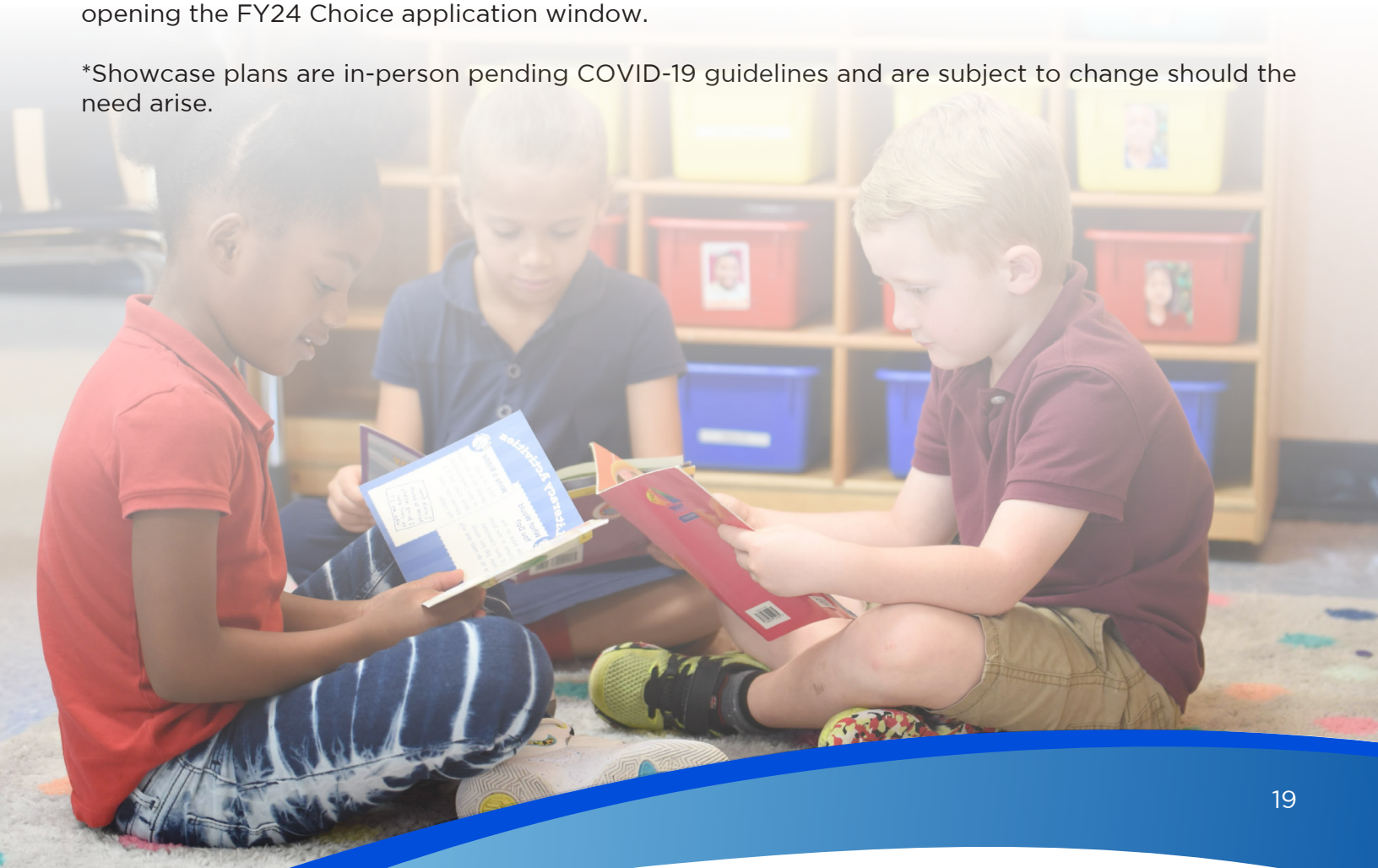
New programs approved during FY22 to open in FY23

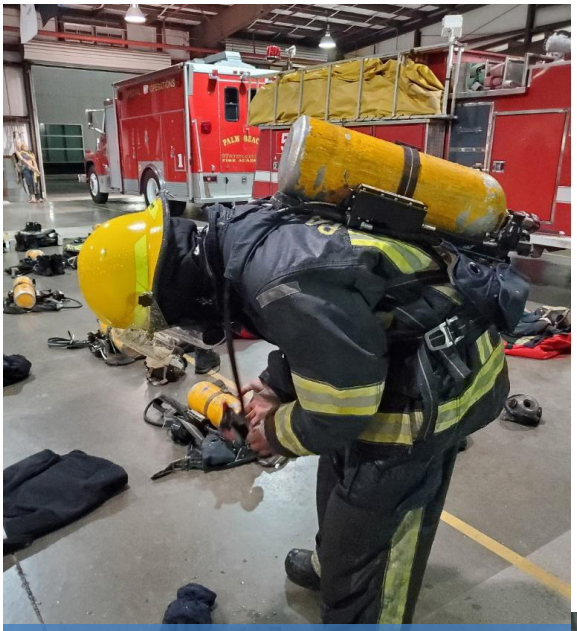
- Lake Shore Middle School - STEM (Science, Technology, Engineering, and Math)
- Atlantic High School – Finance Academy

Annual Showcase of Schools

The 23rd Annual Showcase of Schools took place virtually on October 19, 2021. This event allowed parents and students to learn firsthand about all the Choice and Career related programs available at each school. During FY22, plans began to return the Annual Showcase of Schools to an in-person event on October 18, 2022, at the South Florida Fairgrounds.* This event will be open to all families interested in learning firsthand from representatives from all Choice and Career programs before opening the FY24 Choice application window.

*Showcase plans are in-person pending COVID-19 guidelines and are subject to change should the need arise.

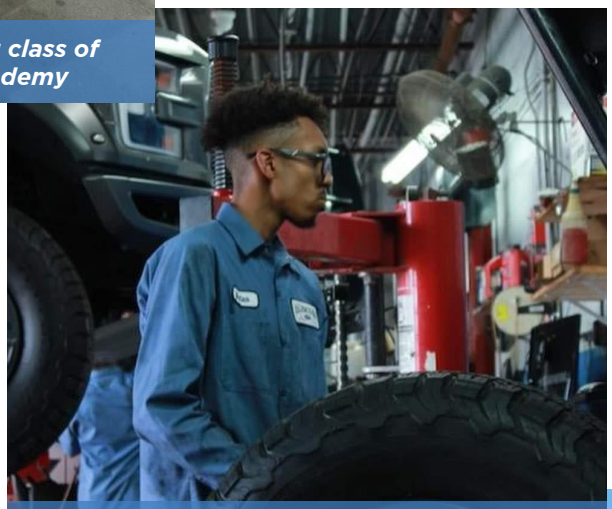




Student from first graduating class of Palm Beach Lakes Fire Academy



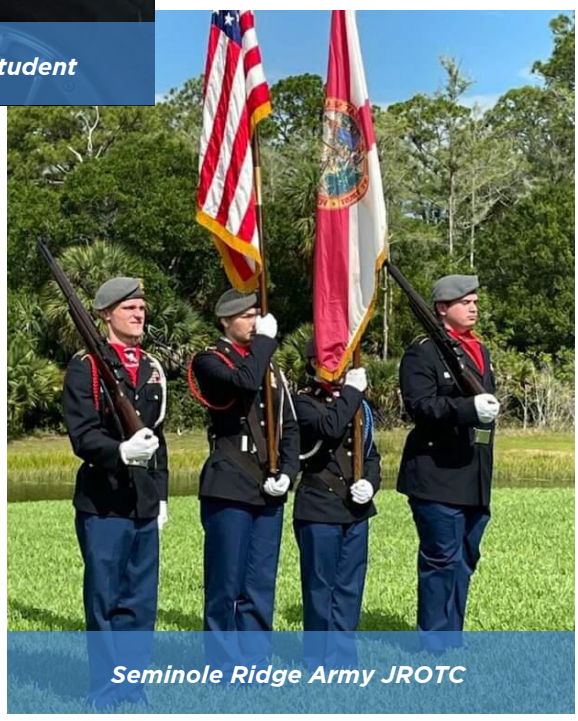
Students from first graduating class of Palm Beach Lakes Fire Academy



Seminole Ridge Automotive Student



Seminole Ridge TV Production



Seminole Ridge Army JROTC

FY21 Industry Certification Data

The District continues to be a leader within the state for students earning industry recognized credentials. For the FY21 school year, students earned 10,792 industry certifications and digital tools. This represents a 4.9% increase in the number of students who earned an industry recognized credential from the previous year. In addition, there are improvements in the participation and performance of English Language Learners and Exceptional Student Education students compared to the previous year.

Literacy Initiatives

Professional Development

There were many opportunities for literacy-focused professional development. These included:

- K-2 Collecting Evidence of Student Learning
- The Foundation of Reading (Phonemic Awareness/Phonics/Oral Language)
- Dive into Florida's B.E.S.T. 3rd to 5th Grade Literacy Standards (3-5)
- Benchmark Oral Reading Records
- Fountas and Pinnell Reading Running Records
- Approaching Sensitive Topics
- FSA Writing Rubric Training (Grades 3-5)
- K-2 Small Group Differentiated Literacy Instruction & Workstations
- Grades 3-5 Small Group Instruction
- Exploring the ELA B.E.S.T. Communication Standards
- K-2 Elementary Literacy Essentials
- Benchmark Module 1, Module 2, and Module 3

STARS Grant

During the FY22 school year, the STARS Grant literacy initiative directly benefited 709 students, in grades K-2, at three elementary schools (Orchard View Elementary-242, Pine Grove Elementary -165, and Crosspointe Elementary-302). When comparing fall diagnostic scores to winter diagnostic scores among the three participating schools, 95% percent of students demonstrated increased learning gains in reading. Investing in professional development to support teachers with instructional delivery, understanding curriculum, and best practices during the FY22 school year has significantly increased the teacher's literacy instruction competencies. Students' attitudes and perspectives towards literacy have been positively impacted, as students have developed a new sense of confidence as a result of feeling better about themselves as readers and writers. The impact of this program will continue to support our three pilot schools in the FY23 school year and in years to come.

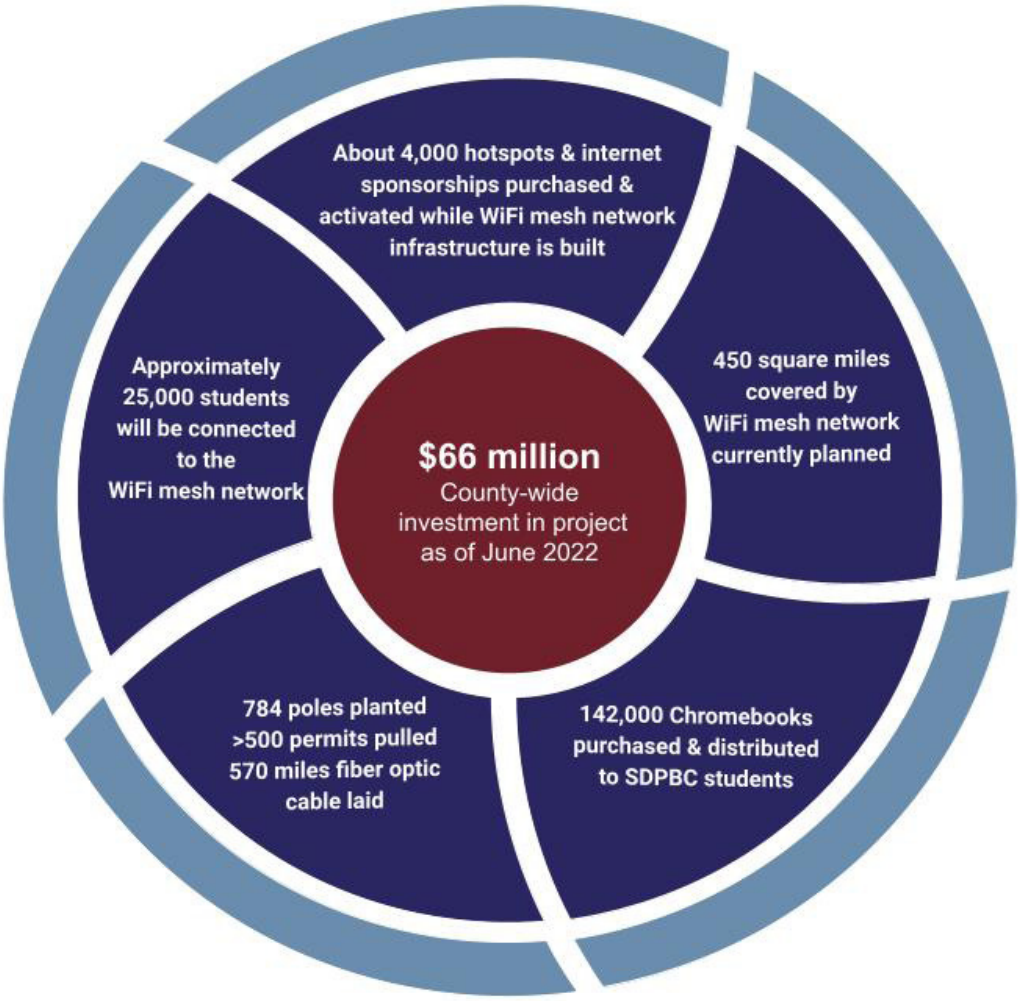
Norton Initiative

The Norton Museum's 2nd Grade Literacy and Art Initiative aims to infuse visual thinking strategies and vocabulary into art-centered activities to enhance the grade two curriculum. The partnership began in 2018 and has worked with a small pilot of five schools involving a lead 2nd-grade teacher and a Visual Arts teacher. Most schools in the project are Title I schools, with students who may not have many arts-related experiences outside of the classroom, so this project positively impacts students through experiential learning rooted in standards-based instruction. Benefits of this initiative include exposing students to and reinforcing careful observations and drawing conclusions about the artwork, formulating questions that demonstrate curiosity and engagement, connecting new ideas to prior knowledge and experiences, and understanding that artists can use their art to discuss their culture and heritage.

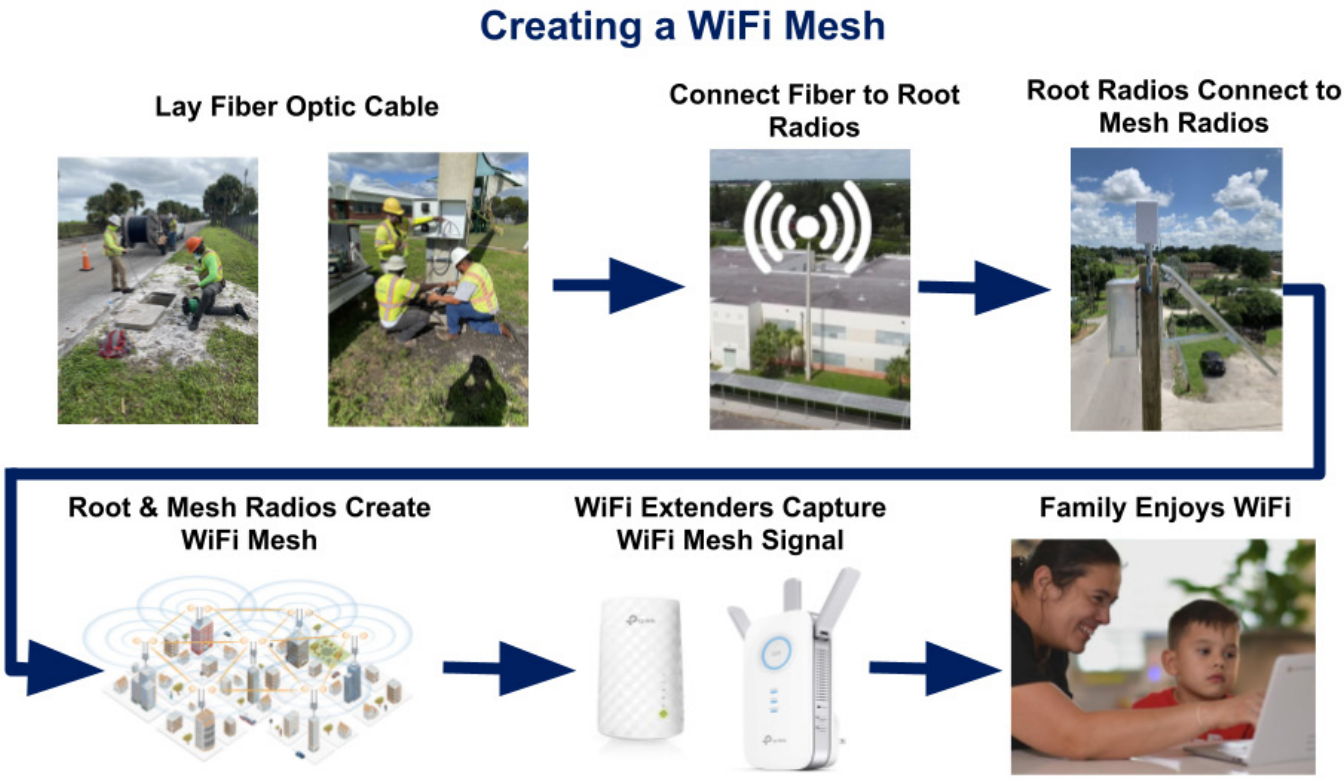
Student WiFi Project - Digital Inclusion Initiative

The Digital Inclusion Initiative aims to grant all students, regardless of zip code, access to reliable internet in their homes.

The current strategy to accomplish this goal is by implementing the Municipality WiFi Project, which is made possible through a partnership between local municipalities: Palm Beach County, The Education Foundation of Palm Beach County, and The School District of Palm Beach County (SDPBC). The project is focused on WiFi hardware mounted on vertical assets, such as poles, around densely populated areas where families have indicated they do not have internet access.



A WiFi mesh network is created by connecting fiber optic cable to root radios. Then, the root radios are connected to mesh radios which provide the WiFi signal to users within the municipality. Identified families will be provided a WiFi extender to capture the signal and broadcast the internet connection within their residence.



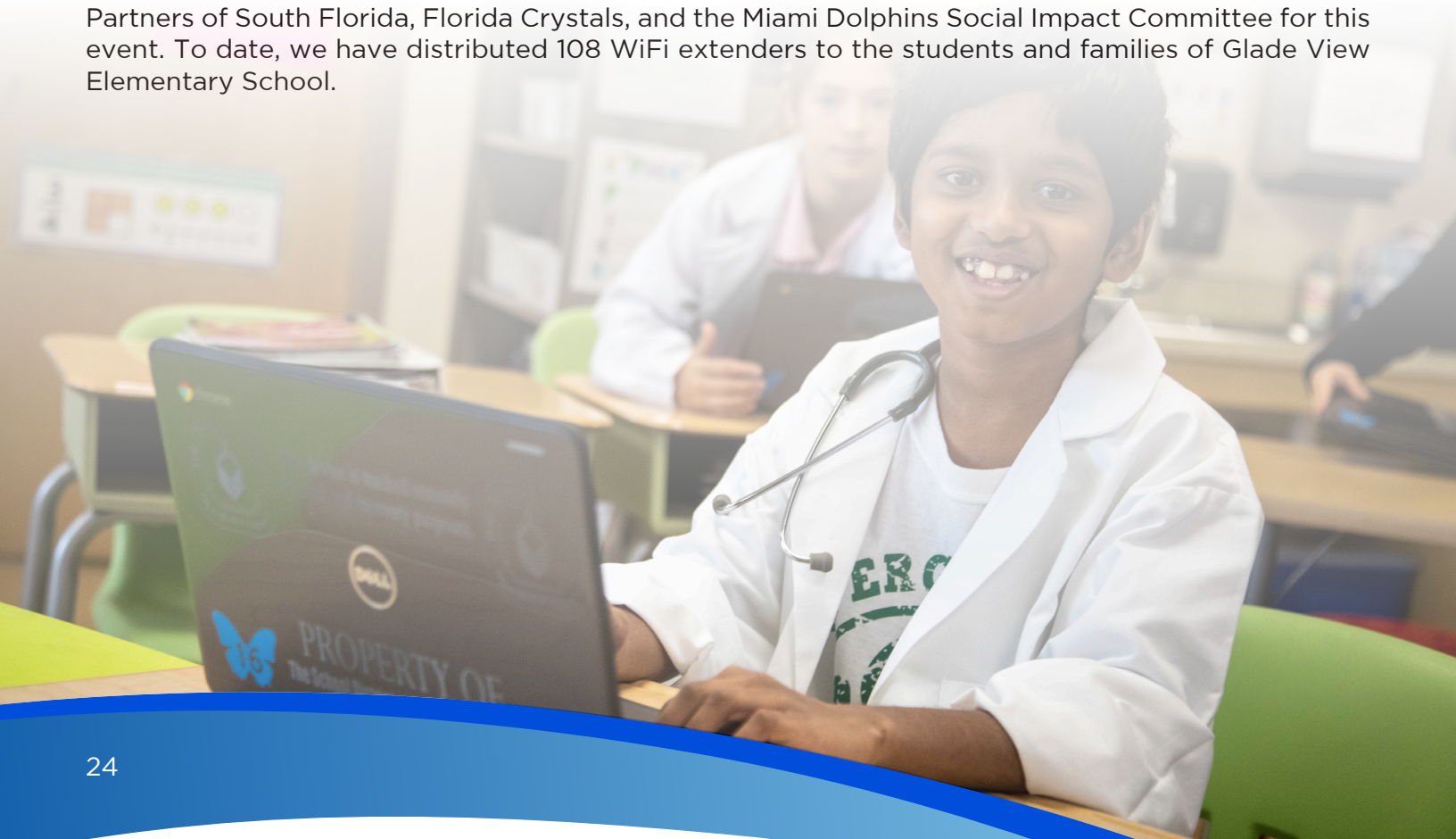
So far, 13 municipalities are part of this initiative, including South Bay, Belle Glade, Pahokee, Canal Point Unincorporated, Lake Worth Beach, Boynton Beach, Riviera Beach, Palm Springs, Greenacres, Lantana, Haverhill, Lake Park, and Delray Beach.

While the long-term solution of the WiFi Mesh Network is being built out in each of the municipalities, students have been connecting to in-home broadband internet either with a Comcast Internet Essentials sponsorship, Sprint Hotspot, or T-Mobile Hotspot since August 2020. To date, 564 Comcast Internet Essentials access codes and 3000 T-Mobile Hotspots are activated.

The Education Foundation of Palm Beach County continues to be a valuable resource for this initiative. Thanks to their tireless efforts, we currently have commitments for $962,939 to purchase WiFi extenders. Currently, 19,929 WiFi extenders have been received, and 10,000 are configured. The Educational Technology Department is thankful to the volunteers who helped configure extenders and community partners for their continued support. These generous donations are helping students across Palm Beach County have a strong, fast, free, and reliable WiFi connection for educational opportunities.

School Deployments of WiFi Extenders

Thursday, February 24, 2022, marked the kick-off of WiFi extenders' first single school distribution to SDPBC students and families. The Education Foundation of Palm Beach County, School District of Palm Beach County, and Palm Beach County brought together Glade View Elementary School faculty, District leadership, the Educational Technology Department, School Board members, the Education Foundation's Board Chairman, local government, and city officials, as well as Community Partners of South Florida, Florida Crystals, and the Miami Dolphins Social Impact Committee for this event. To date, we have distributed 108 WiFi extenders to the students and families of Glade View Elementary School.





The first municipal-wide WiFi extender deployment occurred in Lantana on Monday, May 16, 2022. The Education Foundation of Palm Beach County, the School District of Palm Beach County, and Palm Beach County brought together Lantana Elementary faculty, District leadership and the Educational Technology Department, School Board members, the Education Foundation's Board Chairman, local government and city officials, and the Asofsky Family Foundation for this event. To date, 165 WiFi extenders are distributed to SDPBC students and families in the town of Lantana, and the deployment will continue in August when students return to school.



Objective 2: Establish personalized learning opportunities for all students.

Accelerated Math Program (AMP) Analysis

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

The FY22 school year saw an increase of 35% in AMP enrollment (from 4,311 to 5,809 students), representing 15% of students in grades 3-5. Enrollment increases were similar across subgroups, although some gaps continue to exist.

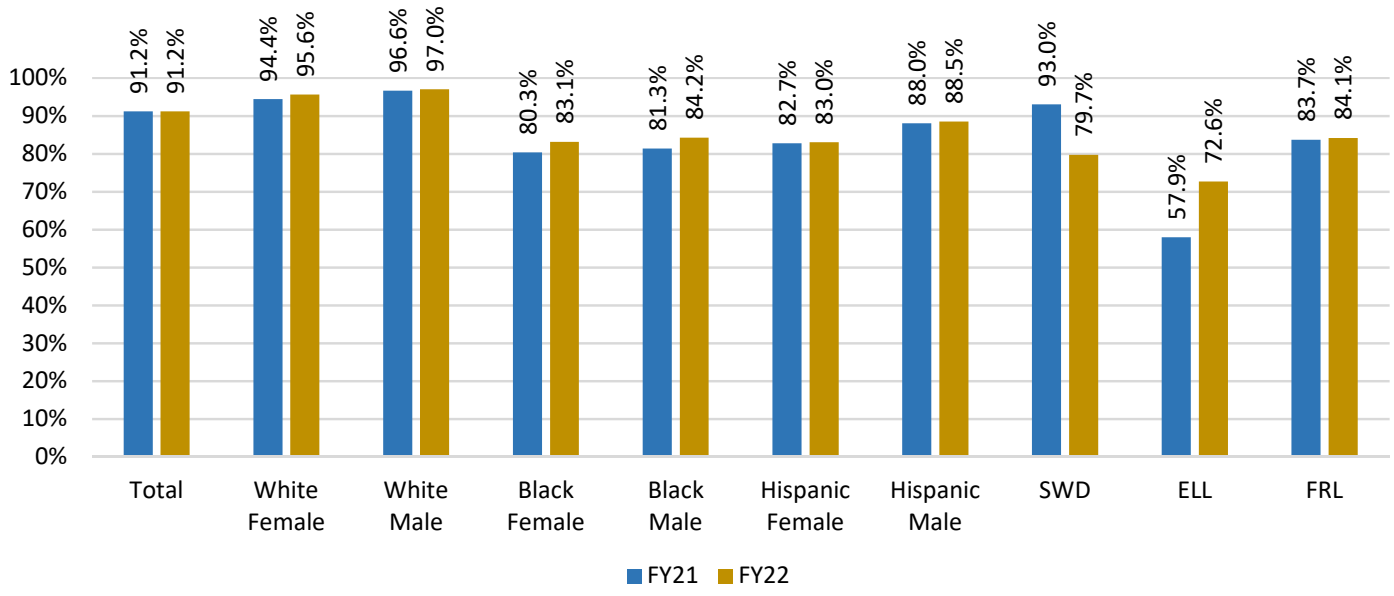
Comparison of Accelerated Mathematics Plan (AMP) Enrollment for FY21 and FY22 by Subgroup

Subgroup	FY21		FY22		Change FY21 to FY22
	AMP Enrollment	% of Total Enrollment (AMP & Non-AMP)	AMP Enrollment	% of Total Enrollment (AMP & Non-AMP)	
Total	**4,311**	**11.4%**	**5,809**	**15.4%**	**4.0%**
White Female	821	16.1%	1,050	20.7%	**4.6%**
White Male	1,117	20.5%	1,318	24.0%	**3.5%**
Black Female	232	4.7%	383	7.9%	**3.2%**
Black Male	236	4.4%	412	7.8%	**3.4%**
Hispanic Female	583	8.5%	847	12.3%	**3.8%**
Hispanic Male	696	9.6%	1,125	15.1%	**5.5%**
SWD	207	2.9%	382	5.5%	**2.6%**
ELL	192	2.2%	685	7.2%	**5.0%**
FRL	1,772	6.8%	2,676	10.5%	**3.7%**

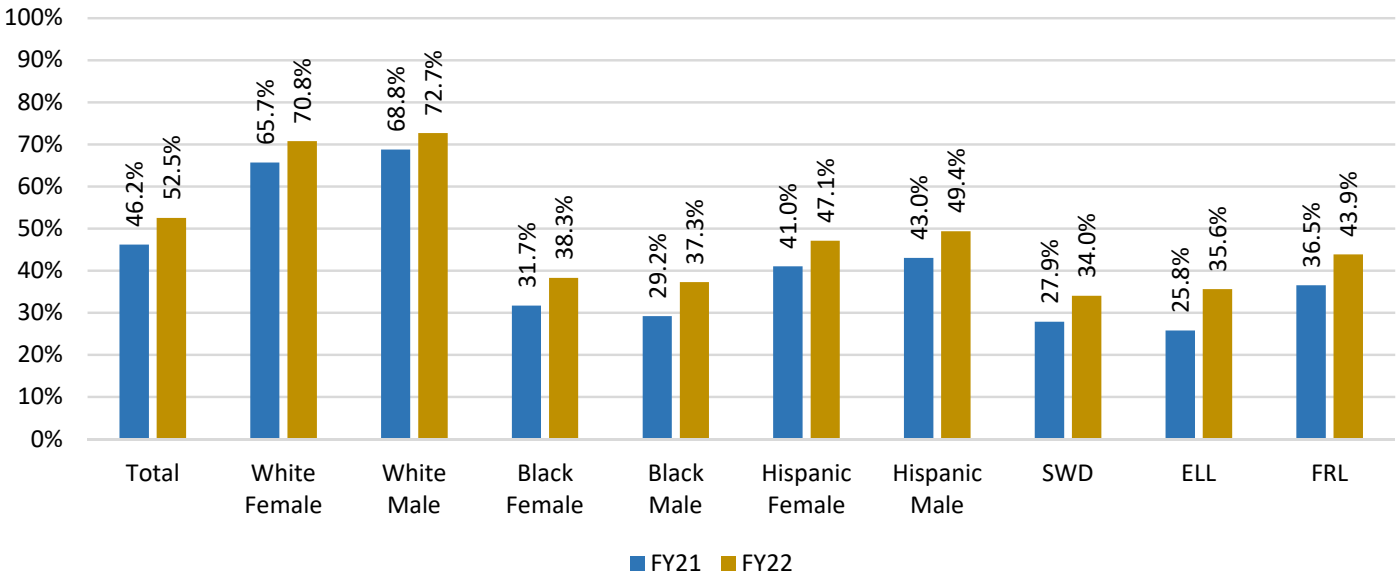
The graphs on the page below show the percent of AMP (top panel) and non-AMP (bottom panel) students scoring at level 3 or higher on the Florida Standards Assessment in Mathematics in 2021 and 2022. Among AMP participants, more than 91% scored at or above level 3 in both 2021 and 2022, compared to 46% and 52%, respectively, for the non-AMP participants. Performance gaps were apparent among the AMP participants; however, gaps tended to be smaller than among the non-AMP students. Among the AMP participants, gaps between White and Black students were approximately 12 points, compared to more than 32 points among the non-AMP students. Gaps between White and Hispanic students were between 8 and 13 points among AMP participants compared to 23 points among non-AMP students.

Performance from FY21 to FY22 was essentially unchanged among the AMP participants, with the notable exception of a decline of 13 points among students with disabilities and an improvement of 15 points among English Language Learners. Gains of 4 and 10 points were registered for each group among the non-AMP participants.

AMP Participants Level 3 and Above: FY21 and FY22



Non-AMP Students Level 3 and Above: FY21 and FY22





Adult & Community Education

The Department of Adult and Community Education plays a critical role in building the human capital of the underserved community members with limited English language proficiency and those who lack a high school diploma. Many of the 30,000 adult students served each year are the parents of the District's K-12 students. The department provides comprehensive instructional programs designed to improve the employability of adult students by increasing the percentage who enter post-secondary education and earn a degree, certificate, and industry certification. The developed programs strengthen the occupational outlook of all students through the acquisition of communication skills and cultural competencies that enhance the ability to read, write, speak, and listen in English.

Services provided include:

- Integrated Education and Training
- Pre-Apprenticeship courses in Welding, Electrical, HVAC, Plumbing, and Carpentry
- Apprenticeship courses in Electrical and HVAC, Commercial Driver's License – Class A
- Medical Programs in EKG Tech, Phlebotomy, Home Health Aide, Medical Lab Assisting
- Family Literacy Programs at multiple elementary schools
- Adult Basic Education, ESOL, Adult High School, and Adult High School (Co-enrolled)

During FY22, the department continued the rapid expansion of career training programs and received over one million dollars in grants to help support equipment purchases for Delray Full Service Center and other locations with a high demand for Pre-Apprenticeship and Apprenticeship expansion. Through marketing to graduating high school seniors, the department awarded twenty-two scholarships to students to attend medical, CDL, or one of the trade programs. This year, grant funding will assist our trade program completers with a brand-new set of tools to begin their work in the trades. The department continues its rapid expansion of workforce training by acquiring grant funds and expanding business partnerships. The co-enrollment program helped high school students complete 674 courses through after-school credit recovery using Adult Education Edgenuity.



Students in workforce training labs at West Tech, North Tech, and Chuck Shaw Tech

African, African American, Latino, and Gender Studies

The Department of African, African American, Latino, Holocaust, and Gender Studies is a vital part of the District's initiative of providing an educational experience that is culturally sustaining for all students. Based on research and practice, there is substantial evidence that implies a direct correlation between student achievement and culturally responsive curriculum and pedagogy. Academic engagement is positively impacted when all students' cultures, perspectives, and unique experiences are affirmed in schools. This department provides school sites with the support needed to establish this environment. Supports include the development of curriculum and instructional materials that accurately represent students from diverse racial identities, ethnicities, genders, and sexual orientations while highlighting their societal contributions.

To further the District's work, the department has cultivated vital relationships with community stakeholders and local universities. The staff has standing relationships with the following:

- Florida Atlantic University
- Coalition of Black Student Achievement
- Compass LGTBQ Community Center
- Guatemalan - Mayan Center
- Hispanic Education Coalition
- El Sol

During FY22, the department hosted and organized events to engage District employees, teachers, students, and the community:

- Hispanic Heritage Month
- LGBTQ History
- International Holocaust Remembrance Day
- Black History Month

The 28th Annual African, African American, and Caribbean Studies Summer Institute



Mike Burke, Brian Knowles, Dr. Almitra Berry

The 10th Annual Latino/Hispanic Studies Summer Institute



Patricia Trejo

In addition, the staff brought the tragic yet compelling stories of Holocaust Survivors to numerous high school students across the District. All of this was designed to increase awareness of the diverse histories, cultures, and social dynamics within our local community. Also, in FY22, this department has extended its support to student organizations such as Black Student Unions, Latinos in Action, and Genders and Sexuality Alliances.

FY22 culminated with the 28th Annual African and African American Studies Summer Institute and the 10th Annual Latino/Hispanic Studies Summer Institute. The institutes were in person for the first time since 2019. Participants engaged in topics such as "*Six Ways to Know if You Are Culturally and Linguistically Responsive and Culturally Sustaining Pedagogies for Black Knowledge and Liberation.*"

Charter Schools

The Department of Charter Schools authorizes, reviews, and renews the 49 Charter Schools in Palm Beach County School District. These Charter Schools operate in all major geographic areas of Palm Beach County, providing school choice to over 22,000 students in elementary, middle, high, alternative, exceptional student education, and technical education settings.

Charter Schools are tuition-free public schools that operate under a performance contract or "charter" agreement between a governing board and the local public school board. Charters are independent public schools of choice that hire their teachers, design their academic programs, and control their finances. They have more flexibility to provide a unique curriculum while remaining accountable for advancing student achievement.

Under Florida Statute 1002.33, Charter Schools shall:

- Improve student learning and academic achievement;
- Increase learning opportunities for all students with special emphasis on low-performing students;
- Encourage the use of innovative learning outcomes; and
- Require the measurement of learning outcomes.

The School District of Palm Beach County is committed to sponsoring a system of high-quality charter schools to provide students and families with school choice and innovation that promotes educational excellence. The Department of Charter Schools operates under the core principles:

- Maintain high standards
- Uphold Charter School autonomy
- Protect student and public interests

The District recognizes Charter Schools as partners in providing choice for the students and families of Palm Beach County.

Extended Learning (Afterschool Programming)

The Department of Extended Learning offers a variety of support to 93 elementary afterschool programs, 39 Century Community Learning Centers (21st CCLC) grant-funded programs, and 33 middle school afterschool programs. Extended Learning is committed to fostering safe, positive activities for students to explore their interests and develop their talents.

K-5 Programs



Due to COVID-19, building the capacity of afterschool leaders in District afterschool programs became critical to the operation of programming for all 93 sites. The department developed and presented leadership training to assistant directors, activity leaders, and designated certified counselors of afterschool programs to meet this challenge. The department offered the Aspiring Afterschool Director's Cohort for staff wanting to further their career in afterschool. This is our fourth year providing in-depth training to advance the careers of afterschool professionals. Fifteen participants completed the FY22 cohort.

21st Century Community Learning Center

The 21st Century Community Learning Center (CLCC) holds 14 grants that service approximately 2,300 students during out-of-school time and summer months. To establish personalized learning opportunities for all students, the grant program was able to:

- Conduct over 260 family service events to engage and support parents with the development of the whole child.
- Offer over 190 Expanded Learning Opportunities through a partnership with Primetime.
- Increase the number of community partners and resources to support the social, mental, physical, and financial needs of students.
- Formulate a partnership with UF/IFAS Extension Palm Beach County to assist the families of our participating students with home ownership.



Middle School Afterschool Program

The Middle School Afterschool (MSAS) program resumed in-person programming in FY22. The MSAS program sponsored three annual events:

- Robotics Competition
- 3-3 Basketball Tournament
- Academic Flag Football Jamboree (AFF)

These events were in partnership with Palm Beach County Parks and Recreation Department and Green Mouse Academy, both long-time partners of the MSAS program.





Gifted Screener Update

The goal of implementing a gifted screener in second grade is to identify traditionally under-represented students in Title I and non-Title I schools. The District can identify potential giftedness through the screener and provide students access to accelerated or gifted coursework as they progress through the gifted evaluation process.

The FY22 school year marked the District's first year implementing the Naglieri Non-Verbal Ability Test (NNAT3) universal screener at 69 elementary schools. The gifted non-verbal assessment was administered to all eligible second graders, totaling 7,353. This resulted in 253% more students accessing the gifted screener than in FY21. The number of students screened for gifted programs using the NNAT3 has more than doubled from FY21.

National averages show that six to ten percent of students initially screened meet the requirements for gifted identification. At the close of the FY22 school year, 1,310 rising third-grade students will progress in the gifted evaluation process.

As students are screened as potentially gifted, it is essential to ensure that the District has enough gifted-certified teachers to serve this population of students. The District has responded to this need by offering teachers flexible online certification courses at no cost. These gifted endorsement certification courses are offered in both English and Spanish. There are approximately 150 teachers currently enrolled in this online gifted endorsement program.

Multicultural Education



The Department of Multicultural Education meets the educational needs of diverse English Language Learners (ELL). The ELL students represent 17.9% of the total student population served by the District.

Through the Title III Grant, the department supports individuals with unique educational needs throughout the system. It provides guidance to ensure compliance with state and federal mandates regarding ELLs. Through the efforts listed below, the latest graduation rate for SDPBC ELL students is 86.1%, representing a 15.7% increase compared to FY17.

The Department of Migrant Education serves to meet the diverse needs of 2,130 migrant students and families. Through the Title I Part C Grant, the department supports students and families migrating to the District throughout the year.

These two departments collaborate with various community organizations and form partnerships in service of the District's Welcoming and Inclusive Schools Resolution. The staff developed and implemented the District's Immigrant Support Plan through this resolution. Over 5,000 employees participated in online learning on the Immigrant Support Plan this past year. Schools and departments are engaging in deeper understanding to ensure that they are welcoming and inclusive for all students—particularly those who are part of the immigrant or migrant communities.

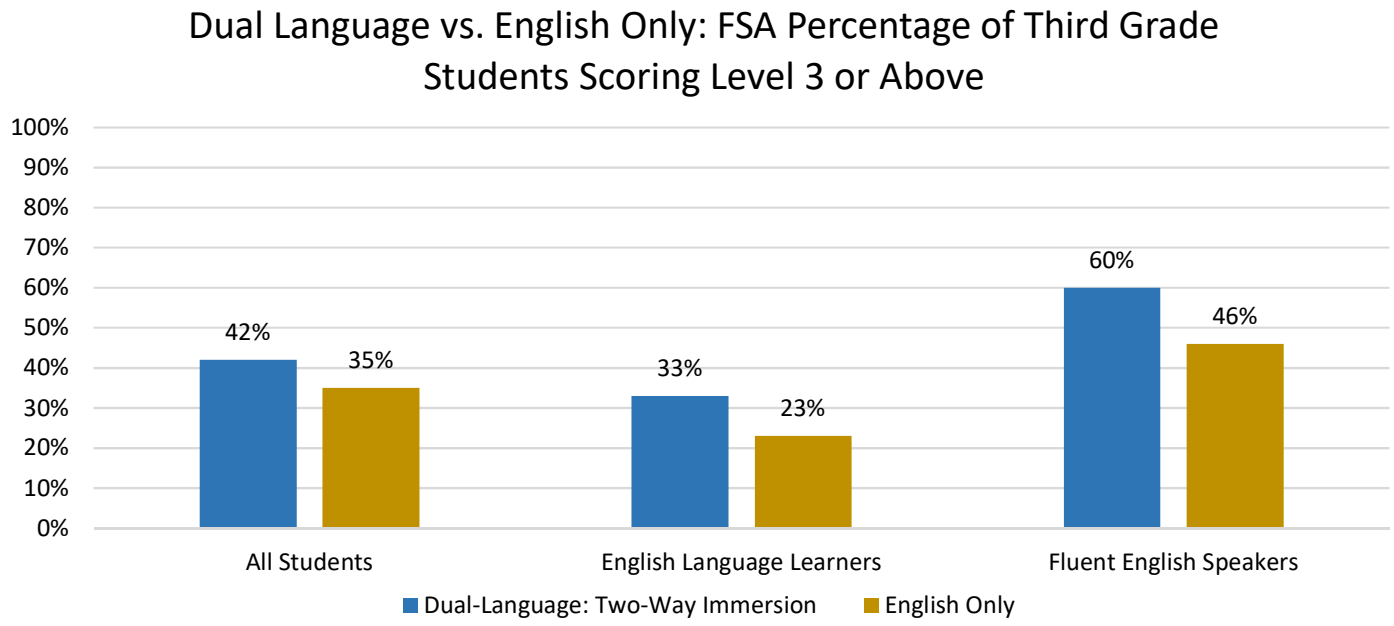
Supporting Graduation and Post-Graduation Success

The Department of Multicultural Education has a team of counselors, social facilitators, and graduation success coaches dedicated to supporting ELLs' school placements and graduation and post-graduation goals. "After High School…What?" is a graduation guide that the department produces in various languages for students to use as a tool to set their graduation and post-graduation goals. Additionally, the Department of Multicultural Education and Migrant Education Programs host a series of local and statewide college tours to promote post-secondary educational plans among ELLs and migrant students and families. Students in grades 8 through 12 benefit from participating in these programs.

The Department of Multicultural Education partnered with nine high schools to support at-risk ELLs in grade 12 to meet their graduation requirements. These schools are Glades Central High School, Palm Beach Gardens High School, Santaluces High School, Lake Worth High School, Boynton Beach High School, Boca Raton High School, Forest Hill High School, Jupiter High School, and Wellington High School. Participating students received instruction in SAT and ACT with the integration of language acquisition strategies. Scholarships were provided for ELL students who had utilized all waivers.

Language Development and Literacy Initiatives

The department conducted a summer camp for students in grades K-2 and 6-11. Students at all grade levels were provided with language acquisition strategies leading to the students' next grade level assignment.



Schools: Berkshire, Cholee Lake, CO Taylor/Kirklane, Forest Hill, Freedom Shores, Gove, Greenacres, Hagen Road, Highland, Hope Centennial, Jupiter, Liberty Park, Melaleuca, New Horizons, North Grade, Palm Springs ES, Plumosa, South Grade, West Gate

Options for dual-language programming expanded to 27 schools this past year. Five other schools finished their dual-language programming planning year: Barton Elementary, Northmore Elementary, Rolling Green Elementary, Conniston Middle School, and Lake Worth High School. Also, Rolling Green Elementary completed its planning year for implementing the first Haitian Creole dual-language program and is now the first program of its kind in the District.

World Language courses are offered in nine languages (American Sign Language, Chinese, French, Haitian Creole, Italian, Japanese, Latin, Portuguese, and Spanish), with AP/AICE/IB options available in French, Italian, Japanese, Portuguese, and Spanish. Through these courses, students across the District have the opportunity to develop multilingual skills and global competencies. Most recently, over 1,400 students from the Class of 2021 and 2022 earned the Seal of Biliteracy recognition for attaining proficiency in two or more languages by high school graduation.

Instructional Professional Development

The Department of Multicultural Education has provided targeted professional development in English-language development standards and strategies to ensure content is understandable. Teachers and administrators were trained on "Go-To Strategies" for ELLs through webinars, PLCs, and large and small group face-to-face training sessions. The department also facilitates ESOL Endorsement courses that prepare teachers to work with English Language Learners and meet state certification requirements.

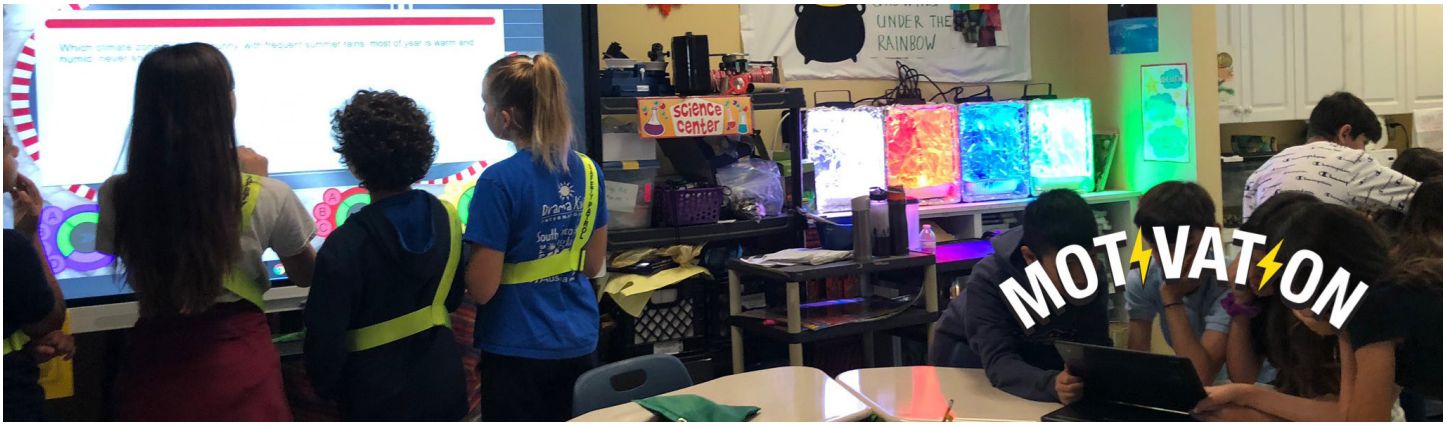
Language Support Services

In collaboration with other departments, the department of Multicultural Education provides professional development to the District Community Language Facilitators. Topics include practical ways to support students and families and standardization in translation and interpreting services. The District's translation team also ensures that all official documents are translated into English, Spanish, Haitian Creole, and Portuguese. All registration documents are available for families in Mandarin Chinese, Vietnamese, Arabic, and French.

Supporting Families and Community

The department facilitated four regional Family Engagement Nights in collaboration with other departments. During these Family Engagement Nights, the content was provided in English, Spanish, Haitian Creole, Portuguese, Q'anjob'al, and Mam.

The Welcome Center assisted families by facilitating student registrations, assisting refugee families, and arranging vaccinations for incoming and existing students through bi-monthly visits from the Immunization Van.



Teaching with Technology Trailblazers



The Teaching with Technology Trailblazer program was created to build the capacity for teachers to support other teachers as they integrate technology into the classroom. Through the program, teachers were provided with technology tools and professional development that aligned technology with a standard-based curriculum. Teaching with Technology Trailblazers were the first in our District to incorporate Chromebooks into their classrooms. They then served as exemplars and coaches for their peers for integrating the digitally-rich interactive classroom technology such as SMART Interactive Flat Panels, Document Cameras, Audio Enhancement systems, and projectors. These Trailblazers led the way in the number of Google certifications earned by any district. They garnered several awards and distinctions for the District, including the 2020 EdTech Trendsetter Award. This award recognizes people in and around education for outstanding contributions to transforming education through technology to enrich the lives of learners everywhere.

Our Teaching with Technology Trailblazers exhibit strong leadership skills, embrace change, learn from failures, and develop strong relationships with their students. These traits support our District's mission to educate, affirm, and inspire each student in an equity-embedded school system. One example of this in practice is their willingness to help peers during the pandemic shutdown when the shift to remote learning left many in need of support. The Teaching with Technology Trailblazers stepped up to the plate. They provided virtual support to the students, parents, teachers, and school staff.

The next logical progression in the program is to develop a cadre of Teacher Leaders through a Train the Trainer program made possible by a federal Title IV grant. The Train the Trainer program is growing Teacher Leaders' capacity to train other teachers to integrate technology with fidelity. We are committed to supporting our teachers by providing training and resources that create classroom environments conducive to 21st-century learning.





Virtual & Home Educational Services

The Department of Virtual and Home Educational Services provides a choice for families for Virtual Education, Hospital Homebound, and Home Education outside the traditional brick & mortar environment.

- Palm Beach Virtual School is a grade K-12 option in Palm Beach County. Full-time and part-time opportunities are available to students. All full-time students work on a flexible schedule. All courses are asynchronous.
- Hospital Homebound is a temporary intervention service. The primary goal is to minimize instructional gaps by providing access to the curriculum while the student is medically confined and promoting re-entry into a traditional setting.
- Home Education is a parent-directed educational option. Parents have the freedom to determine their child's educational path and plan for reaching their goals. Students have the opportunity to explore and learn at their own pace.
- For the FY22, over 14,000 students participated in Virtual & Home Educational Services.

Objective 3: Ensure academic proficiency of all students in pre-kindergarten through grade 2.

Early Childhood Education

Voluntary Prekindergarten (VPK) Education Program

The Department of Early Childhood Education (ECE) leads and manages the instructional and operational components of the District's Florida Voluntary Prekindergarten (VPK) Education program. ECE earns and blends revenues from parent fees, grants, and contracts to provide 124 classrooms in 64 schools with the capacity to serve approximately 2,430 students, including 528 Head Start and Early Head Start students and their families. End-of-the-year aggregated data indicates that 85% of the District's VPK students met or exceeded the Florida VPK Assessment expectations. In addition, the District's Head Start program met or exceeded all federal and local audit requirements during its April 2022 Federal Program Review.

Emergent Literacy Training for Lead VPK Instructors

To support capacity building among the VPK and Head Start teaching teams, ECE provides technical assistance, onsite coaching, and professional development. Recent legislative changes mandated that VPK lead instructors complete specified emergent literacy training by July 1, 2022. ECE supported lead teachers with this state requirement, and 100% of returning VPK lead teachers completed the training before June 30, 2022. To further support capacity building, ECE also facilitated course completion opportunities for early learning paraprofessionals, resulting in 24% of VPK assistant teachers completing the training as of June 30, 2022.



The Education Foundation of Palm Beach County (EFPBC), PNC Foundation, and Consortium of Florida Education Foundations (CFEF) Grant



In collaboration with the Education Foundation and other funders, ECE created and implemented the "Building Oral Language and Vocabulary in VPK" grant. This grant provided VPK teachers in 27 elementary schools with professional development, book templates for children, and technology tools. This grant aimed to increase children's oral language and vocabulary skills through book creation, development of "author identities," and the sharing of child-created books with families for continued reading at home. End-of-the-year data indicated that:

- Approximately 97% of teachers "agreed" or "strongly agreed" this work had a positive impact on children's oral language and vocabulary development in the classroom
- VPK Assessment scores in the Oral Language and Vocabulary component increased from 29% of the children meeting or exceeding expectations at the beginning of the year to 77% meeting or exceeding expectations at the end of the year

Implementation of Benchmark (K-2 Literacy)

The Department of Teaching and Learning rolled out new elementary ELA standards and a new curriculum in all K-2 classrooms during the FY22 school year. The rollout began in April of 2021 with professional learning sessions for both school-based administrators and teachers. The sessions were designed to provide educators with an understanding of the Science of Reading, information about the new state standards, and the newly adopted curriculum.

Throughout the FY22 school year, the Elementary Literacy Team provided multiple online learning opportunities and onsite coaching. The goal was to ensure that all teaching teams in K-2 were implementing the new standards and curriculum with fidelity. Targeted professional development opportunities were provided. These sessions were offered live and in a recorded version.

Every school was assigned a literacy specialist to ensure the K-2 teachers received the support needed. Specialists attended their assigned schools' PLC sessions, which facilitated planning and deepened teachers' understanding of the standards and the new curriculum. Coaching and co-teaching opportunities were provided to strengthen pedagogy. The Elementary Literacy Team also offered support via grade-level Google Classrooms, office hours, and supporting resources.

Administrators also received support in multiple ways. A K-2 Literacy walkthrough tool was created and implemented. This tool was used during classroom visits and looked at: student engagement, the fidelity of implementation of the new curriculum, standards-aligned texts and tasks, the use of explicit, systematic phonics lessons, and relevant teaching practices. A weekly look-fors document was also created to support administrators with what to look for in a K-2 literacy block. This tool included the weekly focus of instruction, the texts used, the standards taught, and any additional information relevant to that week's instruction. This document ensured that teachers and administrators had a shared understanding of that week's literacy instruction. Additionally, administrators had the opportunity to engage in professional learning during monthly Principal Leadership Academy meetings. This included a full-day literacy institute grounded in the Science of Reading and the District's Vision and Mission regarding elementary literacy.



Positive and Supportive **School Climate**

Positive and Supportive **School Climate**

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

Supporting Social and Emotional Learning (SEL)

A Systemic Approach to Support Belonging and Explicit Instruction

The District has steadfastly supported schools with Social Emotional Learning (SEL) resources and best practices. This past year, we focused on building a sense of belonging for all students while developing a common language around SEL competencies and skills. The District's SEL Guide has supported schools shifting to a more systemic, school-wide approach. Through the coordination of SEL Themes across different key settings, young people develop these competencies as they move through their classrooms, school, out-of-school time (afterschool), home, and community. The SEL Guide organizes our weekly SEL Themes into units to help make it more straightforward for students to see how these themes are working towards an overarching goal.

- Unit 1: Being My Best Self
- Unit 2: Understanding Each Other & Appreciating Diversity
- Unit 3: Communicating with Each Other
- Unit 4: Maintaining Healthy Relationships
- Unit 5: Supporting the Well-Being of Our School and Community

The SEL Resource Tile on the District portal is a one-stop-shop for schools to find lessons to teach weekly themes explicitly. Also, resources for families and caregivers to communicate about what is being taught in school regarding SEL. This includes how to reinforce the SEL Themes at home. There are weekly SEL Morning Meeting lessons (elementary) and SEL Welcoming Rituals/Check-ins (secondary) that support the SEL Theme of the week. Opportunities are provided for students to strengthen relationships and foster a sense of belonging so everyone feels part of the classroom community.

SEL Book of the Quarter

A new initiative that rolled out this year in elementary schools was the District's SEL School-wide Book of the Quarter. Each quarter every student and staff member reads and engages with a common text that promotes an SEL Essential Idea to strengthen their school community. Schools incorporated the book into their morning announcements for that quarter, and some created a school-wide display with student work based upon the SEL Essential Idea.

Cultivating Adult SEL

Another new initiative offered this year to strengthen adult social and emotional competencies was the Emotional Resilience Educator Cohort. All participants of this cohort received their copy of Elena Aguilar's book, Onward, and the workbook. Participants met monthly throughout the year to dive deep into the SEL competencies of self-awareness, self-management, and social awareness. Participants who completed this cohort received an SEL Emotional Resilience Educator badge.

Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) describes an evidence-based model of schooling that uses data-based problem solving to integrate academic, behavioral, and social-emotional instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (tiers) based on student needs. The goal of this "needs-driven" decision-making is to ensure that available resources are allocated and matched to the appropriate students at the correct levels to accelerate the performance of all students to achieve or exceed proficiency.

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 MTSS Framework. The PS/SBT is a vehicle that ensures a safe and supportive school climate that promotes all students' social/emotional and academic development.

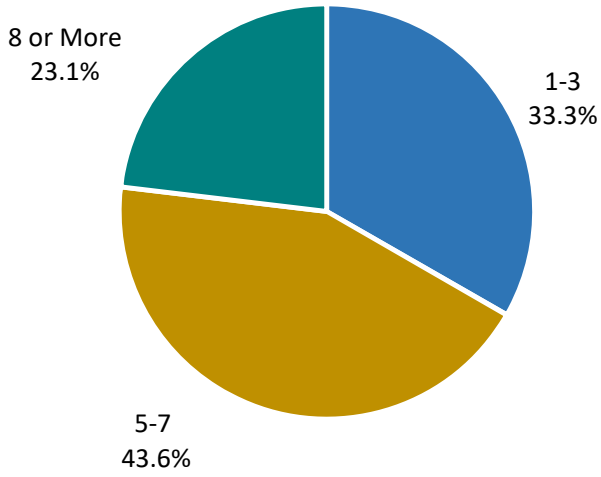
The Problem Solving/Response to Intervention (PS/RtI) project through the Department of Education recognized several schools within the District for their exemplary work around MTSS for FY21 school year. These schools were recognized for their effort in building and sustaining a multi-tiered system of support framework within their schools. The schools included Sunrise Park Elementary, Beacon Cove Intermediate, New Horizons Elementary, and Addison Mizner.

Other schools continue to work on enhancing processes and building capacity around MTSS. The ultimate goal is to ensure that all students are supported in all aspects across the core, supplemental, and intensive instruction/intervention. Monthly newsletters are shared with stakeholders to keep them informed throughout the year. The District facilitates an annual regional collaborative meeting to communicate critical updates from multiple departments to core PS/SBT members. Additionally, professional development is provided throughout the year and includes topics such as:

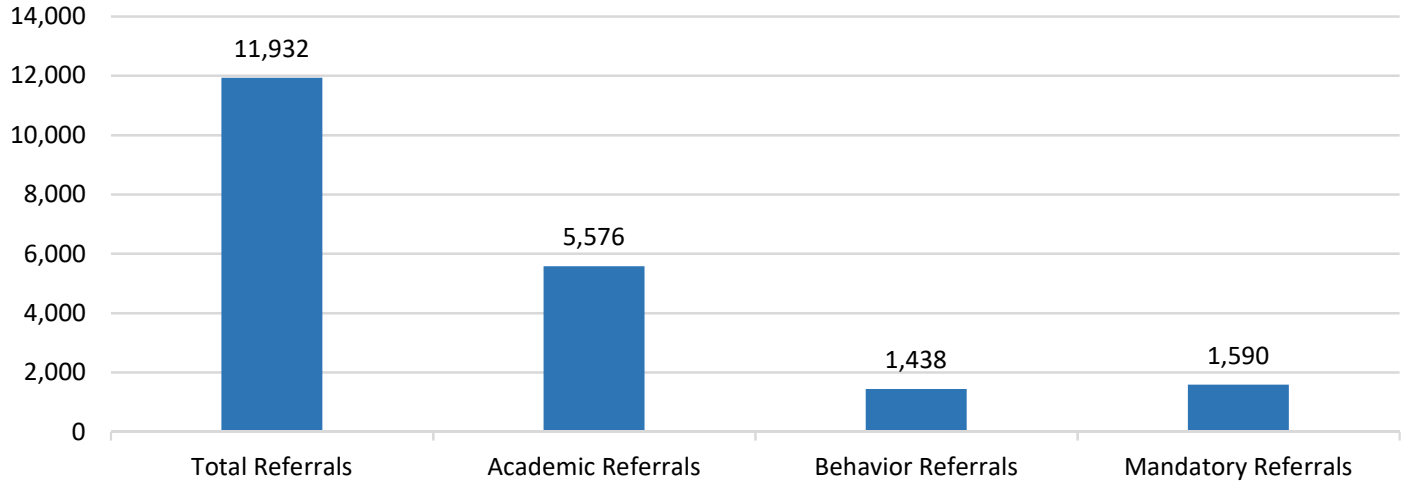
- Functions of School Based Teams
- Response to Intervention for Academics
- Problem Solving for Supplemental (Tier 2) Behavior
- Progress Monitoring and Graphing
- Progress Monitoring with FastBridge
- New SBT Leaders Series

Data is collected annually through an SBT Leader Survey, which helps drive upcoming training sessions and school-level support. The collected data shows how problem-solving teams support students, increase positive outcomes for students, and develop systems on school campuses. One hundred seventeen schools completed the survey for FY22.

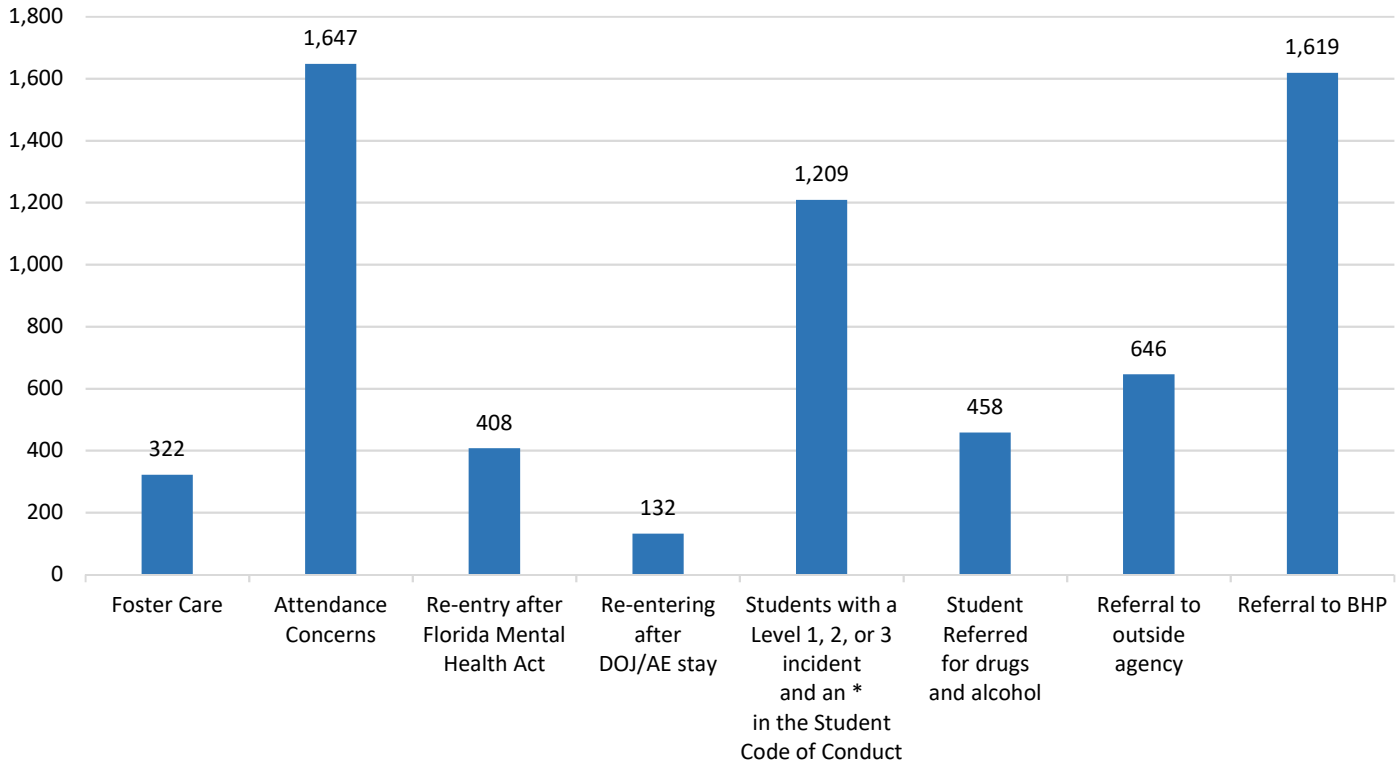
School-Based Team Members Consistently Participating in Team Meetings



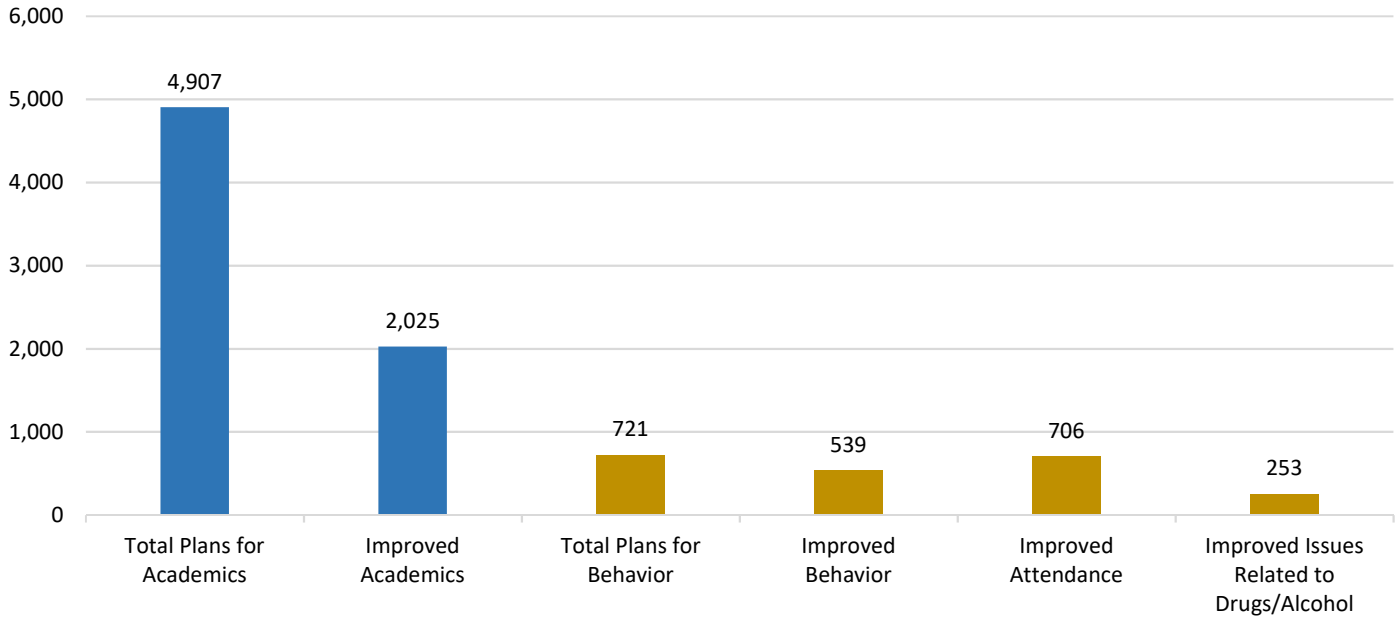
FY22 School-Based Team Referrals



FY22 School-Based Team Referrals by Type



FY22 Total Plans and Improvement



Positive Behavior Support and Classroom Management

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

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

Principles that guide PBS and support Objective 1: Ensure a Safe and Supportive School Climate that Promotes the Social, Emotional, and Academic Development of All Students:

- Focus of discipline is on academic & 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.

The framework focuses on preferred behaviors, intervention, and prevention. Schools select three to five guidelines for success known as the Universal Guidelines. Expectations are developed and visibly posted around campus and become a common language among staff and students. In FY21, 91 schools were eligible to apply for Model School Status by Florida's Positive Behavior and Intervention Support Project (FLPBIS), an increase of 40 compared to FY20.

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 and Tough Kid Practical Classroom Management Strategies from Dr. Bill Jenson. The resources and content for the training are based on the research literature outlining what effective teachers do to implement PBS strategies in their classrooms. These proactive, positive instructional approaches to classroom management connect directly to Objective 1. They guide educators on how to make effective decisions about managing behavior. This informed decision-making process results in increased student engagement, improved academic achievement, and prevention and intervention for meeting all students' social, emotional, and behavioral needs.

Following the Multi-Tiered System of Supports (MTSS)/PBS model, CHAMPS serves as core (Tier 1) 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

Safe Schools Ambassadors

The Safe Schools 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 can intervene as influence agents in ways that adults can't. Safe Schools Ambassadors intervene with specific diplomatic communication skills in non-classroom settings to defuse conflicts, support targets, distract or reason with aggressors, and neutralize cruel humor, harmful gossip, rumors, and intergroup prejudice.

Following initial training provided onsite by Department of Safe Schools trainers, school site advisors meet with SSAs regularly to supervise, debrief, and encourage them. Community Matters, a non-profit organization housed in Santa Rosa, California, own this expanding international program. The District has an exclusive agreement to present the program free of charge to schools in Palm Beach County.

This program builds a cadre of skilled students who model, utilize, and extend high-level social and emotional learning skills on elementary and secondary campuses. The program helps keep the peace on campuses. It maximizes the social and emotional learning skills of the Safe Schools Ambassadors and advisors so that they can utilize positive approaches to problem-solving in classrooms, at home, and in the community.

Safe Schools - Supporting Students in Foster Care

The Safe Schools tutorial program provides after-school tutoring and educational support for children and youth in neglected residential group homes. The program aims to provide personalized supplemental instruction to increase academic achievement. District-certified teachers serve as tutors and utilize effective learning strategies, relevant instructional materials, and reliable data to impact student outcomes positively.

Often children and youth residing in neglected group homes have faced considerable trauma and are highly transient, which can significantly impact educational progress. The tutorial program is tailored to meet students' unique needs and overcome educational barriers. The tutoring activities focus on skill remediation, computer-based lessons, mentoring, and homework assistance through targeted data-driven instruction.

Each group home operates differently but has similar missions in offering comprehensive programs and ongoing residential treatment. In coordination with the dedicated staff at the eligible neglected institutions, we provide continuous educational services to meet the students' academic needs.

Data FY22

- Served three neglected residential institutions throughout Palm Beach County - Children's Home Society, Place of Hope, and Children's Place at HomeSafe.
- Serviced 10 group homes within the three institutions, which included four therapeutic group homes.
- Provided backpacks, uniforms, and school supplies to students to fully participate in school.
- Over 184 students resided in the neglected group homes this school year.
- Over 142 students participated in after-school tutoring.
- Ten District-certified teachers served as tutors.
- 27% of students in the neglected group homes have withdrawn from the District due to new placement.

Homeless Education Program

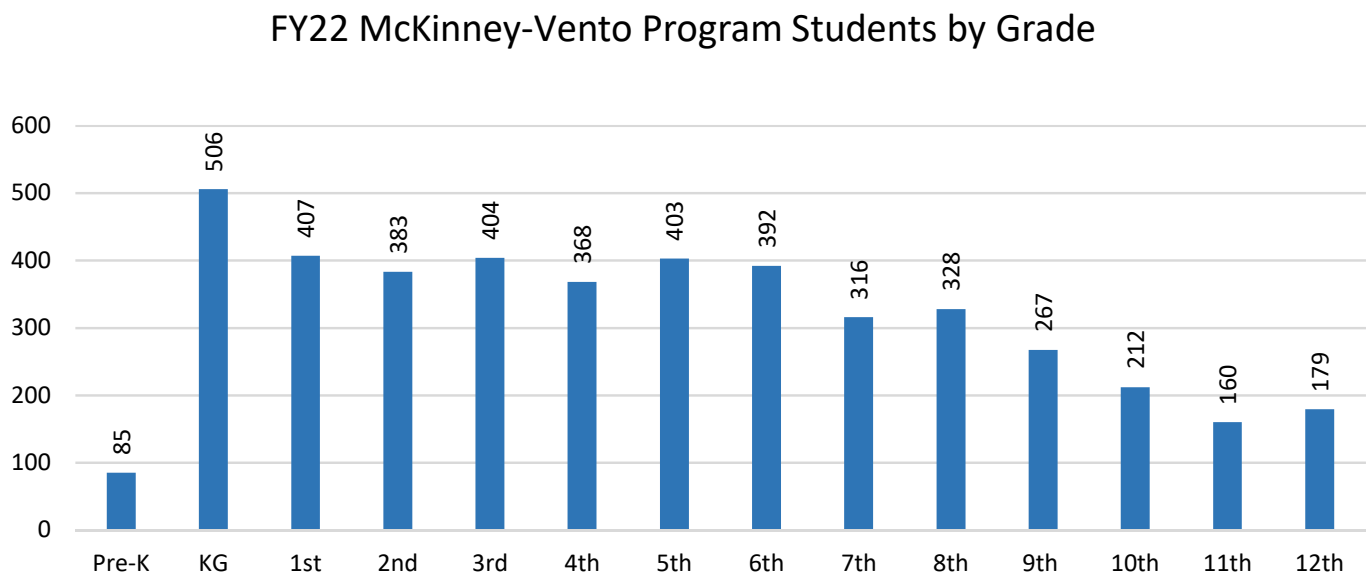
The McKinney-Vento Program (MVP), the District's Homeless Education Program, consists of the Program Planner, Homeless Liaison, Academic Support Specialist, and MVP Case Managers. The team supports homeless children and youth throughout the District, including unaccompanied homeless youth. They also ensure the educational rights of homeless children and youth provided by the McKinney-Vento Homeless Assistance Act are upheld.

MVP removes or overcomes the barriers and obstacles often faced by homeless children and youth in enrolling, attending, and succeeding in school through providing services and support at the school, District, and community levels. Program staff works with schools, 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.

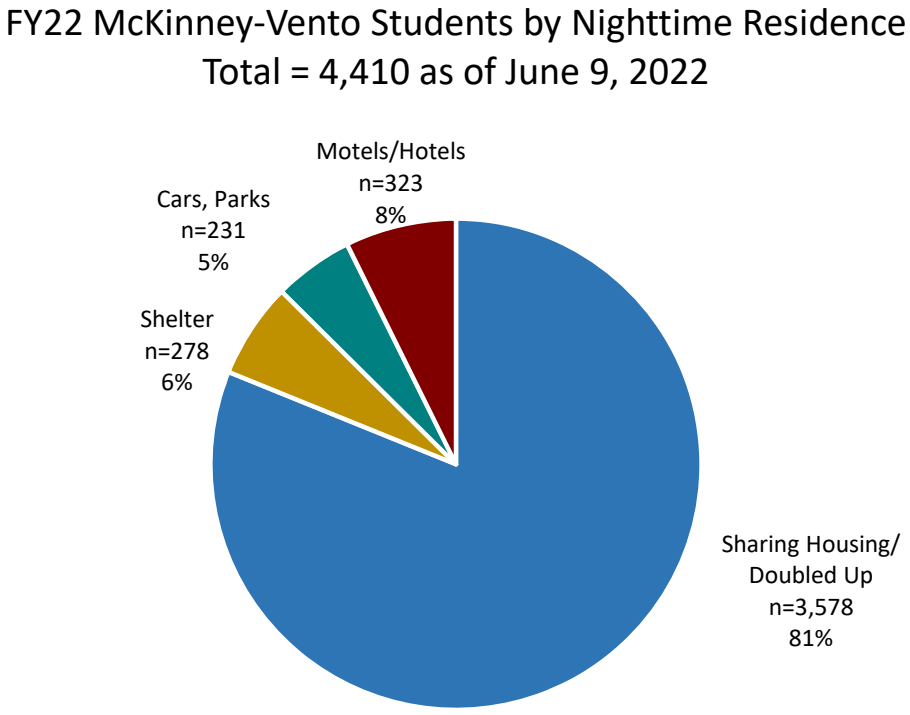
MVP services include:

- 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 by the parent 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

McKinney-Vento Students by Grade Level



McKinney-Vento Students by Nighttime Residence



Nighttime Residence refers to housing situation at the time of identification.

Youth Mental Health First Aid®

The Marjory Stoneman Douglas Act reads, in part, "The Department of Education shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle, and high schools." [SB 7026, 1012.584 (2)] Florida has selected the Youth Mental Health First Aid®, published by the National Council of Behavioral Health and Kognito, to meet this requirement.

Youth Mental Health First Aid® is the help an adult offers to a young person (ages 5-18) experiencing a mental health challenge, mental disorder, or a mental health crisis. The first aid is given until appropriate help is received or until the crisis resolves. During FY22, 1,116 employees completed the training. They earned a three-year Youth Mental Health First Aid Certification, and 726 employees completed the YMHFA Recertification to earn another three-year certification.

Alcohol, Tobacco and Other Drugs (ATOD) Program

The Department of Safe Schools offers two online ATOD prevention courses: Tobacco/Vaping Prevention and AOD (Alcohol and Other Drugs), which provides two options for elementary, middle, and high school students suspended for alcohol, tobacco, or other drugs to use instead of the traditional out-of-school suspension process. These courses are updated annually to give students an understanding of the effects of alcohol, tobacco, and other drugs. They also teach skills needed to replace high-risk behaviors with healthier life choices. The courses engage students through various individual and group activities and discussions involving reflection, decision-making, time, money, and stress management. These strategies are designed to support and strengthen students' social and emotional development and increase their awareness of the impact of tobacco/vaping, alcohol, and other drug usages.

By attending the program's three-hour online classroom drug education course, students suspended for alcohol and other drugs may receive a waiver of up to five days from the mandatory 10-day suspension, with up to 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 up to three days held aside.

School administrators or parents may register students online, and students receive their credentials within one business day. The course must be completed within seven days of registration, or the student will be withdrawn from the study. Upon completion, students and school administrators receive a certificate of completion.

Over the five years since the program began, more than 50 schools throughout the District, including traditional, magnet, charter, and alternative, have referred students to the program each year. Therefore, reducing more than 10,000 out-of-school suspension days. The program's educational component is extended to include students involved in or referred by the District's Youth Diversion (Youth Court) program for substance abuse offenders.

Teenage Parent Program

The Teenage Parent Program (TPP) is a voluntary program offered by Palm Beach County Schools to provide education, along with access to health and social services for pregnant and parenting teens enrolled in Palm Beach County School District and Charter Schools. Students who are pregnant, as well as teen mothers and fathers, are supported in becoming responsible parents while simultaneously completing the requirements for graduation. TPP works directly with Healthy Mothers/Healthy Babies to assist pregnant and parenting students in accessing various programs through Healthy Beginnings to support a healthy pregnancy and birth.

Additionally, the District and the Early Learning Coalition of Palm Beach County work together to assist students who may need childcare following the birth of their child. Participants in TPP must take at least one parenting skills course while continuing to earn credits toward a standard or special diploma. Courses are offered through Palm Beach Virtual High School. Students who have completed the parenting course and receive consent from their parents continue to receive support services while enrolled in their middle or high school diploma program. For FY21, 77 students were enrolled in the program, and 34 received childcare vouchers that paid for childcare through the TPP.

Each school has a designated Teenage Parent Contact who works with the TPP staff members, parents, school nurses, and school staff to support students. Meetings are held twice each year to update Teenage Parent Contacts with information to enhance their support. The TPP staff engages in numerous discussions with community partners to increase communication and support. This year, the TPP partnered with the TRIO program through Palm Beach State College and presented a college and career fair for students enrolled in the TPP.

Student Attendance and Re-Engagement Initiative

The Student Attendance and Re-Engagement Initiative was launched during FY22 by the Department of Safe Schools, utilizing a grant awarded by the Elementary and Secondary School Emergency Relief (ESSER) Fund. A multi-disciplinary team of case managers and social services facilitators was established to locate disengaged youth and re-engage them in school.



The COVID-19 pandemic presented various challenges for families and students, which resulted in a decrease in enrollment. The priority of the Student Attendance and Re-Engagement Initiative was to locate unaccounted students, defined as students with no record of withdrawal and who:

- were enrolled FY20 but not counted in October 2020 or February 2021 FTE membership surveys; or
- completed FY21 but did not return to school for FY22.

The grant award provided for additional staff, which enabled the District to include students whose whereabouts were unknown and not included in the initial group of 1,939 unaccounted students. The Re-Engagement Team provided outreach to verify the whereabouts of unaccounted students and provided case management and the coordination of services to remove barriers to enrollment. The initiative is ongoing, with outreach continuing over the summer and additional resources utilized to contact students and families successfully.

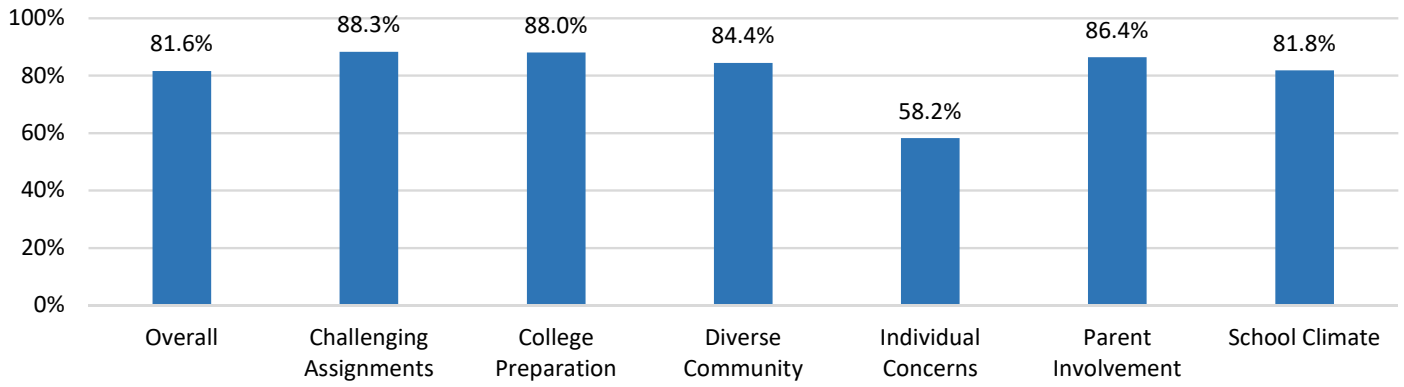
FY22 End-of-Year Re-Engagement Team Outcomes	Number of Students
Students re-engaged in SDPBC schools	1,341
Students who earned a standard high school diploma	41
Students who earned a certificate of completion	6
Students who reported graduated but unverified	16
Students under compulsory age requirement who withdrew	7
Students enrolled in school outside of SDPBC	4,448
Students 16 or older with no intent to return to school	410
Students withdrawn to attend GED program	15
Students deceased	5
Unsuccessful Contact	521
Follow-Up Needed to assist with re-engagement	574
Contact not attempted yet	642
Total	**8,026**

School Effectiveness Questionnaire

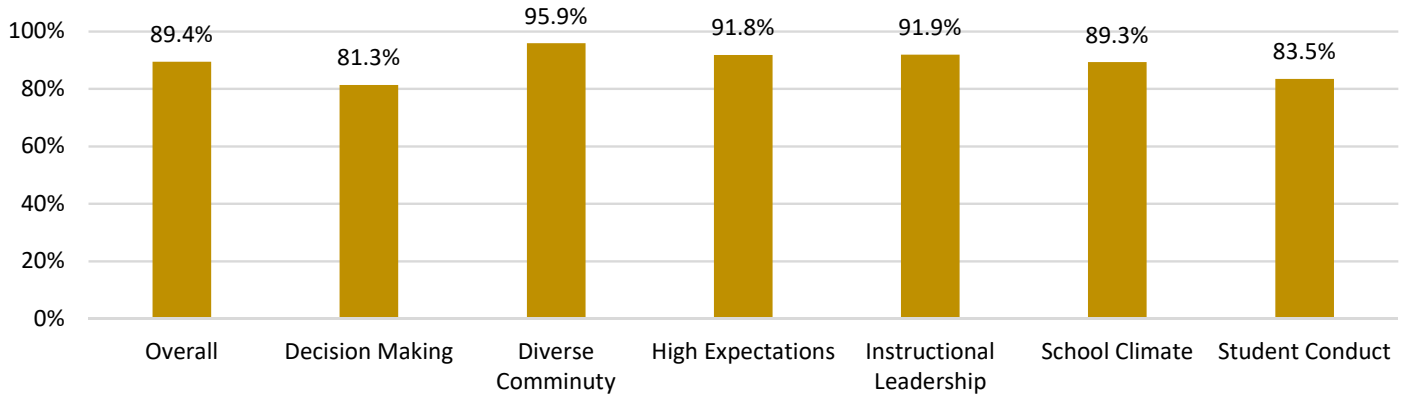
The FY22 School Effectiveness Survey (SEQ) administration window was January 10 through February 21. The survey was administered online to students in grades 3 through 12, all school-based staff, and parents of students in grades Kindergarten through 12. The results are provided in an interactive dashboard available via the Test/Survey Reports site. This year, the overall participation of students was 25.2%, staff was 43.2%, and parents was 2.7%. Participation varied across schools, with 19 achieving student and five teacher participation rates greater than 80%.

Overall, responses by participating students (81.6%), staff (89.4%), and parents (91.7%) were positive. Students provided positive ratings exceeding 80% across all question categories except Individual Concerns (58.2%; addresses issues such as bullying and teasing in person and via social media). Staff tended to provide positive ratings near or above 90% in surveyed areas, with lower ratings for Decision Making (81.3%; teacher input for decision-making) and Student Conduct (83.5%; student behavior, bullying, respect, and rule enforcement).

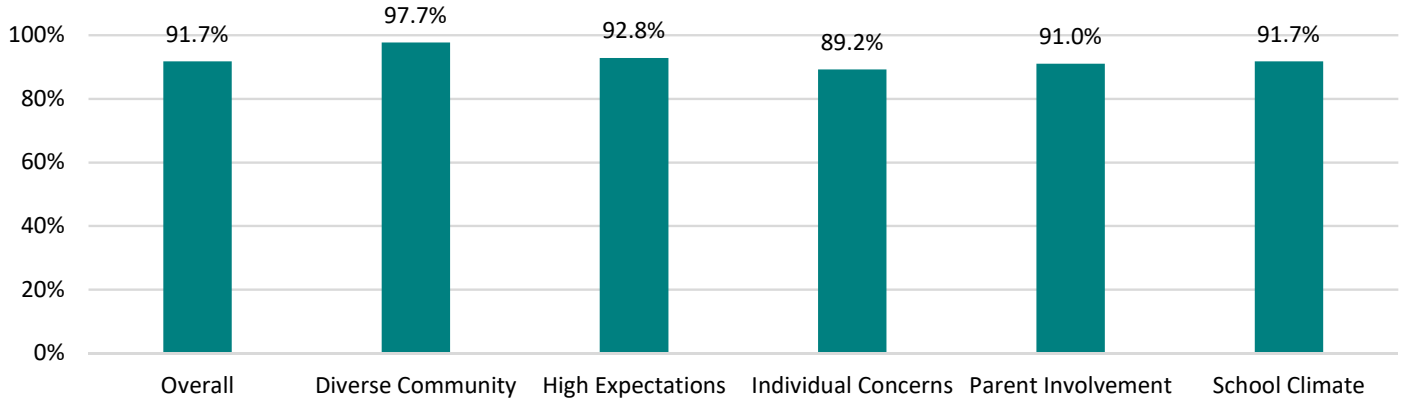
FY22 SEQ Student Positive Ratings by Category



FY22 SEQ Staff Positive Ratings by Category

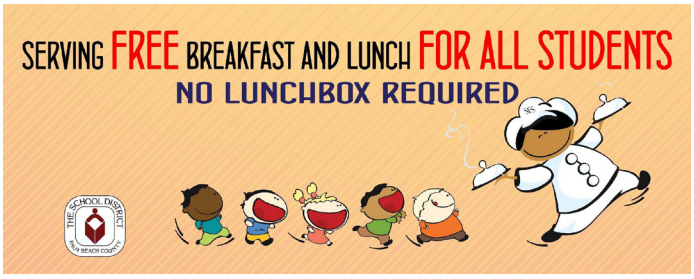


FY22 SEQ Parent Positive Ratings by Category



School Food Service

School Food Service - Providing Food for Thought



School Food Service provided over 8 million breakfasts, over 19 million lunches, and over 6 million snacks and supper meals this year. All meals were offered to all students for free. In total, School Food Service served over 33.6 million meals.

The department also provided pre-holiday meal kits to nourish students during Thanksgiving, Winter, and Spring Breaks. This initiative was possible due to the waivers through the United States Department of Agriculture (USDA).

- Thanksgiving Break meal kits were distributed at 16 schools throughout the District where 3,981 students received nine meals and nine snacks, equating to 71,658 meals.
- Winter Break meal kits were distributed at 16 schools throughout the District where 3,889 students received 13 meals and 13 snacks, equating to 101,114 meals.
- Pre-Spring Break meal distribution occurred in 18 schools where 3,662 students were provided 36,620 meals and snacks.

Additionally, 11 schools provided Spring Break tutorial programs where School Food Service served students over 1,800 meals and snacks throughout the week.







Cafeteria staff with boxes and bags of food provided during meal distribution

Fresh Fruit and Vegetable Program (FFVP)

The Fresh Fruit & Vegetable Program (FFVP) is an Elementary school program sponsored by the United States Department of Agriculture (USDA). It provides all children in participating schools free fresh fruits and vegetable snacks during the day while giving fun educational facts about the fruit or vegetable. The FFVP is an effective and creative way of introducing students to healthy snack options by exposing them to fruits and vegetables they otherwise may not have the opportunity to sample. This past year, 19 elementary schools participated, serving over 775,000 fresh fruit and vegetable snacks.



Students enjoying snap peas

School Safety



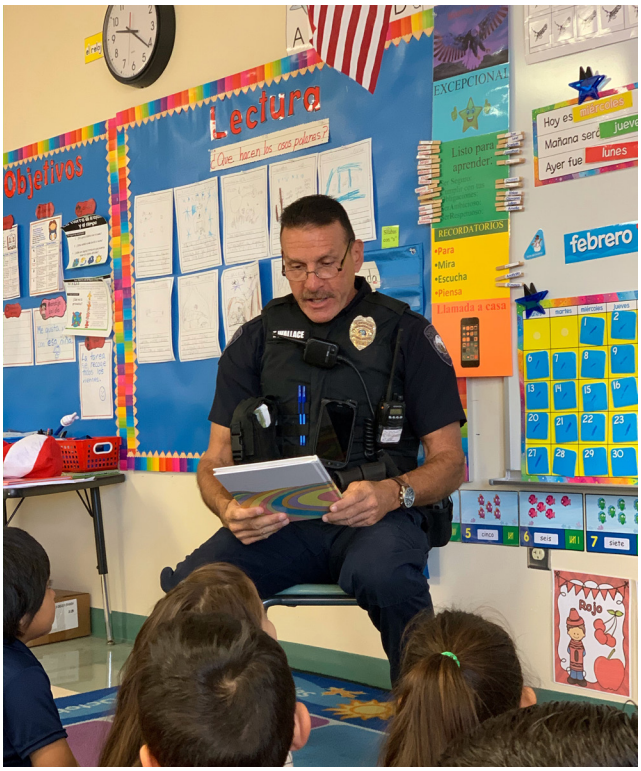
The School Police Department received its Excelsior Designation from the Commission of Florida Law Enforcement Accreditation (CFA) in the summer of 2021. This designation is assigned to police agencies that have achieved CFA accreditation. The three-year assessment periods focus on the best law enforcement practices in Florida as defined by the CFA.

The School Police Department is dedicated to protecting students and staff with a collaborative approach. The day-to-day policing model of the school police includes a focus on prevention, intervention, and diversion on each campus. Additionally, in compliance with The Marjory Stoneman Douglas High School Public Safety Act, the police department continues to implement updated technology, training, and outreach to ensure a holistic approach to safety and security throughout the District. The school police actively collaborates with all our local law enforcement partners for training, security, investigations, and threat assessment, adding a layer of support for our schools.



Collaboration and community outreach are vital parts of our mission. Examples of our collaboration are the summer training seminar for school administrators on School Targeted Violence Awareness facilitated by School Police and presented by the FBI. School Police also participated in the PBC School and Community Safety Initiative, a Law Enforcement Planning Council workgroup focused on preventing future mass acts of violence in Palm Beach County. School Police have worked with other District departments to facilitate table-top exercises to prepare for emergencies that may require a joint response from multiple stakeholders.

This year, a therapy dog was added to our team for community outreach. “Jamie” has been a great asset and was well received by everyone who has met him. He has visited multiple campuses since his arrival and is always invited back. In collaboration with our Department of Safe Schools, we look forward to building our therapy dog program District-wide.



Officers join students in the nation’s largest celebration of reading event, “National Read Across America.”



School Police Officers are involved in every aspect of safety in our schools.



Fostering positive relationships between youth and officers during the yearly “Shop with a Cop” event.

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

School Food Service

No Kid Hungry Spotlight School Initiative

No Kid Hungry has an ongoing partnership with School Food Service in helping to promote school meal programs and increase meal participation throughout the District. During the past school year, No Kid Hungry has awarded School Food Service $30,000 for supplies and equipment to help support their passion for keeping kids first!

No Kid Hungry is a national campaign run by Share Our Strength, a nonprofit organization working to solve childhood hunger and poverty in the United States and worldwide. As part of that endeavor, No Kid Hungry partnered with School Food Service to participate in Spotlight Schools – Palm Beach County. The project is designed to tell stories through the No Kid Hungry campaign and the thriving school programs. The District is just one of three in the country to be part of the initiative this year.

During this past year, No Kid Hungry spotlighted Northmore Elementary School. Their film crew and publicity team spent three days in April interviewing School Food Service staff, teachers, administrators, parents, and students. They captured exciting footage of children receiving and eating breakfast and lunch.

Fuel Up with Dairy Fridays Promotion

In partnership with the Florida Dairy Council, School Food Service recently participated in Fuel Up with Dairy Fridays. The event featured special dairy breakfast items each Friday from March 4 - April 8, 2022. All schools offered these featured items as part of their breakfast promotion and menu offerings. The Dairy Council provided schools with fun prizes to reward students who chose one of the featured dairy items for breakfast. In addition, the Florida Dairy Council also provided 86 Domino's $25 gift cards at the end of the five-week promotion to grand prize-winning students.



Fuel Up to Play 60 - Miami Dolphin mascot (TD)

This promotion included special prizes for Cafeteria Managers as well. The Dairy Council generously awarded 15 immersion blenders used to make smoothies as part of the menu offerings in schools. These immersion blenders will be presented to the 15 schools that went above and beyond to make the promotion successful. The Dairy Council also awarded Starbucks gift cards to all the School Food Service staff in the 15 schools chosen.

The Fuel Up with Dairy Fridays featured items were:

- March 4th - Mandarin Orange Yogurt Parfait
- March 11th - Apple Pie Overnight Oats
- March 25th - Pineapple Yogurt Parfait
- April 1st - Peaches and Cream Overnight Oats
- April 8th - Mandarin Orange Yogurt Parfait

OneBlood Agreement

During FY22, School Food Service facilitated communication with OneBlood to assess and support their goal to educate and provide the value of blood donation and set 'Blood Drives' in the District. A cross-functional team was developed to support this initiative. The following is a list of the departments that assisted:

- Communications and Engagement
- General Counsel's Office
- Planning and Intergovernmental Relations
- Risk and Benefits Management
- School Police
- School Transformation
- School Food Service

A bulletin was issued to inform internal stakeholders about the final agreement with OneBlood, the importance of blood donations for the community, and the protocols and processes to establish them at school and District facilities.

Throughout the year, students and staff boarded OneBlood's signature *Big Red Bus* to help save lives and donated 2,588 units of blood. Each donation can help save up to three people, which means the District helped 7,764 patients with their collaboration.

A total of 25 high school campuses and the Fulton Holland Educational Services Center supported blood donation during the FY22 school year with 44 Blood Drives.

Donating Blood Provided Benefits for the Students and Staff:

- All blood donors received a complimentary wellness checkup, including blood pressure, pulse, temperature, iron count, and cholesterol screening.
- Donating helps improve blood flow and can result in fewer arterial blockages.
- OneBlood provided the District with an Educational Assistance and Scholarship Program supporting students toward their academic future.

OneBlood had an opportunity to honor their top Exemplary Blood Drive Performers for FY22 at the District's Wellness Promotion Task Force meeting on June 7, 2022. The following were the top awardees:

- Top School Award - Park Vista High School
- Top Committee Award - Alexander W. Dreyfoos School of the Arts

Community Hunger Relief

School Food Service, as a member of the United Way of Palm Beach County's Hunger Relief Advisory Council and a variety of their hunger-relief workgroups, is always looking for ways to partner with the community to help our children. This year the District partnered with the following organizations to provide weekend meals to students and families:

- *Palm Beach County Food Bank*
  - Kicked off a new program called the *'Weekend Food for Kids'* with 26 schools. Currently, there are 34 Backpacks/Food Bag programs (eight of them from the *Lois' Food4Kids* program) and four Food Pantries programs.
  - Provides backpacks through the Achievement Centers for Children and Families at two schools.
  - They also partnered with ten schools during the summer to continue to provide food bags. Each bag includes two breakfasts, two individual lunches, three individual snacks, three drinks, and one family-style dinner.
- *Boca Helping Hands Weekend Food Program* currently serves about 1,500 students who receive a box of food each weekend for about 33 weeks of the academic year in 11 local elementary schools.
- *Pan-Florida Challenge* through the Boys and Girls Club provided backpacks at six schools and directly to South Grade Elementary serving 469 students throughout the seven schools.
- *Blessings in a Backpack* provides weekend food for elementary school children across America. Four of our elementary schools have been part of this nationwide program for many years, with a total of about 400 students participating.
- *First UMC Jupiter-Tequesta* is a community outreach program supported by First United Methodist Church of Jupiter-Tequesta members designed to help Elementary schools in Jupiter. They are currently working with three schools by providing nutritious food bags to 139 students.
- *Living Hungry 'Not one Hungry Homeless Students'* provides weekend meals at 17 schools and delivers various resources to our homeless students. Including hygiene kits, socks, comfort packs, school supplies, backpacks, gift cards, dinner vouchers, bus passes, Florida ID, Publix cards, and more.

SDPBC Hunger Relief Program Participation Total for FY22:

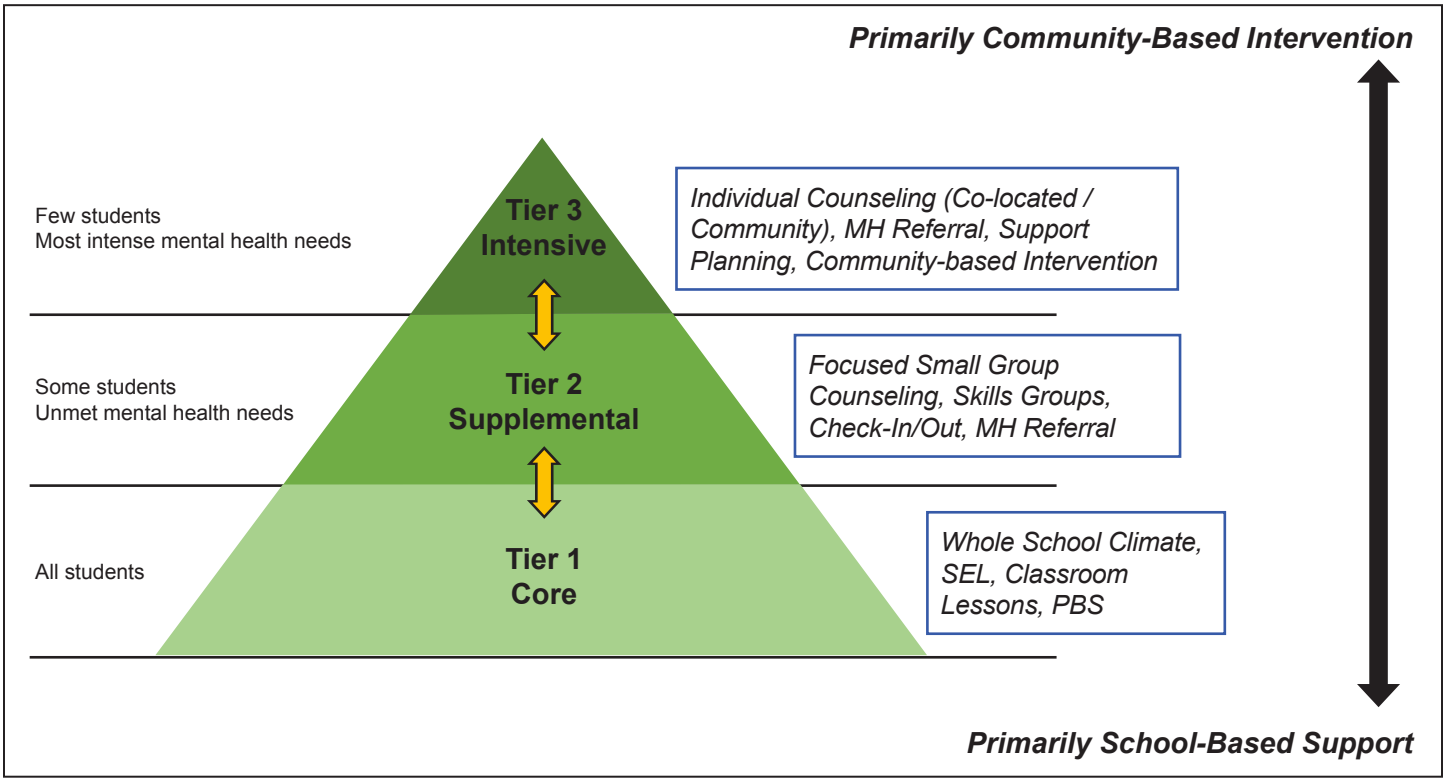
Backpack Programs: 78 **(Students Served - 5,336)**
Food Pantry Programs: 4
Cities with Programs throughout SDPBC: 14
As of June 13, 2022, Summer Backpack Programs: 10

Partnerships in Service of Student Well-Being

Multi-Tiered Mental Health Support

Through the District's Mental Health Assistance Plan and with the support of local referendum funds, the Department of Behavioral and Mental Health has substantially expanded students' access to school-based mental health support. A multi-tiered system of mental health supports involves partnerships with internal and external stakeholders (see below). This is a collaborative system that engages school-based and community-based stakeholders. School-based leverages the unique skill sets of professionals (e.g., school counselors, school psychologists, school behavioral health professionals, co-located mental health professionals) so that a broader range of services is provided to benefit student wellbeing. Community-based expands family connection to the 35 service providers with Behavioral Health Agreements through mental health referral.

Multi-tiered Mental Health Supports



School-Based (Co-located) Mental Health Services

Co-located Mental Health Professionals are contracted mental health professionals employed by 11 agency partners and in place at 100 sites. They provide individual counseling to students, with parental consent and at no cost to families. Co-located mental health services do not require a diagnosis, and services are available on campus during the regular school day.

Continued expansion of the School-Based (co-located) initiative to include 115 schools is planned for FY23.

Placing mental health services on the school campus:

- removes barriers to service and expands student access to a mental health professional
- contributes to student wellbeing, and
- improves school climate (see table below).

School-Based (Co-located) Mental Health Services and Student Wellbeing

	FY22	FY21
Students Referred for and Receiving Services	3,276	3,091
Individual Counseling Sessions	35,441	22,591
Parent Consultations	8,941	11,466
Teacher Consultations	9,226	7,737
School Team Meetings	3,368	4,003
Student Wellbeing Top Areas of Concern for Students: ● Depression ● Anxiety ● School Setting ● Interpersonal Relationships ● Traumatic Stress Pre and post measures using the Children's Functional Assessment Rating Scale revealed improved functioning in these areas as a result of counseling intervention.		
Principal Rating School leaders consistently report a 97% positive rating for expanding student access to school-based mental health care as a result of this initiative.		

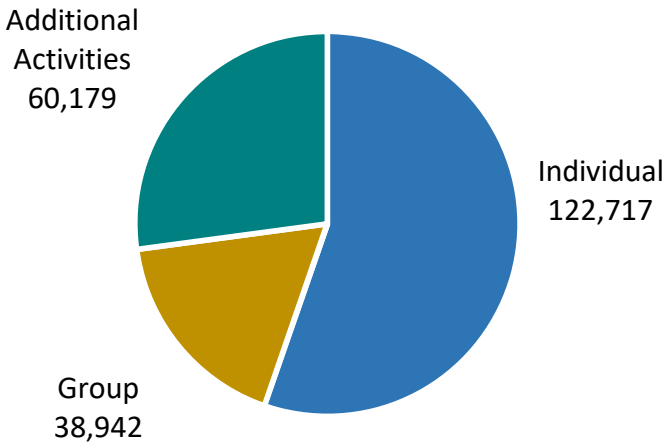
School Behavioral Health Professionals

One School Behavioral Health Professional (SBHP) was added to 170 school sites in July 2019. The position was added to provide additional behavioral, mental health, and wellness services. In addition to serving as members of the schools' Mental Health Teams, SBHPs focus on a continuum of services, including:

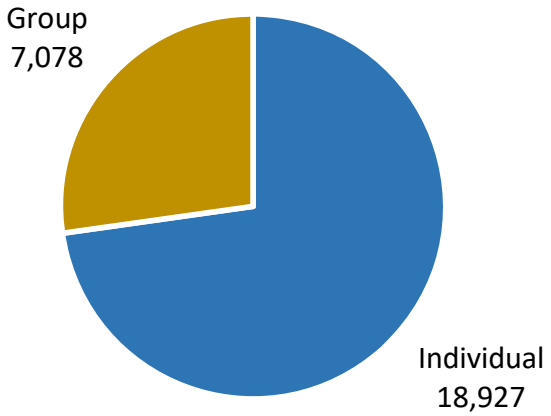
- Prevention/Universal services for all students, such as, classroom guidance and seminars on the social and emotional development of all students, and parent/guardian presentations and partnerships to improve the social and academic development of their children;
- Supplemental services for some students who need additional support; such as, small group support or daily check-ins; and
- Intensive interventions for a few students who need the most support. Individual and group supportive sessions focus on short-term and solution focused interventions.

The graphs below represent a summary of the services provided by the SBHPs during FY22.

FY22 Total Services Provided by School Behavior Health Professionals
Total Interventions = 221,838



FY22 Unique (Unduplicated) Students Served by School Behavior Health Professionals
Total Unique Students = 22,666





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.

Administrative Assistants Academy

The District's Administrative Assistants' Academy (AAA) is designed to empower and increase the knowledge of the Administrative Assistants throughout the District. The FY22 Administrative Assistants' Academy provided access to relevant content to foster professional growth at the school and District levels.

The District's differentiated approach of providing self-paced, online live, and face-to-face learning opportunities ensured participants had choices in their classes. All classes supported Administrative Assistants in learning something new, sharpening skills, and increasing their knowledge. The District continues to expand course offerings yearly using data and Administrative Assistants' feedback.

Participation Data

- 667 participants enrolled in our Administrative Assistants' Academy
- 583 participants have completed all requirements
- 29 AAA classes offered (increase of 17 classes compared to FY21)

Aspiring Assistant Principals Program

The Aspiring Assistant Principals Program supports emerging leaders eager to serve in a leadership capacity. It is based on the Florida Principal Leadership Standards and focuses on effective instructional leadership for all student populations. Capitalizing on our Strategic Plan, this program provides aspiring leaders with complex and relevant experiences to help prepare them to lead our schools.

The program developed 27 aspiring leaders impacting 20 schools and four departments this year. Twenty-six aspiring leaders entered the assistant principal pool. The department is expanding its recruiting efforts to extend the impact on our schools and aspiring leaders.

Assistant Principal Leadership Academy

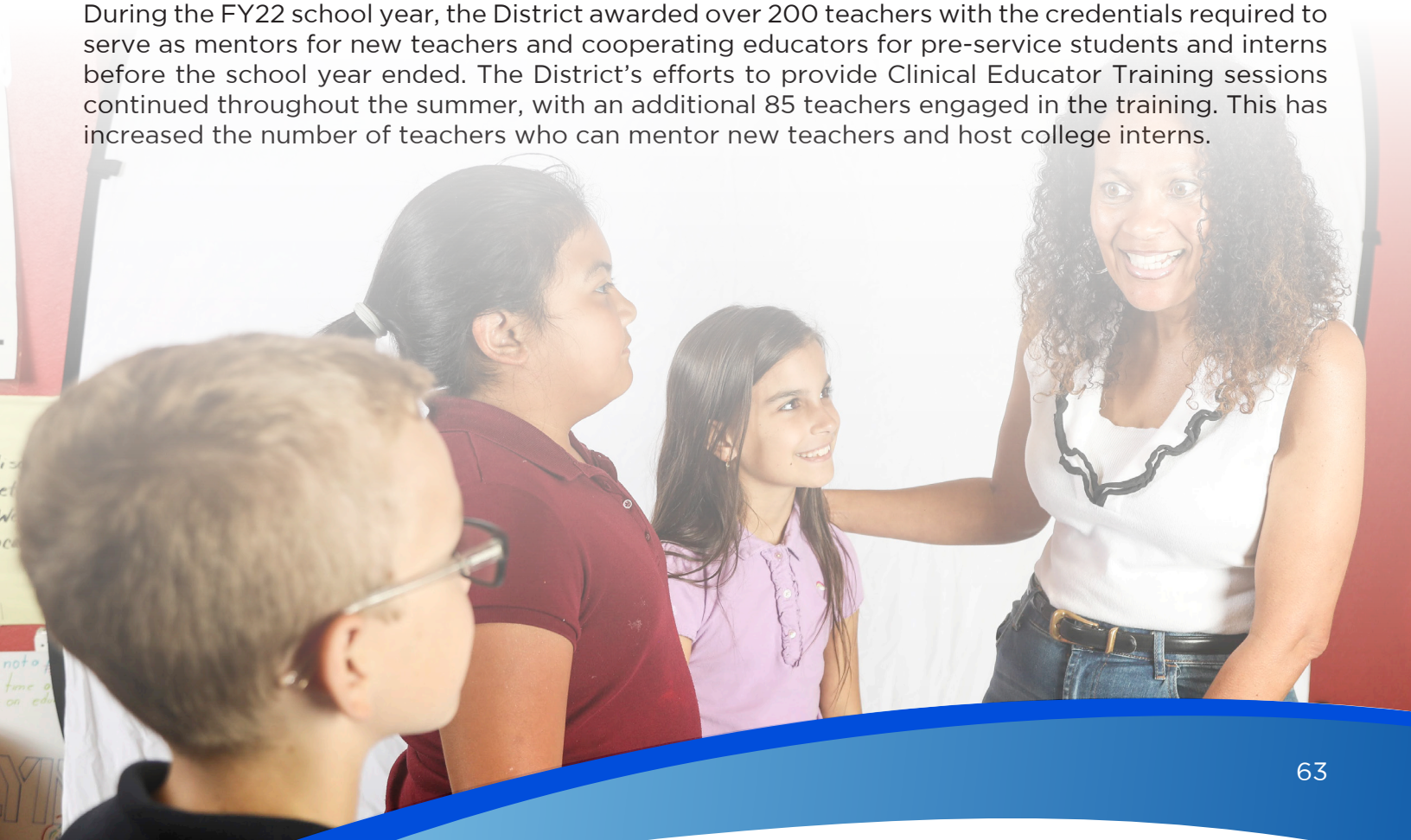
The Assistant Principal Leadership Academy (APLA) comprises a series of relevant, real-time professional development for current assistant principals. Based on survey feedback, professional development such as Budget, Professional Standards, Instructional leadership, etc., are provided. Fall, winter, and summer offerings provide ongoing and autonomous professional learning opportunities to support administrators and the District's strategic plan.

Based on the District's assistant principals' requests and needs this school year, professional learning was provided via synchronous and asynchronous virtual meetings, face-to-face training, and Assistant Principal Association meetings. We have increased the number of offerings for each offering season based on these requests for content and delivery types. We are on track to offer additional professional learning opportunities through APLA for the next school year.

Clinical Educator Training

The District developed a marketing campaign to recruit experienced teachers with 3+ years of successful teaching experience to become clinical educators to serve as mentors, cooperating educators, and teacher leaders. To assist the mentor recruitment efforts, the District has formulated a 1-page flier outlining what a clinical educator is and the leadership opportunities and other benefits of becoming one. The campaign focused on motivating our existing pool of eligible experienced teachers to consider becoming lead teachers to grow and develop our new teachers and expand their leadership skills and experiences as they gain professional recognition and seek advancement in the field.

During the FY22 school year, the District awarded over 200 teachers with the credentials required to serve as mentors for new teachers and cooperating educators for pre-service students and interns before the school year ended. The District's efforts to provide Clinical Educator Training sessions continued throughout the summer, with an additional 85 teachers engaged in the training. This has increased the number of teachers who can mentor new teachers and host college interns.



District Leadership Academy

The District Leadership Academy (DLA) fosters talent growth and professional development for District leaders. The Leaders of Vision (LOV) who are director level and above provide the vision for the District's forward progress. Leaders of Mission (LOM) are specialists and managers who drive the successful programs and processes that achieve the District's vision.

During FY22, the DLA pivoted to "DLA Remote" with a virtual kickoff event for 200 District administrators, which focused on work/life balance featuring new Superintendent Mike Burke and other District leaders as speakers. DLA also hosted Minute Mentor sessions where senior leaders provide leadership advice for mentees. These sessions provide an environment for directors to share and develop the next generation of leaders. A total of over 400 leaders participated in these and other DLA events, which focused on District Essentials, and received feedback of a 95% satisfaction rating.

DLA launched the Talent Optimized Program, an innovative mentoring initiative. This year-long program provided a competency rating assessment for employees from their peers and supervisors. Employees were paired with District leaders in the second semester for one-on-one virtual or in-person monthly coaching meetings focused on individual employee growth areas. In the FY22 pilot year, over 20 mentoring pairs participated in the program, which resulted in strengthening relationships, increasing employee engagement, and increasing individual and organization awareness of strengths in our talent pool.

District Essentials	Competencies
Operational Excellence:	Customer Focus
People Leadership & Influence:	Ethics & Values, Self-Knowledge
Effective Communication:	Listening
People & Talent Development:	Building Effective Teams, Work/Life Balance
Driving Innovation:	Creativity
Results Orientation:	Drive for Results

Educator Support Program

The Educator Support Program (ESP) is organized to support new and developing instructional personnel in their professional practice by providing continuous job-embedded professional learning opportunities, resources, and on-site support. ESP is divided into two cohorts, ESP Foundations and ESP Accelerated. Enrollment into each cohort is dependent on the employee's FLDOE certification type. Teachers on a temporary certificate fall into ESP Foundations and teachers on a professional certificate fall into ESP Accelerated.



The on-site support team is comprised of two ESP school leaders (ESP Contact and Voluntary Lead Mentor) and utilizes the school's professional development team members when necessary. ESP Contacts and Voluntary Lead Mentors from each campus across the District had the opportunity to participate in training sessions and prepare to support the new educators in the FY22 program. School leaders attended monthly professional development via Google Classroom and specific individual coaching and planning sessions customized to meet the needs of their campuses.

Educators in the FY22 program were offered three levels of engagement with ESP. The first level of engagement was at the school level, where educators participated in monthly huddles that encouraged connection, collaboration, and professional learning. The second level was the individual mentor level. Each ESP Foundation participant was paired with a certified Clinical Educator as a mentor. At the same time, ESP Accelerated participants were paired with a more experienced "buddy" teacher for support with the daily demands of the profession. The third level of engagement was at the District level, where professional development specialists addressed participants' questions and concerns.

Additionally, each cohort was provided with coursework to prompt reflection on their experience with the Florida Educator Accomplished Practices and our District's Palm Beach Model of Instruction and Evaluation. The FY22 ESP concluded with 794 employees completing all of the program requirements.

Non-Instructional Professional Development

The District set a "Wildly Important Goal" (WIG) to increase the number of professional growth opportunities for non-instructional employees from 379 classes per year to 500 courses by June 30, 2022. The Non-Instructional Professional Development site was developed and launched in September 2021 to facilitate quick access to learning opportunities.

The Non-Instructional PD Site was designed to empower our non-instructional staff by sharing learning opportunities, supporting employees' professional growth, and increasing opportunities. All the professional learning opportunities were relevant to the work non-instructional employees do daily. The learning opportunities also were coordinated to provide non-instructional employees a chance to learn new skills and gain knowledge to increase opportunities for career advancement.

Comparison of Professional Development classes offered to Non-Instructional Employees FY19 to FY22

Number of Non-Instructional Classes				Wildly Important Goal (WIG)
FY19	FY20	FY21	FY22	FY22 Target
478	474	379	537	500 (+37)

Preparing Future Principals Program

The Preparing Future Principals Program is a comprehensive, one-year leadership preparation program. This program is designed for extremely motivated and highly effective assistant principals and District leaders aspiring to become a principal. It is based on the Florida Principal Leadership Standards and capitalizes on our Strategic Plan. In this program, future principals engage in rigorous and relevant instructional leadership experiences that include:

- Being coached by a highly effective mentor principal
- Learning best practices for helping all students reach their full potential
- Visiting various schools in each region of the District
- Leading a school improvement initiative
- Implementing best practices for leading, learning, and growing
- Networking with leaders in the District

Many members that have completed the program have been promoted to the position of Principal.

- Cohort 1 = 9
- Cohort 2 = 4

Professional Development and eLearning Management System

The eLearning Management System (eLearning) has brought all of the District's course offerings to one centralized location enabling instructors to provide a training framework, monitor implementation, provide feedback, and award in-service credit to participants.

During the FY22 school year, 395 staff were trained as eLearning Instructors to enable them to utilize the eLearning Management System to provide training to staff. The number of active instructors who have received training has increased to 2,007 since eLearning's inception in 2014.

This system ensures that teachers, administrators, and non-instructional staff receive job-embedded professional development that directly relates to the needs of the instructional job skills. Each course incorporates evidence of implementation and student growth samples when presented with instructional strategies. This evidence further allows for evaluating pedagogical strengths and weaknesses, enabling District and school-based instructors to implement professional development continuously throughout the year. Furthermore, 33,533 in-service points were made available for teacher recertification and non-instructional incentives (SEIU/FPSU Incentive Award Program & AESOP Educational Incentive Award Program).

FY22 Professional Development Data

- 2,166 instructional and pedagogical specific classes with 166,784 unique enrollments
- 71 leadership-specific classes with 2,784 unique enrollments
- 537 non-instructional specific classes 240,942 unique enrollments
- 174 District schools had professional development teams trained and supported by the District
- 47 charter schools had professional development teams trained and supported by the District

Leadership for Excellence and Equity Program

In partnership with the Wallace Foundation and Florida Atlantic University, The Leadership for Excellence and Equity Program (ExEq Program) is a 22-month Master's Level Program that allows participants to earn a Master's Degree in Educational Leadership while completing the District's Aspiring Assistant Principals Program simultaneously.

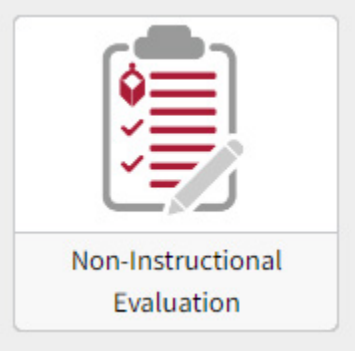
The ExEq Program provides job-embedded, experiential learning targeting high-needs schools. Instructors are current District principals and leaders. Members who have completed the program are leading in many positions across the District.

Cohort	Promoted to Assistant Principal	Promoted to Single School Culture Coordinator	Promoted to Specialist
Cohort 1	11	2	
Cohort 2	3		
Cohort 3	3	1	2
Cohort 4		1	

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

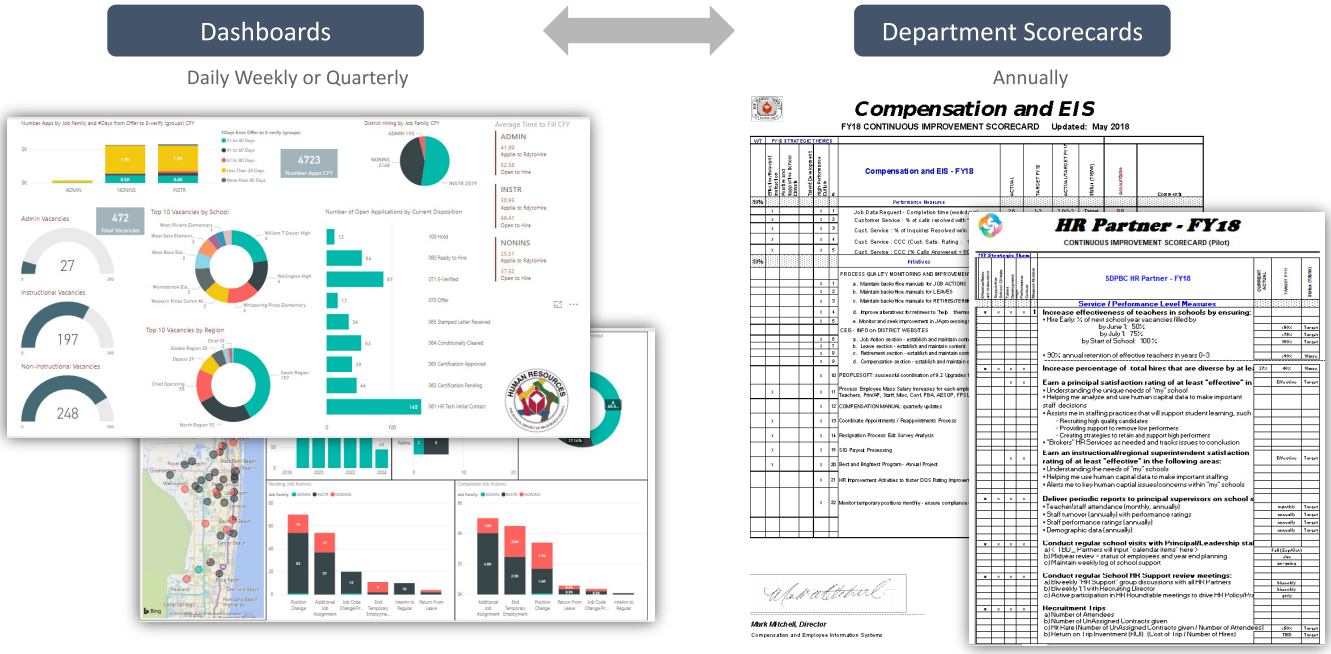
Performance Management

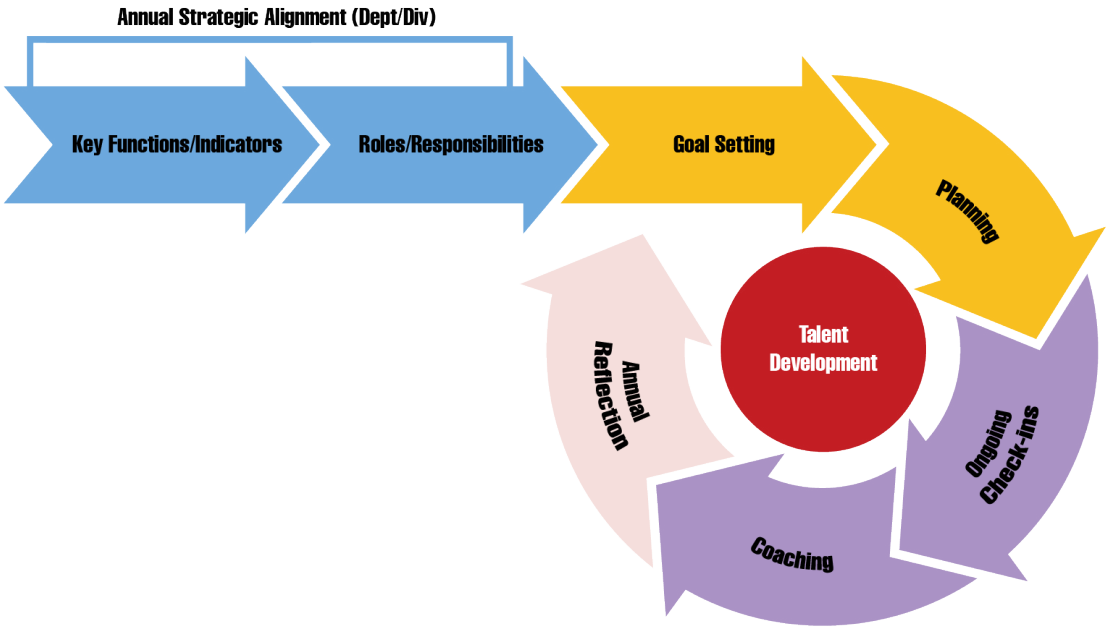
Performance Management fosters a culture of employee engagement and alignment to District goals for maximum results. A growth mindset and best practices are encouraged and enhanced through resources and professional development offerings. Evaluations, a component of the performance management process, were upgraded in FY21 so the tool used by more than 10,000 non-instructional employees became accessible by computer, tablet, and phone. Employees continued to receive support for utilizing the new electronic application in FY22. In addition, the Division of Human Resources Professional Growth provided instruction to employees in CLEAR Coaching, a systemic transformational coaching model which purposefully facilitates the adult learning component of transformation (Hawkins & Smith 2006, p.28).



The Human Resources (HR) Division has made continuous improvement a driving principle of its operational model by utilizing real-time dashboards and scorecards that track ongoing metrics and performance to meet annual goals. Through collaboration with Information Technology (IT) Applications, the Microsoft Power Bi platform is used to project data in real-time, daily, monthly, or quarterly depending on the frequency of the process event. Department heads are responsible for monitoring the trends and variance of these indicators in determining various interventions or action plans. Action plans are discussed weekly through a tracking template during leadership meetings and one-on-one check-in meetings. Scorecards display historical performance, current goals, and alignment to strategic initiatives. The scorecard acts as a performance accountability tool to ensure the prioritization and execution of each division's strategic goals.

Metric and dashboard examples





Pre-Service Program

The District's Pre-Service Program has partnerships with 17 universities, including out-of-state universities and Historically Black Colleges and Universities, to provide placements for college students, resulting in a degree in Education. Once a college has established an Affiliation Agreement with the District, its students can complete placements, including a semester-long internship. The District works collaboratively with universities to place students with qualified cooperating educators at the right school or subject level that coincides with the students' certification goals. Pre-Service students work with our qualified teachers to mirror and model best practices while in the classroom with students. Interns are hosted by qualified cooperating educators who have completed the required Clinical Educator training and, in some cases, a Reading Endorsement. Interns have access to supportive resources, including District technology, to mirror their Cooperating Educator's professional learning opportunities and engage in an interactive Google Classroom where they find the most current information.



Intern Placements by School Year

- FY20: 53 Interns
- FY21: 140 Interns
- FY22: 155 Interns

The District also coordinates and facilitates a quarterly Pre-Service Consortium meeting that gathers various stakeholders to discuss updates, best practices, and new trends in post-secondary education. Each session engages our Consortium members in relevant discussions and learning opportunities that impact public education and the District's initiatives. FY22 Pre-Service Consortium meetings took place on September 28, 2021, November 2, 2021, January 25, 2022, and March 29, 2022. The Consortium meetings are recorded and available for colleges who could not attend, allowing them to view them at their convenience.

School Food Service Hiring Initiative

Two years before COVID-19, School Food Service implemented a centralized process for recruiting. When School Food Service faced its most significant staffing shortage, this process proved quite successful as we were able to hire 624 food service assistants.

The department collaborated with various organizations to:

- Implement a hiring hotline and email address (SFSHR@palmbeachschools.org) for interested candidates to contact our department directly.
- Invite seniors from District culinary academies to apply.
- Attend a senior job fair at Glades Central Community High School.
- Attend the City of Pahokee job fair.
- Attend the City of Boca Raton hospitality job fair.
- Coordinate job fairs with Transportation and Maintenance & Plant Operations Departments at the following Adult Education sites:
  - Chuck Shaw Educational Service Center
  - Lake Worth Community High School
  - Forest Hill Community High School
  - Boca Raton Community High School
- Launch hiring campaigns on social media targeting the Boca Raton community and the District.
- Launch hiring campaign with No Kid Hungry on social media for all District-operated schools.
- Launch Indeed campaign and post job openings for all schools.
- Coordinate interviews for available positions and provide timely updates to the field team.
- Participate in a District Grand Hiring Event at seven locations throughout the District.



Teach/Team Palm Beach

FY22 Department of Recruitment and Retention accomplishments include:

- The Recruitment and Retention Department is successfully into the fifth year of the HR Partners Program, providing a one-stop resource to meet the human capital needs of schools. HR Partners have been a resource to increase the capacity of school principals by providing support in the recruitment and selection of highly effective teachers.
- Hired 2,053 teachers.
- Maintained an instructional vacancy rate of 3% throughout the school year.
- Facilitated the hiring of 2,946 non-instructional employees.
- Facilitated the hiring of 293 administrators.
- Processed 8,928 new hires and transfers for the District.
- The Department of Recruitment and Retention Employee Orientation online process continues to expedite the hiring process for all employees.
- Through collaboration with ERP, we created a Human Capital Management Dashboard (HCM). This HCM Dashboard is used to drive HR Partner data-driven analytics sessions that inform continuous talent management guidance efforts with schools. Additionally, the Dashboard is used by HR technicians to track the hiring process and provide the best customer service experience to all schools and departments.
- Through collaboration with School Police, ERP, and a board-approved contract, new hires can now complete the fingerprint part of the hiring process anywhere in the country at any available Fieldprint location. In addition, the fingerprinting service is offered at no cost to new District hires.

Recruitment Highlights

- Teach Palm Beach held several self-sponsored recruitment fairs: An in-person job fair on March 10, 2022, for all high-needs schools. The first virtual District-wide job fair for schools was on March 24, 2022, and June 14, 2022. A hybrid Grand Hiring Event for all District schools and departments. These events helped to fill over 150 vacancies.
- Department of Recruitment and Retention partnered with Florida Atlantic University to provide affordable housing exclusively for NYU Teacher Residency Program (TRP) and FAMU interns at their Jupiter campus. For NYU-TRP interns, this is close to John F. Kennedy MS and Palm Beach Lakes HS, where they will complete their residency. This partnership with FAU reflects how we market and attract talent to our District.
- The department curated a mailing list with over 1,800 potential instructional candidates who showed an interest in working with the SDPBC. Upon principal request, HR created fliers with current school job openings and sent them to those on the mailing list.
- The department launched a successful marketing and social media campaign with the assistance of the Communications Department. Social media, radio, and news campaigns have assisted in all recruitment efforts.
- To keep up with the fast-changing recruitment environment, the Department of Recruitment and Retention acquired an online recruitment and job fair platform: Career Fair Plus, to host various recruitment events in person, virtually, or both. It has successfully hosted three major hiring events for the District.
- The Department of Recruitment and Retention began implementing the board-approved contract with Educational Partners International (EPI) with a hiring event on March 1, 2022. Teachers from all over the world were interviewed and considered for teaching positions in District-operated schools. Forty-two international visiting teachers will be joining the teaching staff of 20 schools. Their visas will allow them to teach at the schools for at least three years.

NYU Teacher Residency Program

To recruit and develop the best teachers for our highest-needs schools, the NYU Teacher Residency Program (TRP) began in August 2019 at JFK and PBL. Since then, 12 residents have earned their Master's Degree, and 10 have remained in continuous employment in the District. Six new residents will begin the TRP for FY23. Each resident will receive $10,000 in tuition assistance from the District, $22,800 in salary, and full benefits. Residents are paired with an experienced/clinical education credentialed mentor teacher who coaches, shares their classrooms, and helps residents build instructional efficacy through the gradual release model. Residents receive a supplement of $ 4,500. After completing the program, the residents will transfer to a permanent teaching position at JFK, PBL, or comparable schools in the District for a minimum of two additional years.

Virtual Recruitment Chats

The Department of Recruitment & Retention hosted a series of "recruitment chats" for instructional and non-instructional positions in the District. Recruitment themes included: District-wide general educators, Exceptional Student Education, Speech Language Pathologists, Extended Learning, ESOL, and High needs priority schools. In collaboration with the Communications Department, we marketed the events via the Indeed hiring platform, social media, recruitment flyers, and District-website. Potential applicants heard vibrant panel discussions on why the SDPBC is a great place to start and grow their careers. Panelists included directors, principals, teachers, assistant principals, HR partners, and other HR team members. Panelists spotlighted their departments and schools. These chats were fun and informative and have shown to be successful in attracting prospective applicants to schools.

Filling Non-Instructional Vacancies

The Department of Recruitment & Retention is actively recruiting non-instructional applicants to fill various trades positions, which include HVAC, electrical, plumbing, and other industry-specific trades. Recruitment efforts are focused on West Tech Academy graduates in Belle Glade and engagement with qualified candidates from the community. Partnership with Career Source and targeted job fairs continue to support non-instructional recruitment efforts.

Retention Highlights

Building Teacher Pipelines/Grow Our Own Initiatives

Florida Future Educators of America (FFEA) and Teachers of Tomorrow (ToT) Programs
These programs provide opportunities for elementary, middle, and high school students to become aware of careers in education and nurture their interest in teaching as a career by providing hands-on, classroom-based experiences. We currently have 59 schools participating.

Florida Future Educators of America (FFEA) Scholarship
Eight Future Educators of America Scholarships (FFEA) were offered 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.

Paid Internship (In Progress and Near Completion)
Regular employees who take a Student Teaching Leave, get paid their current salary, and maintain benefits. Schools can hire an interim for their position. Students who are SDPBC graduates and complete their internship program in the District, with the expectation that they will teach in the District upon graduation, are paid during their student teaching experience, regardless of the university program.

Teacher Ambassador Program

The Teacher Ambassador Pilot, now the Teacher Ambassador Program, is a partnership between Recruitment & Retention and Professional Development. It's a two-year pilot program (FY19 & FY20) to support and onboard new teachers in Palm Beach County School District through the Educator Support Program and research-based onboarding practices. The pilot started with 10 schools and, due to its success, has expanded to 17 schools.

Employee Resource Groups

The Employee Resource Groups (ERG) Pilot, an initiative of the Department of Recruitment and Retention, is continuing to grow. The ERGs serve as a means to harness our employees' talents and productive energy, provide opportunities for professional growth, and foster an inclusive organizational culture. The ERGs are employee-led and are formed around common demographics, characteristics, or shared interests. Membership is open to all SDPBC employees, and registration is available via the District's Hub.

The Black Excellence, EmpowerHER, Great Beginnings, Haitians Stronger Together, Hispanic, and Pride in SDPBC have all elected a president and secretary. These officers facilitate the monthly meetings with the support of the Human Resources Advocate and Executive Liaison.

"Starstruck by You" Campaign

This year we recognized Public Schools Week during February 21 - February 25. The goal of the "We're Starstruck by You, PBC!" campaign sponsored by the Department of Recruitment and Retention was to acknowledge the hard work of all employees who together make this a high-achieving, A-rated District.




PARK VISTA
COMMUNITY HIGH SCHOOL
Performers










2006-07



High Performance **Culture**

High Performance **Culture**

Objective 1: Ensure continuous improvement in all operations.

District Accreditation the Pursuit of Excellence

The School District of Palm Beach County continues to hold this most prestigious full system "Accredited" status since 2018. The "Road to Accreditation" is a journey that the District now experiences on a recurring six-year cycle.

In FY23, the District will again seek system accreditation renewal through Cognia (formerly known as AdvancED) on behalf of the Southern Association of Colleges and Schools Council on Achievement and School Improvement (SACS CASI). The process ensures the District's framework for academic excellence is measurable and meaningful for all students' improvement. Accreditation aims to evaluate, verify, and improve the institution's quality.





Lean Six Sigma

As part of the District's continuous improvement journey, the Division of Performance Accountability offers training and certification in Lean Six Sigma (LSS) to employees during FY22. The LSS certification has been widely regarded in the business space for decades and has recently been adopted by leading school districts nationwide, including our sister counties, Orange and Broward. The training builds a continuous improvement mindset throughout the organization by gathering the customer's voice, managing data and metrics, and empowering individuals and teams to own and improve their work. All employees have the opportunity to attain yellow belt certification, which provides an overview of concepts central to Lean Six Sigma. The green belt training is an in-depth course that develops candidates into improvement project facilitators and employee coaches. The implementation of an 18-month, results-based improvement project is required for certification. What began as a capacity-building initiative in HR quickly spread to other departments. As of June 2022, more than 450 District employees are trained in Lean Six Sigma, from technician to upper-level leadership. We currently have one Master Blackbelt, 10 Black Belts, six Green Belts (certified), 20 Greenbelt trained, and 410 Yellow Belts.

New this year is a bi-monthly Lean Six Sigma Innovation Lab. This is an interactive Google Meet where all existing LSS-trained employees meet to continue learning. These LSS Labs are well-attended, recorded, and archived for continuous learning and improvement.



Lean Six Sigma Pyramid

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

Awards and Recognitions

FY22 District Awards	
Principal of the Year	Robera Walker Thompson, Belle Glade Elementary
Assistant Principal of the Year	Amber Saunders, Jupiter Community High
Teacher of the Year	Annabel Wagner, Greenacres Elementary
School-Related Employee of the Year	Connie Leonardi, New Horizons Elementary
Beginning Teachers of the Year	Michele Kilic, Northmore Elementary Karenza Harvey, Pahokee Middle-Senior High
Mentor Teachers of the Year	Allyn Van Valkenburg, Diamond View Elementary James Johnson, Forest Hill Community High

FY22 Other Awards/Recognitions by Community Stakeholders	
Yamaha's "40 Under 40" Outstanding Music Educators	Alain Goindoo, Jeaga Middle
Palm Beach School Counselors Association New School Counselor of the Year	Norkeria Scott, Santaluces High
Palm Beach School Counselors Association Site-Based Administrator of the Year	Kristen Cacace, Assistant Principal
Florida Music Education Association Secondary Music Educator of the Year	Connie Drosakis, Bak Middle School of the Arts
School Psychologist of the Year - Petaway Award *Given by Palm Beach Association of School Psychologists*	Geraldine Miller, Department of Behavior and Mental Health (School Psychological Services)
School Psychologist of the Year-Early Career Award *Given by Palm Beach Association of School Psychologists*	Samantha Guy, Department of Behavior and Mental Health (School Psychological Services)
Outstanding School Employee of the Year Award *Given by Palm Beach Association of School Psychologists*	Gina Melchionna, Data Processor, Equestrian Trails Elementary



FY22 Beginning and Mentor Teachers of the Year

Department of Communications and Engagement

Under the leadership of the superintendent, the Department of Communications and Engagement provides an array of customer services benefiting internal and external stakeholders. The department's mission is to engage the District's diverse communities through two-way communications and inform all target audiences, in multiple languages, about District policies, programs, services, successes, challenges, emergency plans, and opportunities.

The department communicates with stakeholders through the District's internet and intranet, social media, news media outlets, internal and external electronic newsletters, an online calendar of events, fliers, special publications, television broadcasts on The Education Network, and live streams. The department comprises media relations, marketing, digital and online content creation and support, and other internal and external communications, a Spanish Engagement Specialist, a Haitian Engagement Specialist, a District coordinator of volunteers in schools, and the liaison for Business and Community partnerships. Switchboard operators on the Engagement team field hundreds of calls daily. In FY22, the Department of Public Records was moved to the Department of Communications.

Other notable FY22 accomplishments include interactive Facebook live events where stakeholders took part in Q&A sessions with School Board members and District executive leadership, the creation of unique web pages for emergency situations, socialization with other departments regarding the Crisis Communications Plan, Celebrate the Great Awards Ceremony for educators, continued oversight of all District websites to ensure ADA compliance, grew all communications engagement platforms including social media, electronic newsletters, television, and web stories and articles, increased participation in school volunteers, scheduled, promoted, and supported both COVID-19 immunization and testing sites on school campuses, created and marketed employee and student recruitment campaigns, and many other internal and external engagement initiatives.

Instructional Personnel Evaluations

The Instructional Personnel Evaluation Model (aka Palm Beach Model of Instruction) was selected by a committee of District, CTA, and school-based representatives. The model is based on the work of Dr. Robert J. Marzano and Learning Sciences International. It embraces the premise that all employees can improve their practice regardless of their level of performance. The model aims to help the District develop the most effective staff by identifying their specific strengths and weaknesses and providing the necessary support to help them perform at their highest potential and continue a long and fulfilling career with the District.

The model is organized into four Domains with 22 Elements for employees in the traditional instructional roles: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, and Professional Responsibilities. For employees in the non-traditional instructional roles, there are four Domains with 16 Elements: Planning and Preparing to Provide Support, Supporting Student Achievement, Continuous Improvement of Professional Practice, and Professional Responsibilities.

Instructional personnel is trained on the model when they first join the District. The training is designed to provide the knowledge and skills to utilize the instructional model to increase their instructional practice and provide high-quality instruction to all our students. In FY22, 1,558 new instructional personnel were trained through various means, such as New Employee Orientation, iObservation Academy, school site training provided by school-based leadership teams, Educator Support Program, and dedicated on-site Marzano Liaisons. Additional professional development on the model is offered at the school site and through eLearning to help deepen the employee's knowledge and understanding.

In addition, supervisors of instructional personnel have access to Observer Calibration training at the start of their positions. This training provides an evaluator's perspective of the Instructional Personnel Evaluation Model and helps supervisors identify areas of strength and improvement in their employees. In FY22, 103 new and aspiring leaders were trained on utilizing the model to evaluate the instructional personnel they supervise and ensure a smooth transition as they take on their new roles at school sites.

Labor Relations

In FY22, the District facilitated the negotiations of four successors and two re-opener collective bargaining agreements, resulting in some of the most significant salary increases in the state. In addition, the Labor Relations Department focused on enhancing relationships with our unions to encourage collaboration and improve working conditions for all our employees.

The Palm Beach County Classroom Teachers Association (CTA)

Teacher shortages throughout the nation are at a record high. The District agreed to a compensation package of approximately 6%, significantly exceeding what the state-funded for teacher salaries and what other districts offered teachers. The agreement between the District and CTA included the following:

- 3.5% blended increase
- One-time $1,500 supplement
- Bereavement leave of three days annually ($1.5 million)

In addition, the District provided teachers with considerable rate increases for covering classrooms without a teacher and engaging in District tutoring programs.

The Service Employees International Union/Florida Public Services Union (SEIU/FPSU)

The District negotiated three successor contracts with SEIU/FPSU that provided exceptional salary increases and other benefits to more than 4,000 employees covered by these agreements. Bus drivers, a critical position with significant vacancies, received an hourly rate increase of $2.25, making the District one of the highest paying organizations for drivers with a starting hourly rate of $17.33. All other employees received salary increases of 3.5% and a $1,500 bonus. In addition, effective July 1, 2022, the District will implement a $15 per hour minimum, an increase of more than $3 per hour for many employees. The District also raised numerous supplements to incentivize employees to acquire new skills and take on additional responsibilities.

The Association of Educational Secretaries and Office Professionals (AESOP)

The District and AESOP agreed on a successor contract after only three bargaining sessions. As a result, employees received retroactive salary increases of 3.5% and a $1,500 bonus. In addition, many employees will receive another round of increases on July 1 when the District increases the minimum wage to $15. To address shortages of Community Language Facilitators, the District raised the pay level of this critical position to retain our employees and recruit new talent for the job.

The Palm Beach County Police Benevolent Association (PBA)

Negotiations between the District and PBA led to the District increasing base salaries by 5% and hourly rate hikes for non-contract and extra duty work to $40 per hour. To assist in recruiting new officers, the District now offers a starting hourly rate of $29.98, the second-highest across law enforcement agencies in Palm Beach County. Additionally, eligibility requirements for the Sergeant's Special Duty Assignment were adjusted to increase the number of current officers who can step into this leadership role. The District and PBA are working together to finalize details of the District's proposal to offer 12-month officer positions, which will significantly enhance efforts to recruit and retain officers.

Office of Professional Standards

Department Goal

Sixty percent of the Office of Professional Standards (OPS) investigations will be closed within 45 days to improve employee engagement, retention, and performance. OPS was able to exceed this goal. In addition to investigations, the department provides assistance, counseling, and guidance to administration and staff (HR Service Calls/Inquiries). In FY22, there were 2,582 HR Service Calls.

Office of Professional Standards Investigations

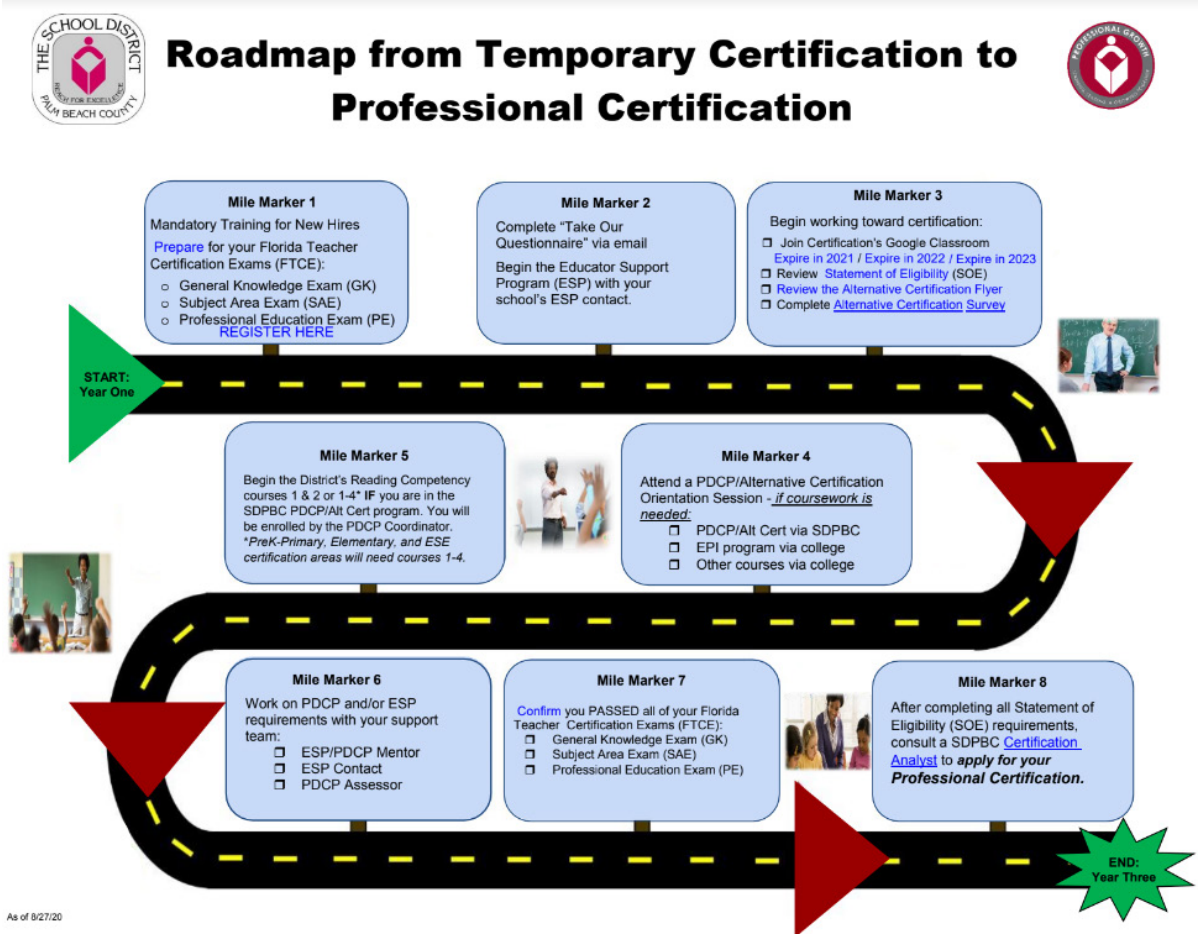
FY22 Cases	Number of Cases	Percentage
Cases closed under 45 business days	171	68%
Cases closed over 45 business days	80	32%
Average # of business days to close	39	
Total OPS Investigations	**251**	

Professional Development Certification Program (Alternative Certification)

The District's Professional Development Certification Program (PDCP) or Alternative Certification Program is a rigorous two-year program for new teachers who hold a temporary teaching certificate and have not graduated from a college of education program. Our District-developed program consists of 10 core competencies and develops high-quality educators using job-embedded professional learning via online learning, coupled with sustained coaching, mentoring, and support. The District also offers and supports PDCP via Beacon Educator Coursework. This fee-based online program consists of six core content courses and other required coursework and can be completed in less than two years. By choosing either program as a means of alternative certification, participants commit to completing targeted, high-quality professional learning activities and tasks. The District ensures the participants of either PDCP program are empowered, encouraged, and motivated to maintain a career as an educator.

FY22 Data

- 73% of candidates who have a temporary certificate expiring in June 2022 completed PDCP and were eligible to apply for their professional teaching certificate.
  - The remaining participants were granted an extension.
  - Participants will be supported and monitored for progress toward program completion.
- One hundred and eleven teachers with temporary certificates joined our 2023 Cohort.
- 5% have completed their program requirements early and applied for their professional teaching certificate



School Food Service Virtual Professional Development

In FY22, professional development sessions were conducted virtually. Over 1,200 staff members completed the courses totaling approximately 28,000 hours of training.

School Food Service mandatory training courses consisted of the following topics:

- Civil Rights
- FY22 Employee Safety Standards
- FY22 Food Safety & Sanitation Part 1
- FY22 Food Safety & Sanitation Part 2
- FY22 Meal Service Procedures
- Offer vs. Serve
- FY22 Policies & Procedures
- Proper Handwashing

In addition to the mandatory training, two virtual conferences were held for the managers during FY22.

- At the beginning of the school year, SFS managers attended a virtual in-service training that consisted of five different sessions.
  - FY22 Site-Based Operations
  - FY22 Finance Webinar
  - FY22 Information Technology Webinar
  - FY22 Nutrition & Student Wellness B25 Workshop
  - FY22 Satellite Program Webinar
- On October 15, 2021, SFS Manager Virtual Mini-Conference was held with a keynote speaker and various sessions covering six different topics from which managers could choose. The sessions were as follows:
  - General Session/Keynote Speaker
  - Employee Wellness-Putting It all Together
  - Breathe For A Better Day
  - Heart Healthy, Self-Care Strategies
  - Keeping Your Body Healthy
  - Financial Wellbeing
  - Power of the Positive: Cultivating Optimism

School Leader Evaluations

The School Leader Evaluation Model (SLEM) was selected by a committee of District and school-based representatives. The model is based on the work of Dr. Robert J. Marzano and Learning Sciences International. They embrace the premise that all employees can improve their practice regardless of their level of performance.

The SLEM is organized into five Domains with 24 Elements of behavior that link contemporary research-based strategies to student achievement: Data-Driven Focus on Student Achievement, Continuous Improvement of Instruction, Guaranteed and Viable Curriculum, Communication, Cooperation, Collaboration, and School Climate.

The SLEM's primary goal is the same as when it was first implemented in 2014, to help principals and assistant principals grow their leadership practices. An essential model component involves collecting evidence and data for analysis, reflection, and guiding deliberate practice through the coaching process. Observations allow the school leader and supervisor to meet and engage in this process.

In FY22, an Observation Pacing Guide was developed based on feedback from our school leaders and their supervisors to help support the evaluation process. The guide helps structure a coaching conversation based on evidence and provides concrete data that allow the employee and their supervisor to identify the areas of strength and areas for improvement. Principal supervisors use it with principals, who then use it with their assistant principals to ensure that all school leaders receive the support they need to grow in their positions.

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

Finance Division

Accolades for Accounting, Budgeting, and Purchasing

Accounting has received the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting for the last 31 consecutive years and the Association of School Business Official (ASBO) Certificate of Excellence in Financial Reporting for the last 25 straight years.

The Budget Department received the Association of School Business Officials (ASBO) Meritorious Budget Award for the last six consecutive years and the Government Finance Officers Association (GFOA) Best Practices in School District Budgeting for the last 20 straight years.

The Purchasing Department has received the National Procurement "Achievement of Excellence in Procurement" for the 14th consecutive year. In addition, the Professional Association for Cooperative Procurement awarded the Purchasing Department the 2022 "Above & Beyond Award" for strategic sourcing efforts during the COVID-19 pandemic.

Information Technology Division

The Information Technology Division continues to provide technology solutions to support the educational and operational objectives of the District. This includes assisting with the District's Personalized Learning initiatives, covering important recent projects like the teacher/CTE laptop refresh, improving WiFi and broadband internet access across the District, upgrading the phone system across the enterprise, and providing classroom technology to school staff needed for instruction. The IT Division continues to expand, grow, and implement the server, network, and high-speed internet infrastructure required to provide the backbone of classroom technology and online learning.

In FY22, the IT Division strengthened past successful initiatives to keep up with the changing needs and increasing demands on technology in and out of the classroom. Building on the initial success of student 1:1 device deployment in 2021, the IT Technical Operations team refreshed an additional 26,000 Chromebooks to schools to update obsolete and non-working equipment for students. Additionally, after surveying teachers for desktop versus laptop preference, the department distributed 9,300 Windows laptops to all schools. The team continues working on school audio visual and theater updates, repairs, and enhancements. In addition to providing the technology for new schools opening in the fall, the team offered ongoing school tech support, training, and augmentation of onsite tech support for schools without school-based technicians. The team also instituted an improved break-fix process with vendor support to assess/diagnose, repair broken computers, and return devices to students as quickly as possible.

The primary role of the IT Service Desk is to provide phone technical assistance to schools and staff. The desk handled over 28,689 calls. In addition, the IT Field Technicians remained busy, taking over 28,367 onsite school service calls and visits. The Records Management Office processed over 20,000 student records and transcript requests.

The IT Enterprise Applications team continues to respond to the District's changing business and reporting needs by supporting applications of all sizes and functions - from custom dashboards to custom apps to supporting enterprise-wide business, operational, and student information systems. The team wrapped up a custom dashboard for Transportation Department that includes critical business functions and one for Chromebook tracking that provides detailed analysis for every student laptop issued. The team led a significant expansion of the Raptor application, implementing Reunification and Roster Accountability capabilities for the schools.

It was a busy year for PeopleSoft, the District's platform for managing our financial, operations, and human capital, with an expanded rollout of the Absence Management module District-wide, Database conversion to Oracle, Budget Module implementation, several COVID-19-related customizations, and ePerformance tracking.

In TRIRIGA, our facilities work order, inventory, and project tracking system, we performed a platform update and started work on an application upgrade. Custom applications developed included a COVID-19 Tracking & Reporting app, Safe Driver Reporting app, a Non-Instructional Employee Evaluation Application, and updates to the Caring First application.

The IT infrastructure team completed a multi-year enterprise-wide phone system replacement to allow SIP/VoIP and other state-of-the-art features that have provided unparalleled service, reliability, and future capabilities. Other key features include eFax capability and E911 emergency services thoroughly tested at every site. Overall, 27,820 ports and 12,940 phones were replaced. The infrastructure team also completed server refreshes for FHESC and all middle schools. Other school enhancements include:

- completing the upgrade of Wireless Access Points at 82 Elementary Schools,
- core router refresh at all sites, and
- upgrading our VMware virtual server environment to the latest version.

As the District’s appetite for bandwidth and connectivity continues to grow for both in-class and remote teaching and learning, the team has more than doubled the bandwidth capabilities to 120GB, up from 60GB the previous year. This helps us maintain smooth, reliable connectivity to District applications, including cloud-based solutions and learning resources on the internet. This year, the team modified our E-Rate bid for the next four years to allow for increased internet bandwidth, a WAN/LAN switch upgrade for expanded capacity and speed, next-generation Wireless Access Points, and data cabinets to accommodate the latest technologies in schools.

The IT Security and Governance team is committed to providing safe and secure access to and from the internet for devices, applications, data, and infrastructure for all District users. The team is responsible for providing oversight, compliance, and answering audit responses to ensure that we adhere to best practices and standards. This year, the IT Security and Governance team implemented a Security Information & Event Management (SIEM) solution to serve as an enhanced warning and response system for threats and vulnerabilities. The team also implemented a NextGen Anti-Virus upgrade, extended our Web Content Filtering to all District servers, and added enhanced data security and data masking. The IT Security team provides annual end-user security training, engages with outside vendors for penetration testing, and conducts internal phishing educational exercises.

The IT Project Management Office has been instrumental in guiding most of these projects to their successful completion by providing project management oversight, schedules, tracking, and lessons learned for technology projects across the District. IT PMO headed up a project for School Police Department to implement a District-wide mobile panic button at all locations, per Alyssa's Law. The team worked with Transportation Department to get WiFi routers on 855 District school buses, allowing all student riders access to high-speed WiFi. IT PMO also managed a project with Human Resources, School Police, and other stakeholders to outsource the fingerprint collection for applicants to a third-party vendor. The IT Division proudly restarted our award-winning Summer Intern program for FY22. On behalf of the entire IT Division and our colleagues in Education Technology, the team accepted the first annual South Florida Project Management Institute 2021 Project of the Year Award for the Student 1:1 Device initiative.

Operations Division

Facilities Construction – Capital Improvements Program

The Facilities Construction Department oversees and monitors the construction of new schools and the renovations and remodeling of existing schools from conception to project completion. Additional services include relocatable classrooms and projects related to building envelope, HVAC, safety, security, roofing, classroom technology, Americans with Disabilities Act (ADA) requirements, and changes to existing facilities resulting from minor and significant Comprehensive Safety Inspections Reports (CSIR).

In FY22, the Facilities Construction Department managed more than 250 projects in various phases of completion with a total expensed value of over $115 million.

FY22 Accomplishments:

- Addison Mizner K-8 Modernization, Washington ES Modernization, Citrus Cove ES Core Expansion, and Plumosa SOA K-8 Expansion remodel projects all completed in 2021.
- West Tech and Delray Full Service remodel are under construction; both will be completed by spring/winter 2022.
- Blue Lake ES (05-C) began construction in summer 2021 and was completed August 2022.
- Lake Worth Area HS (03-OOO) began construction in summer 2021 and will be completed by August 2023.
- Sunset Palms MS (17-PP), Grove Park ES modernization, and Melaleuca ES modernization projects will begin in the summer of 2022, with the opening of each expected in August 2023.
- Wynnebrook ES modernization, Pine Grove ES modernization, and West Riviera ES modernization are under design and expected to begin construction in summer 2023.
- Twenty-five security enhancement projects were completed, with another 65 in the planning stage.
- Over 110 security camera upgrade projects were completed.
- Furniture was replaced in 22 schools.
- Twenty-eight facility renewal projects, deferred maintenance, critical repairs to roofs and building envelopes, HVAC, fire alarm/intercom, lighting, CSIR findings, and other improvements are currently underway. Eleven projects are expected to finish in the summer/fall of 2022, and 17 begin construction during the summer/fall of 2022.
- Thirty-one more facility renewal projects will be in the design and permitting stage during summer 2022.
- One hundred and seventy-five minor projects (e.g., modular classroom relocations, stairway replacements, roof repairs, drainage improvements, digital marquees, and switchgear upgrades) are in process or were completed in FY22.



Jupiter ES Roofing Repairs



Liberty Park Classroom Lighting



Blue Lake ES (Opened August 2022)

Diversity in Business Practices

Since discontinuing the District certification fee, the District has processed 838 certification applications. Since July 2019, the District has had 152 new small businesses providing products and services; collectively, these firms have contracts valued at $112,859,705.97.

Training/Certifications/Process Improvement:

- Small Business Vendor e-Book
- Small Business University 2021 – 12 Weeks of Training for Small Businesses
- Certification Training conducted in English, Spanish and Haitian Creole -two sessions in each language
- Business Plan Writing Workshop five-week series
- B2G Vendor Training – Prime and Subcontractors – 40 training sessions
- How to Mitigate Unconscious Bias in the Supply Chain two-week series
- How to Respond Effectively to Solicitations in Periscope S2G two-week series
- Procore Training 101 for Small Construction Businesses five-week series
- How to Build Confidence and Seek Support
- Introduction to Careers in Construction for Adult Education with Thornton Construction
- Onsite Contract Compliance Monitoring

Outreach/Networking Events Held:

- Hispanic Heritage Month Celebration
- Supplier Diversity Construction Summit
- Real Talk with Black Women
- Catering and Food Service Outreach with Administrative Assistants
- Pirtle Construction Appreciation Day
- Moss Construction Appreciation Day
- Back to School Supply Drive for Boys and Girls Club
- Customized Vendor Meet and Greets with Facilities Staff
- Customized Project Specific Outreach Events with Primes and first/second tier vendors
- Customized Meet and Greet with Risk Management, Communications, Food Services, Maintenance & Plant Operations



April 5, 2022 – Introduction to Careers in Construction at the Chuck Shaw Education Center in Partnership with Thornton Construction



Transportation Services

District bus drivers and attendants are the first contact points for students, families, and school staff each day. Their performance is critical to safely delivering students to school and back home on time. FY22, on-time arrival exceeded 90% despite severe bus driver shortages and lingering COVID-19 challenges.

During the first part of FY22, a Bus Driver Task Force aimed to address recruitment, retention, and job satisfaction specifically. This committee included District leadership, principals, bus drivers, union representatives, and other community members. As a result of the task force's efforts, a successful Facebook recruiting campaign was launched and several retention initiatives were recommended to senior leadership.

Additionally, 48 job fairs were held throughout the county to find unexpected candidates and provide face-to-face meetings with the community where District opportunities were promoted.

The Transportation Department works very hard to implement technology that will improve operating efficiency for all stakeholders. This past year, transportation successfully updated the GPS on all District school buses to support current 4G technology. Barcode scanning devices were installed to accurately record student ridership and improve student safety.

Additional successes:

- The department upgraded 50% of all fuel pumps to more reliable, efficient units.
- "Register Your Ride" student registration application was developed and released, which tremendously improved our efficiency at the start of the school year.
- The department completed a WiFi technology installation on buses. All District school buses now have WiFi available onboard.

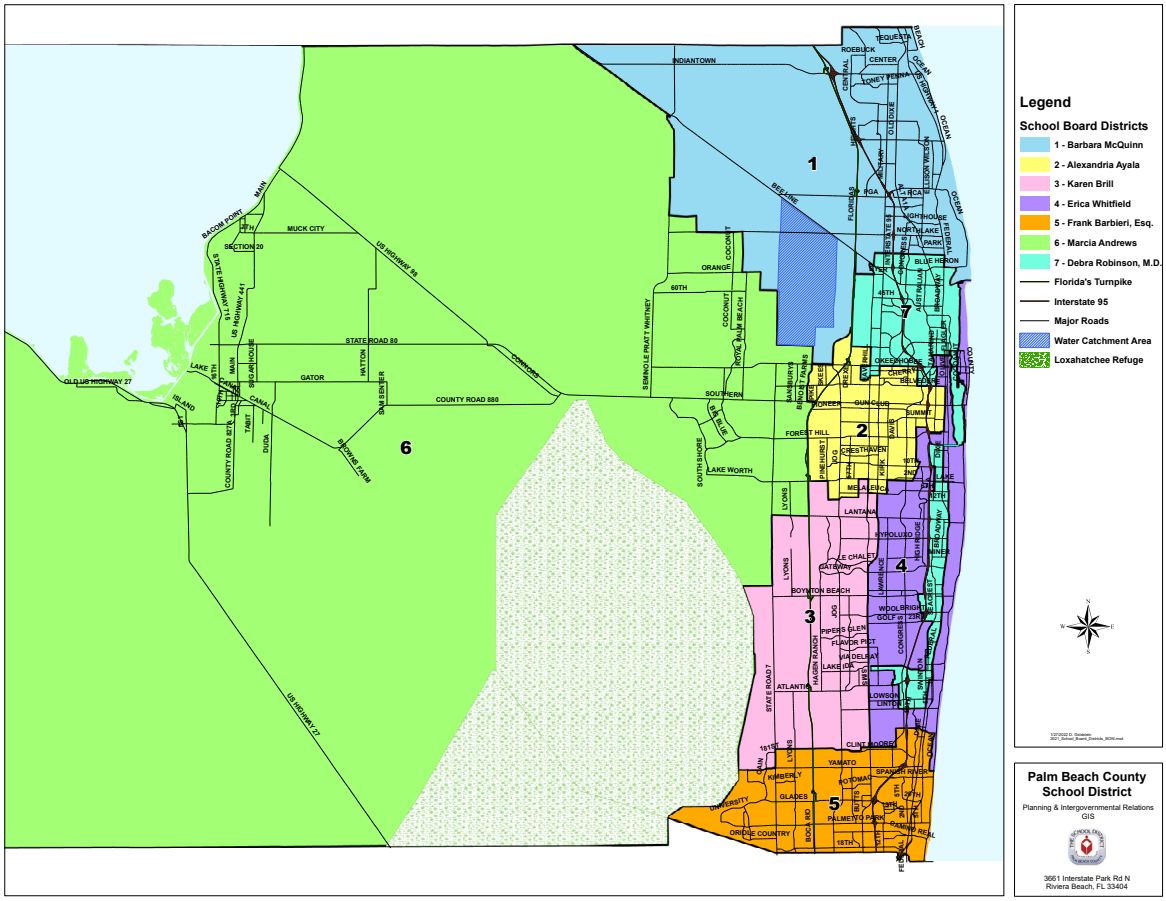


Students disembarking a school bus

Planning & Intergovernmental Relations

The Planning & Intergovernmental Relations Department provided technical and intergovernmental expertise for several important District initiatives, thereby maximizing internal professional resources.

The Decennial 2020 Census Redistricting of School Board Member Residence Areas was conducted in-house at very minimal cost due to the Geographic Information Systems (GIS) expertise of department staff. The process was completed in FY22 in record time despite pandemic-induced delays in data delivery by the U.S. Census Bureau. The resulting new districts are shown in the map below.



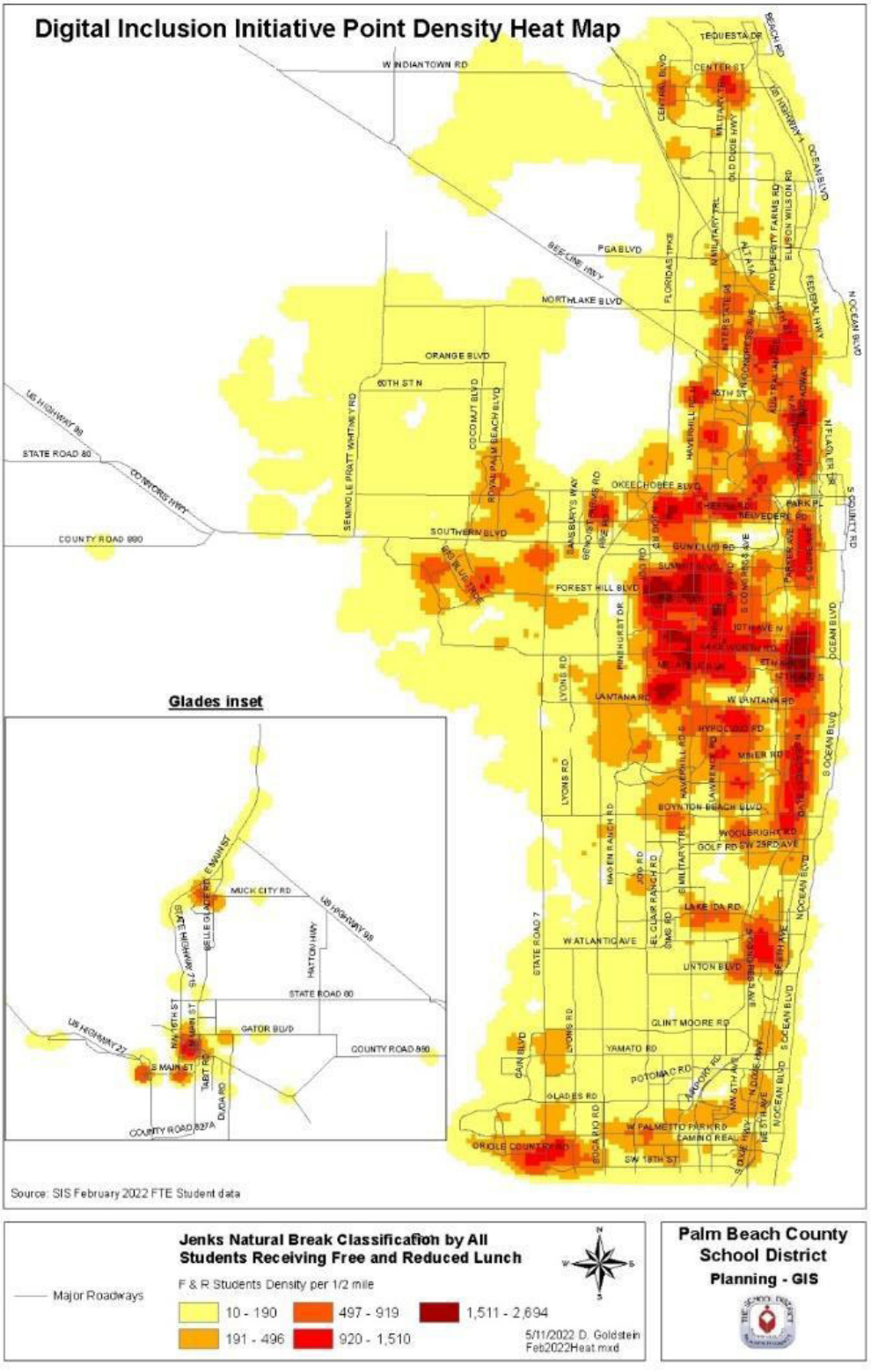
School Board Member Redistricting Map

In addition, the department collaborated on acquiring a school parcel donated by the City of Boca Raton and facilitated an attendance zone for the new Blue Lake Elementary School. The Advisory Boundary Committee (ABC) meetings were 100% virtual for the first time in ABC's history. The meetings were highly efficient, very effective, and provided extensive public input.



Rendering of Blue Lake Elementary

Concurrent with the activities listed above, the department continued to provide intergovernmental, demographic, and GIS support for the District Digital Inclusion Initiative. The department's GIS staff provided in-depth analysis, specifically, GIS Density Mapping analysis and reports to identify areas of the county with the highest concentrations of poverty and need for quality internet service (see graphic below). This served as the guiding analysis for identifying priority areas for internet coverage.



Free/Reduced Meal Status Point Density Map

Environmental & Conservation Services

Environmental & Conservation Services (ECS) serves in a regulatory and education/outreach capacity. ECS's compliance responsibilities include hazardous waste, asbestos, demolitions, radon, indoor air quality, infectious disease control, sustainability initiatives, and green practices oversight.

- **Indoor Air Quality (IAQ)** - ECS performed 447 inspections and provided oversight of 355 IAQ remediation projects.
- **Infectious Disease** – ECS supported the safe return to school by responding to facilities impacted by the Delta and Omicron COVID-19 variants. ECS logged 9,653 infectious disease incidents, of which 9,633 were COVID-19 related, and 20 were other diseases. ECS employed specialized contractors for 118 infectious disease sanitizing projects.
- **Green Schools Training** - ECS hosted the District's first annual Sustainability Symposium for school-based Green Champions. Ten schools earned Green Designation through the Florida Department of Environmental Protection (FDEP) Green Apple Awards. Thirty-one schools were recognized for setting goals as part of their Sustainable School Action Plans.
- **Community Education Outreach** - ECS received a grant to host the Smithsonian Institution's traveling exhibit, Water/Ways, in partnership with Palm Beach State College's Dolly Hand Cultural Arts Center in Belle Glade. Programs included film screenings, field trips, guest speakers, and Student Career Webinar Series.
- **Outdoor Classrooms** - ECS collaborated with Galaxy ES and Acreage Pines ES to develop interpretive nature signage and create outdoor classrooms. ECS partnered with the City of Boynton Beach for the Galaxy Sand Pine Scrub project. Through grants from Winn Dixie and the District's Wellness Promotion Task Force, signage was installed in the Acreage Pines Elementary's Wet Prairie and Pine Flatwood Preserve area.
- **Green Schools/Sustainability Awards** – The District received a 2021 Gold Level Florida Green School District Award from Florida Green School Network for its dedication to conserving natural resources, promoting sustainability, and reducing operating costs.
- **Green Spaces Grant** - The District received a $30,000 grant from Solid Waste Authority to restore a blighted District-owned vacant lot, including overgrowth/invasive species removal, signage installation, and permanent fencing.



Superintendent Burke at Acreage Pines ES Preserve



Board Member Whitfield at Sustainability Symposium



Smithsonian Institution display in Belle Glade, Florida

Maintenance & Plant Operations

Maintenance & Plant Operations (MPO) executes the work program for the general maintenance and repair of 29.9 million square feet of District facilities utilizing a prioritized work order system. MPO's primary responsibilities include maintaining and operating the central infrastructure for all District facilities.

In addition, department staff directs vendors to execute projects funded by the sales tax referendum passed by Palm Beach County voters in 2016. MPO operates with a budget of $57.75 million and a staff of 352.5 employees. The workforce consists of various tradespersons, managers, and support positions. Some significant sections within MPO include Grounds, Building Envelope, Utilities, Financial Applications, Logistics, Minor Projects, Compliance, and Call Center.

Over the course of FY22, MPO initiated and completed numerous impactful projects, including:

- 213 minor capital and sales tax referendum projects, including the replacement of 62 chillers, 23 air handlers, 19 VAV boxes, eight cooling towers, 363 concretable HVAC (Qtec/Bard) units, 31 playgrounds, 11 intercom head-end units, 17 tracks, nine perimeter fences, six marquees, modular BEMP and roofing at 11 campuses, ten play courts, stage curtains at seven schools, and custodial equipment at 82 schools
- District-wide roof assessment utilizing thermographic and visual inspections to prioritize roof replacements and repairs
- Calsense $100K grant was approved and work began to upgrade numerous irrigation systems
- Enhanced COVID-19 custodial cleaning plans (including purchase and delivery of partitions, masks, and cleaning chemicals and additional training on Clorox-360 machines)
- District-wide monthly Custodial Newsletter
- Staff augmentation using temporary services contract for custodial and trade services
- Continued FEMA recovery efforts for Hurricane Irma and COVID-19 pandemic
- Air purifiers installed in more than 13,600 classrooms
- Building automation modules installed in more than 50 portables/concretables
- Participated in the Lock & Window and Custodial Principal Leadership Academy
- Hired three Student Teen Employee Program (STEP) Summer 2022 interns; program returned after two COVID-19 years
- Exterior school painting project has started. The goal is to complete 100 schools by December 31, 2022



Maintenance technician hard at work responding to a school plumbing issue.



Maintenance crew performing an emergency roof repair.

Objective 4: Increase customer service and support.

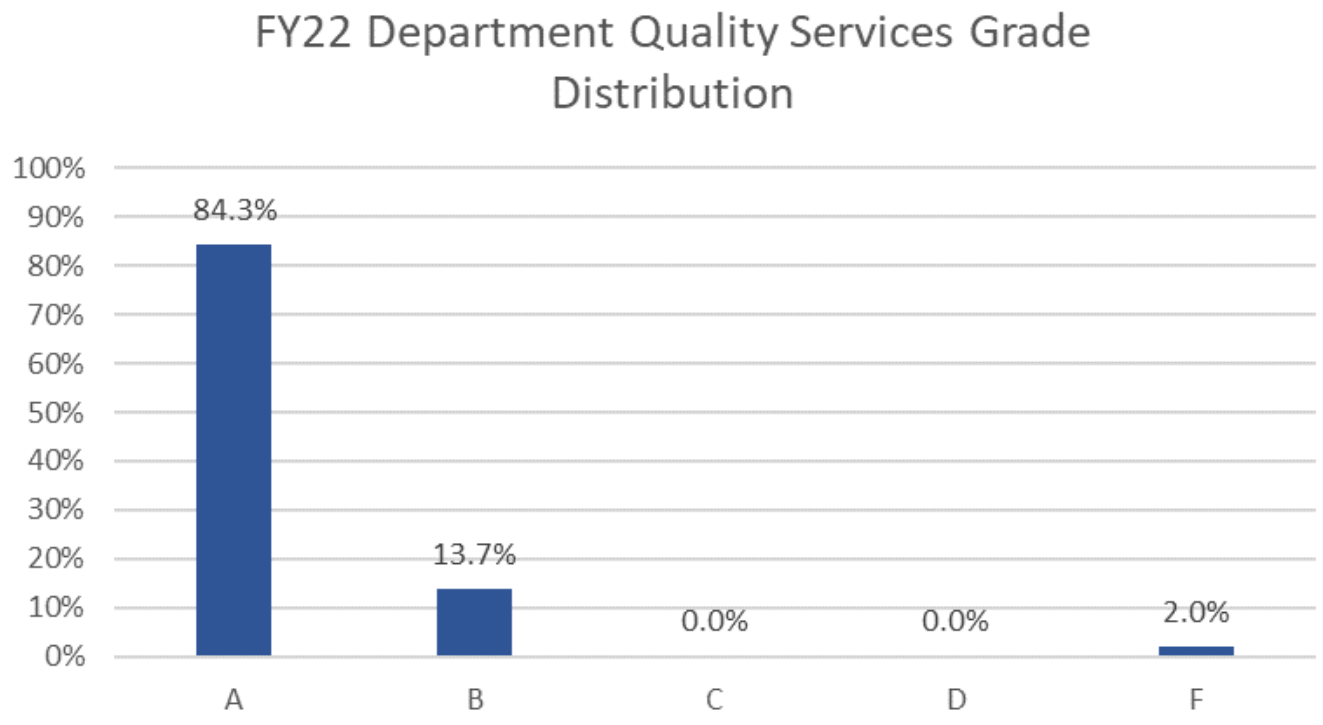
Department Quality Survey

The Department Quality Services (DQS) survey was administered from May 2, 2022, to May 27, 2022. The DQS was last administered during FY19 and suspended during FY20 and FY21 due to the COVID-19 pandemic. As with the prior DQS administrations, the survey examined District principals' satisfaction with the quality of services provided by District departments. A total of 182 principals were invited to provide input via the survey; 107 (58.8%) responded.

Participation by school type was:

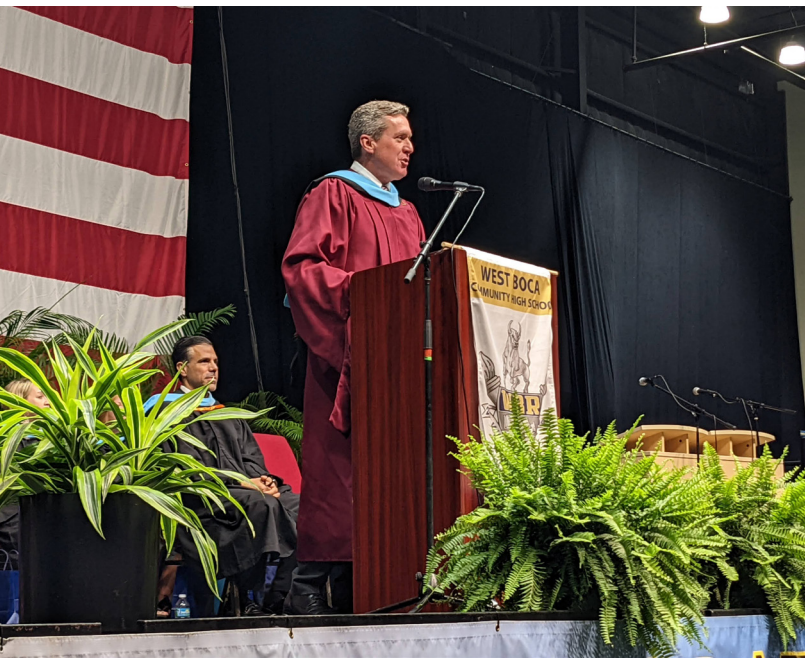
- Elementary: 78 (71.6%)
- Middle: 18 (56.3%)
- High: 7 (29.2%)
- Other: 4 (23.5%)

Based on the percent of positive responses (ratings of Always or Often; excluding Don't Know or N/A), a letter grade was computed for each department using the scale: A=90+, B=89-80, C=79-70, D=69-60, F=59 or below. Each department is individually selectable on the Report Card View to display a breakdown of the ratings provided on each item. Users can further drill into respondent characteristics such as school type, region, and portfolio to explore ratings by these groups. Detailed results for each department are provided on the DQS Results Dashboard. The graph below shows the distribution of letter grades








WEST BOCA









Board and Community **Relations**

Board and Community **Relations**

Innovative School Project

As part of The Roosevelt Elementary School and Surrounding Schools' Growth & Change Plan, Roosevelt Elementary parents and staff are committed to embracing new ways of thinking about learning, a move from the traditional public school settings for centuries. With a new Project-Based Learning (PBL) focus in Pre K-2 that integrates the arts and music (vocal and band) into the curriculum. Teachers are enthusiastic about embarking on this constantly evolving practice in maintaining an innovative, deeper-learning school.

Project Goals:

- To develop an Innovative School model for the Roosevelt community that centers on excellence, equity, and deeper learning in an environment where voice and agency are celebrated.
- To develop an innovative school that will delight and inspires families in the community.

To date, the following successes have been achieved:

- Partnerships with many community organizations, including Northend RISE, Lyrae Group, City of West Palm Beach, Business Development Board of Palm Beach County, Education Foundation of Palm Beach County, Health Care District of Palm Beach County, Economic Council of Palm Beach County, Purpose Built Communities, TeamWork Education Foundation, and Resource Depot.
- Three community input meetings to share information about the school and gather families' priorities.
- Development of mentoring plan between Roosevelt teachers and those at The Conservatory School.
- TeamWork Education Foundation awarded Roosevelt EL 70 instruments through the Instrumental Music Program Grant (IMP).
- Donation of $12,000 from the Quantum Foundation to provide teacher resources such as loose parts from Resource Depot.

A variety of project management methodologies were used to plan, develop, control, and implement this project at Roosevelt Elementary School.





Legislative Affairs

The District's FY22 legislative platform discussed and approved by the School Board focused primarily on vital issues falling into three general categories: Post-Pandemic, State Budget/Funding, and Local Authority.

In addition to advocating for our approved legislative priorities, accompanied by some school board members and chief of staff during PBC Days on January 11-13, Superintendent Burke met with Chair Fine, Senator Broxson, and Senator Diaz, among others. The superintendent was also afforded the unique opportunity to deliver public testimony to the Florida Senate on multiple occasions between January and March. He was also invited to participate in challenging panel discussions too. His testimony and panel participation addressed the following critical issues:

1) The Financial Impact of COVID-19 on School Districts;
2) The Use of Allocated Federal Funds for Specified Purposes Only;
3) The Need to Substantially Augment the Funds for Reading Categoricals;
4) Panel Discussion with Chair Fine on Missing Students Post Pandemic

Each time the superintendent was well-prepared to testify. He offered valuable, first-hand knowledge of intricate financial details, which ultimately helped inform and instruct Florida's 2022 Education Budget and legislation.

Post-Pandemic Priorities - Due to the unstable academic beginning of FY22 with a locally high COVID-19 rate and subsequent quarantines, we asked for and received a $20M statewide increase in mental health funding. We also sought timely receipt of emergency federal COVID-19 funds to address unfinished learning.

State Budget/Funding Priorities - In alignment with the superintendent and District staff's fiscal advocacy efforts, several items were "won," such as a healthy $1.7 billion increase to the FEFP, equaling a $214.50 per student BSA increase. Roughly $128M was not already spent on additional costs; nevertheless, the BSA was increased.

The legislature increased the beginning teacher salary to over $48,000, which included a new calculation for some veteran teachers. The legislature added $56M to the transportation category and another $20M for mental health services. Initially, the legislature put $200M into a "Putting Parents First" program which disallowed 12 school districts from competing for student/school recognition funds because of previous mask mandates during the FY21 school year. However, months after session ended, the governor lifted that restriction and all Florida school districts have access to those funds for another "win."

Local Authority - The 2022 legislative session contained many bills diverting or diminishing the local authority of school boards. District staff and the superintendent joined forces to attempt to quash bills such as reducing school board member salaries. They also worked tirelessly to mitigate other bills that challenged the constitutional authority of school boards, such as the new Charter School Office bill. They successfully added clauses to ensure local school districts could submit comments on applications to the state.

Appropriations Request - 2022

In 2022, the District advocacy efforts under Superintendent Burke resulted in the awarding of a Florida Appropriations Request for $397,288 approved by the Governor for West Tech. This funding assists citizens living in the state's highest poverty area in learning commercial driving, welding, and home health care skills to gain access to career opportunities that will lead to sustainable, year-round employment. SDPBC was the only school district to gain appropriations project approval from the governor this year. According to the Governor's Office of Budget, this was directly attributed to persistent advocacy efforts from the District staff and superintendent.

Florida Department of Education - Legislative

The Florida Department of Education summoned the superintendent on four separate occasions in 2022 to respond to decisions made on COVID-19 mitigation issues. Mr. Burke answered respectfully and knowledgeably to decisions made before and after he was appointed superintendent. Each time, the District staff and superintendent successfully rose to the occasion to present the case from a fact-based perspective.

Federal - Legislative

The superintendent and his team did not waste time initiating meetings with the new administration, the new US Department of Education, and new congressional leaders. These robust relationships assist our District in having advanced knowledge of upcoming legislation and a variety of new federal grants. It helps our District to be first in line to seek every available opportunity for our students. In addition to on-the-ground efforts seeking the passage of COVID-19 Emergency Relief bills and the Council of Great City Schools, District staff also identified and won a $1M mental health grant from Congresswoman Frankel and a $500,000 grant for PBC Caregiving Youth.

Local Partnerships with Electeds and Business Leaders

Superintendent Burke and his team conscientiously work to forge strong, supportive relationships with locally elected individuals and those in the business community. The superintendent and District staff realize that keeping our community leaders well informed on legislative and fiscal issues is essential to our mutual success. Our local leaders can assist by engaging in awareness campaigns on our behalf for items such as ballot referendums in the event newly enacted laws do not permit school districts to inform stakeholders of the ballot contents directly.

Strategic Plan Development

In March 2021, the School District of Palm Beach County began developing its new five-year Strategic Plan. This in-depth process garnered thousands of stakeholders' input through steering committee meetings, focus groups, student engagement activities, community Thought Exchange input, District leadership retreats, and Board Workshops.

Under the overarching theme of "educate, affirm, and inspire", the new Strategic Plan has the District's mission and vision statements at the forefront. The Strategic Plan highlights four themes with aligned initiatives curated to meet the demands of our students and the community:

1. Academic Growth and Excellence
2. Student Focused Culture
3. Mental Health and Wellness
4. Committed and Impactful Employees

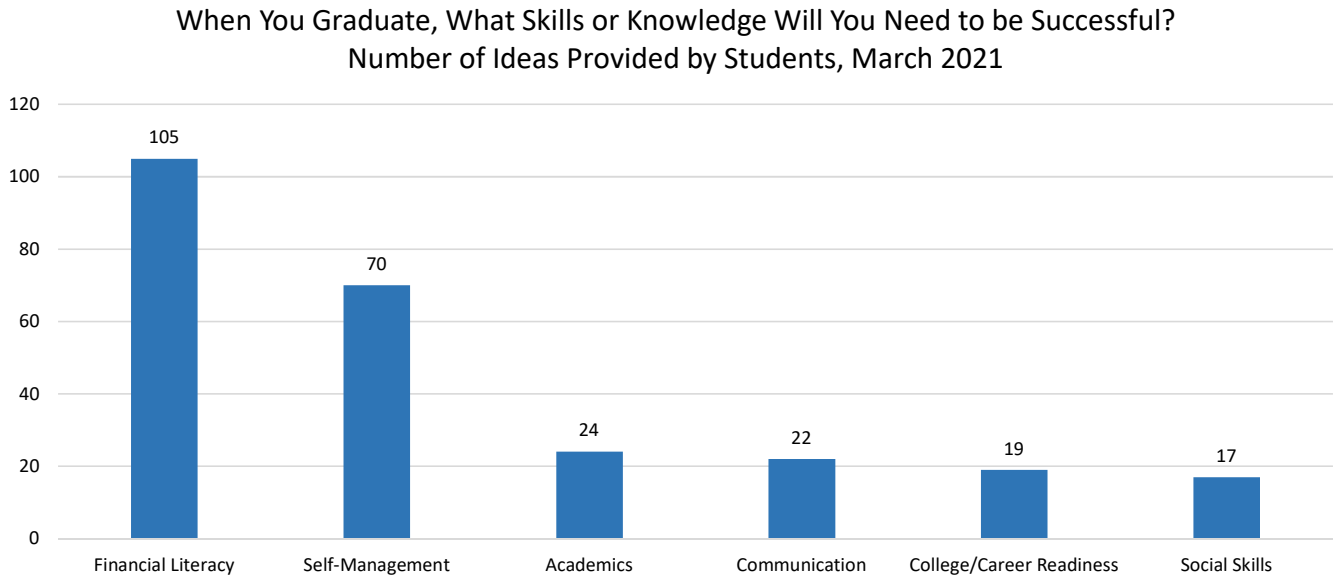
Below is a compilation of stakeholders' input and high school students' thoughts and ideas who participated in the strategic plan engagement activities. During this process, students responded to questions such as, "What would you do, know, or experience if you were educated, affirmed, and inspired?"

FY21 – FY22 Timeline for Strategic Plan Development

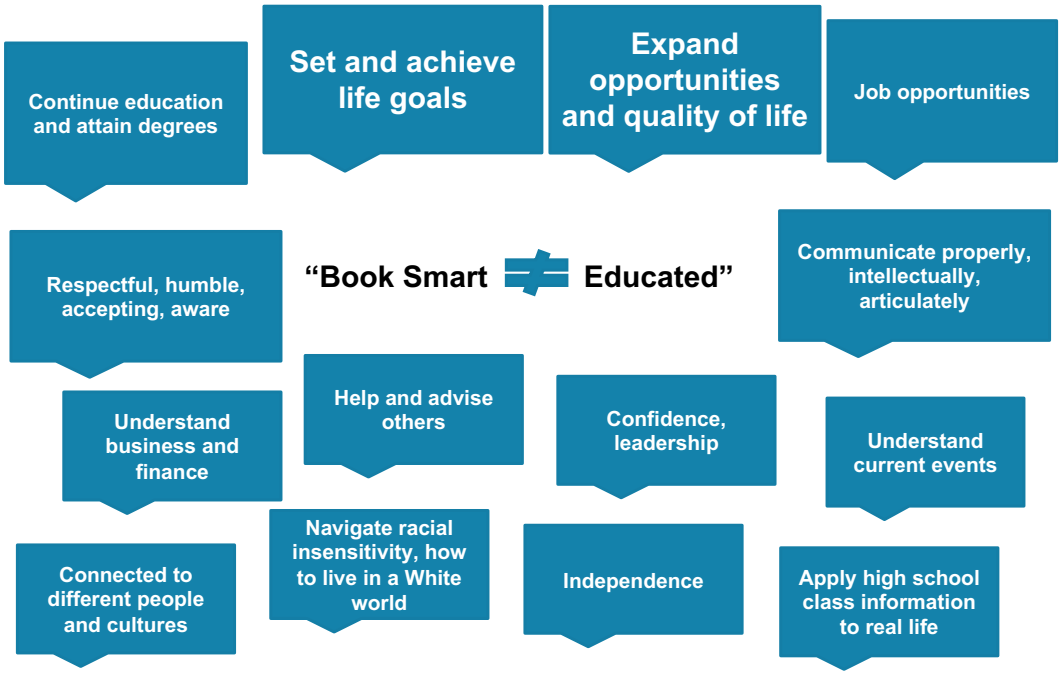
Activity	March	April	May	June	Jan	Feb	Mar	Apr/May	Jun
School Board Completes Foundational Equity Work	March 9 & 31	April 14							
Monthly Steering Committee Meetings	March 22	April 16	May 12	June 9					
Complete Internal Needs Assessment	Thru March 30								
Phase 1 Engagement - Survey	Launched March 22	Closed April 9							
School Board Reviews Draft Priority Student Outcomes, Themes, and Objectives				June 2 (Board WS)			Mar 23 (Board WS)		
Phase 2 Engagement - Focus Groups, District Leadership, Student & Community Engagements			May 27	Thru June 2	Jan 5-31 District Leadership Engagement	Feb 28 Exec Cabinet Retreat	Mar 24-25 Student & Community Engagement	Mar/Apr Community Engagement	
School Board Reviews Draft Strategic Plan								Apr 13 May 4 (Board WS)	June 20 Exec Cabinet Retreat

Total Thoughts and Ratings 24,860

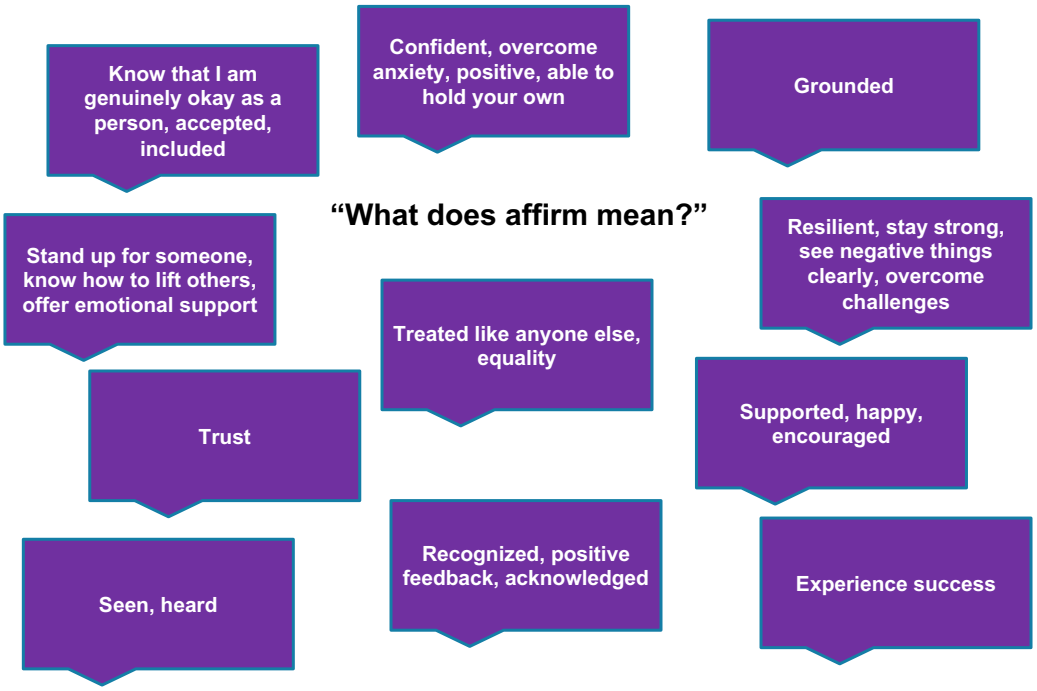
Thought Exchange Participation	Student-Centered Culture	Academic Excellence and Acceleration	Mental Health and Wellness	Committed and Impactful Employees
Participant Roles	14,832	2,596	2,704	4,728
Student	5%	5%	5%	2%
Parent/Guardian	49%	46%	39%	33%
Teacher	33%	39%	33%	50%
School Administrator	5%	6%	8%	3%
Other School Employee	9%	6%	13%	9%
District-Level Employee	6%	4%	7%	7%
None of the Above	2%	2%	6%	4%



What would you do, know, or experience if you were educated?



What would you do, know, or experience if you were affirmed?



What would you do, know, or experience if you were inspired?



Priority Outcomes

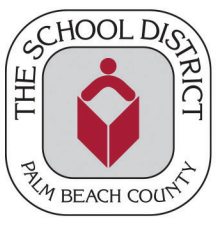
- **Educate**
- **Affirm**
- **Inspire**

Themes	Objectives	Initiatives
Strategic Theme A **Academic Excellence and Growth**	1. Ensure all students engage in teaching and learning that results in academic excellence 2. Accelerate student learning using innovative and differentiated approaches 3. Improve equitable participation in programs and resources	**A1a** - Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom **A1b** - Strengthen career pathway opportunities and coordinate choice programs to ensure all students identify, understand, and prepare for careers aligned to their interests **A2a** - Implement innovative learning approaches including acceleration options in all four core subjects, project-based learning, and authentic assessment **A3a** - Define the essential characteristics of the future Palm Beach Schools' graduate in collaboration with our community and align learning opportunities for all students
Strategic Theme B **Student-Focused Culture**	1. Increase student voice and choice in educational experiences 2. Increase family engagement in supporting student success	**B1a** - Establish formal structures for students to influence decisions at each school and the District **B2a** - Create a tailored hub to help students and families navigate District processes to achieve their educational goals
Strategic Theme C **Mental Health and Wellness**	1. Enhance a sense of belonging, safety, and acceptance for all students 2. Increase comprehensive support for student and employee well-being	**C1a** - Implement a District-wide system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements **C2a** - Coordinate systems to assess needs for mental health and well-being, align resources, and deliver the intervention/support for those needs **C2b** - Implement practices to recognize and better support students who have experienced trauma in their lives **C2c** - Expand mental health and wellness peer support programs available to employees
Strategic Theme D **Committed and Impactful Employees**	1. Ensure all employees have the environment, support, skills, and resources for excellence 2. Ensure all employees are committed to effective practices and performance expectations centered on students	**D1a** - Create employee-designed approaches to improve job satisfaction, loyalty, and retention **D1b** - Evaluate the alignment of job descriptions and actual role responsibilities, and adjust as needed to foster employee success and effective/efficient use of resources **D2a** - Create a culture of customer service excellence among employees

Superintendent Burke's Community Engagement & Impact Beyond The School District of Palm Beach County

FY22

August	FY22 Teacher Fest, Interview La Guia News (Leading Hispanic Newspaper in WPB), Back to School News Conference, Backpack Distribution at South Grades ES – Start Proud Event, Interview with Today Show, Backpack Distribution at Gove ES – Start Proud Event, NPBCOC Business Before Hours, PBC Council of PTAs/PTSAs (virtual), 2021 Annual Corporate Back to School Breakfast, PBC Convention Center, BDB Board Meeting, PBSC, Interview with Michael Williams – To The Point, WPTV, District Leadership Academy (virtual)
September	Delray Beach Chamber (virtual), Academic Leaders Council Meeting (virtual), WPTV 5 Interview, Boca Raton Chamber of Commerce Golden Bell Breakfast, League of Women Voters (virtual), 2021 Annual Constitution Day Celebrating Our Champions of Education, ALAS (Florida Association of Latino Administrators and Superintendents) General Meeting, Go Teach! Classroom Grant Awards Celebration
October	Interview with Stephanie Susskind, WPTV, Interview with Al Pefley – ESSER Funds, Alliance of Delray (virtual), Technology Conference (virtual), COBWRA Delegation Meeting, Career Source Virtual Presentation, CGCS Fall Conference – Facilitated Session on "Money Matters," Showcase of Schools, Spoke at Okeeheelee MS for the General Consul of Spain Visit to Palm Beach County
November	Five Star Award Ceremony (virtual), Learning & Community Engagement Committee, Veterans Day Ceremony, Kravis Center Board of Education Committee, "Meet the Superintendent" with the Guatemalan Maya Community, Urban League of Palm Beach County, Exploring Education Channel 20 Interview with Debi Stewart
December	FAU ExEq Cohort3 Ceremony, Leadership Palm Beach County, 11th Annual Youth Empowerment Luncheon Celebration, Verizon/EFPBC/SDPBC Digital Inclusion Ribbon Cutting and Volunteer Teacher Shop
January	Interview with Scott Travis, Sun Sentinel – Graduation Rates, 38th Annual Kick-Off Reception for Dwyer Awards, PBC Day 2022, Education Panel: Leadership PBC Focus 2022, Celebrate the Great – Honoring PBCSD Leaders, PBC League of Cities, "Meet the Superintendent" with COMPASS Community
February	Palm Beach County Commissioner's Meeting, BDB Claim Your Future Showcase, PBNCC Government Affairs, School Food Service Conference, SDPBC Digital Inclusion Initiative WiFi Deployment, Leadership Florida Gulfstream Region Education Engagement Day
March	inSIGHT Through Education International Holocaust Remembrance Day Commemoration, Distinguished Alumni Awards, Annual TeamWork USA Scholarship Awards, Get Down to Business Panel Discussion Event
April	Delray Beach Annual MLK Breakfast, Economic Council Mission Trip to Nashville, TN, Roosevelt EL Donor Event at TCS & Roosevelt ES, Interview with Stephanie Susskind regarding teacher salaries, Volunteer & Business Partners Awards, Rotary Club of Boca Raton Sunrise Teacher of the Year
May	Educational Media Association Celebration of Media Specialists, 38th Annual Dwyer Awards
June	End-of-Year Principal Leadership Academy, Retirement Ceremony, FL-ALAS State Conference 2022, Wellness Celebration "Your Time to Shine" Event, 28th Annual African, African-American & Caribbean Studies Summer Institute, Speaker at Business Development Board meeting



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