SCHOOL DISTRICT OF PALM BEACH COUNTY

2016 – 2021

STRATEGIC PLAN

GROWING. STRONG.

MORE OF EVERYTHING YOU WANT FOR YOUR CHILD

PALM BEACH COUNTY SCHOOLS
Your BEST Choice!
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VISION STATEMENT

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

MISSION STATEMENT

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

I would like to thank the thousands of community members, parents, students, teachers, staff and administrators who participated in the School District of Palm Beach County’s strategic planning process. Together, we delved deeply into our student achievement data; reflected on our outcomes; examined our human and monetary resources; evaluated our organizational structure; and, listened closely to concerns voiced at meetings and through surveys. The enthusiasm and energy that the process sparked was overwhelming; and, it is clear to me that, as a community, we are ready to be innovative and creative to achieve World-Class outcomes for all of our children.

The result of our work, the School District of Palm Beach County’s 2016-2021 Strategic Plan: Growing.Strong., truly reflects a collective passion for student achievement and a willingness to concentrate our efforts on what is absolutely best for students and families. Just as the economy of our nation is ever changing and the skills and knowledge needed to be successful in postsecondary education and employment are evolving, our school system must do the same. We are ready to think differently about how we provide schooling for our students; and, over the next five years, we will work together to create schools, classrooms and experiences that are tailored to meet the needs of each and every student in our system. Whether students are in the top tier, at grade level or struggling, we are committed to ensuring they achieve their maximum potential.

This is truly an exciting time for The School District of Palm Beach County; and, with this plan as our guide, I am confident that we will elevate every aspect of our system to accomplish World-Class results. It is important to remember, though, that this work is not going to be easy; but, it is absolutely necessary if we want to be the Best of the Best. When the work gets hard and the challenges seem insurmountable, we must remember that status quo is no longer good enough. Our kids deserve better.

When I completed my 90-Day Entry Plan, I asked you to join me on a journey that allows us to make great strides by building on our current successes and forging new paths through innovative thinking and actions. I am reiterating that request here. This work cannot be done in isolation. Implementing our strategic initiatives and achieving our long-term outcomes will take the commitment of, not only teachers and District staff, but parents, community members and business partners. So, as we move forward with this invaluable work, I ask you to support us, stand by us and be our partner in our efforts to ensure all of the children in our community have an opportunity to learn, achieve and follow their dreams.

Sincerely,

Robert M. Avossa, Ed.D.
Superintendent
ENVIROMENTAL SCAN
What does our community require?

The School District of Palm Beach County’s strategic plan is based upon extensive input from the Palm Beach County community, gathered through open community meetings, surveys and feedback sessions.

During the Superintendent’s first Listening and Learning sessions we heard several consistent issues. We organized these into an online survey and invited all of our community members, including students, parents, teachers, principals, and employees to rate these areas of greatest concern and prioritize the identified issues.

The survey results are shown on the following chart, featuring those areas that were identified most frequently as top priorities.

STRATEGIC PLAN INPUT SURVEY HIGHEST RATED ITEMS
(Greater than 30% or Top 5 for Any Respondent Group)
We know that the changing workforce needs in Palm Beach County increase the value of an education beyond high school. The chart below, updated in February of 2016, demonstrates the gap in unemployment and wages for those with only a high school diploma. Ensuring a sufficiently educated workforce is one of the main pillars in the Strategic Plan of Palm Beach County. We must not only prepare students to complete high school, but also prepare them to continue their education and add value to an increasingly complex workforce.

**EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT**

![Chart showing earnings and unemployment rates by educational attainment]

**ORGANIZATIONAL ASSESSMENT**

**What are our strengths?**

Our district was rated an “A” for eight consecutive years by the Florida Department of Education; Florida’s only urban school district with this distinction. Our unique choice programs at all levels, and the variety of academic and other resources we make available to our students, receive strong support throughout the community. Over 85% of our students reported in a district-wide survey that their teachers have taught them different strategies that help them learn. Over 85% of students and parents indicate that our schools are safe.
Our scores on the National Assessment of Educational Progress (NAEP) demonstrate that we are above the nation in Reading and Math at 4th and 8th grade.

**PERFORMANCE ON NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**
2013 Students Scoring Above Basic Level — 4th Grade

![Bar graph showing performance in Math and Reading for Math Nation, Math PBC, Reading Nation, and Reading PBC at 4th grade level.]

**PERFORMANCE ON NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**
2013 Students Scoring Above Basic Level — 8th Grade

![Bar graph showing performance in Math and Reading for Math Nation, Math PBC, Reading Nation, and Reading PBC at 8th grade level.]

Overall, our graduation rates are higher than the state of Florida and similar Florida school districts.

**FOUR-YEAR COHORT GRADUATION RATES — 2013-14**

For those students graduating from our school district, we see high levels of college enrollment compared with other schools across the country.

**COLLEGE ENROLLMENT RATES IN THE FIRST FALL AFTER HIGH SCHOOL GRADUATION — 2013**
Public Non-Charter Schools
What are our Opportunities?

Our vision for Palm Beach students is to excel, not to perform at average levels. As one of the most desirable and well-resourced communities in the country, our students should perform above Florida and the nation, and at levels consistent with comparable, high-performing school districts nationwide. When we review our data in this regard we see several opportunities.

There are significant gaps in academic achievement among different groups of Palm Beach students. While the School District of Palm Beach County scores of White females and White males in 3rd grade reading are among the highest for similar Florida school districts, our results for other populations are among the lowest.

**3RD GRADE STUDENTS PROFICIENT ON THE FCAT READING TEST — 2013-14 HIGHEST PERFORMING DISTRICTS IN GREEN**

<table>
<thead>
<tr>
<th></th>
<th>ALL</th>
<th>BF</th>
<th>HF</th>
<th>WF</th>
<th>BM</th>
<th>HM</th>
<th>WM</th>
<th>ESE</th>
<th>ELL</th>
<th>FRL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Beach</td>
<td>55%</td>
<td>44%</td>
<td>50%</td>
<td>80%</td>
<td>33%</td>
<td>44%</td>
<td>74%</td>
<td>25%</td>
<td>17%</td>
<td>43%</td>
</tr>
<tr>
<td>Broward</td>
<td>57%</td>
<td>49%</td>
<td>64%</td>
<td>79%</td>
<td>37%</td>
<td>55%</td>
<td>69%</td>
<td>28%</td>
<td>26%</td>
<td>47%</td>
</tr>
<tr>
<td>Dade</td>
<td>56%</td>
<td>43%</td>
<td>64%</td>
<td>83%</td>
<td>33%</td>
<td>54%</td>
<td>74%</td>
<td>19%</td>
<td>21%</td>
<td>49%</td>
</tr>
<tr>
<td>Duval</td>
<td>51%</td>
<td>39%</td>
<td>53%</td>
<td>70%</td>
<td>32%</td>
<td>43%</td>
<td>63%</td>
<td>27%</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>59%</td>
<td>46%</td>
<td>54%</td>
<td>79%</td>
<td>36%</td>
<td>46%</td>
<td>70%</td>
<td>28%</td>
<td>22%</td>
<td>46%</td>
</tr>
<tr>
<td>Orange</td>
<td>56%</td>
<td>48%</td>
<td>55%</td>
<td>80%</td>
<td>36%</td>
<td>44%</td>
<td>72%</td>
<td>18%</td>
<td>20%</td>
<td>46%</td>
</tr>
<tr>
<td>Pinellas</td>
<td>55%</td>
<td>32%</td>
<td>48%</td>
<td>71%</td>
<td>22%</td>
<td>42%</td>
<td>63%</td>
<td>28%</td>
<td>16%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The District has some of the highest performance gaps between White and Black 3rd graders among comparable districts.

**GAPS IN PROFICIENCY ON THE 3RD GRADE FCAT READING TEST — 2013-14 DISTRICTS WITH LARGEST GAPS IN RED**

<table>
<thead>
<tr>
<th></th>
<th>BF-WF</th>
<th>HF-WF</th>
<th>BM-WM</th>
<th>HM-WM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Beach</td>
<td>-36%</td>
<td>-30%</td>
<td>-41%</td>
<td>-30%</td>
</tr>
<tr>
<td>Broward</td>
<td>-30%</td>
<td>-15%</td>
<td>-32%</td>
<td>-14%</td>
</tr>
<tr>
<td>Dade</td>
<td>-40%</td>
<td>-19%</td>
<td>-41%</td>
<td>-20%</td>
</tr>
<tr>
<td>Duval</td>
<td>-31%</td>
<td>-17%</td>
<td>-31%</td>
<td>-20%</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>-33%</td>
<td>-25%</td>
<td>-34%</td>
<td>-24%</td>
</tr>
<tr>
<td>Orange</td>
<td>-32%</td>
<td>-25%</td>
<td>-36%</td>
<td>-28%</td>
</tr>
<tr>
<td>Pinellas</td>
<td>-39%</td>
<td>-23%</td>
<td>-41%</td>
<td>-21%</td>
</tr>
</tbody>
</table>

Household income is a factor that can affect student achievement. The chart on page 11 shows data for Palm Beach students on the 2014-15 10th grade English Language Arts test. This demonstrates that the gaps in reading performance also exist in high school and that even within the same income group, non-White students perform significantly lower than White students.
When we look nationally to compare our graduation rates, we find that while we excel within Florida, we are lower than the national average and lower than several other comparable, high-performing school districts nationwide.

**4-YEAR COHORT GRADUATION RATES**
U.S. AND NON-FLORIDA RATES 2012-13, FLORIDA RATES 2013-14
When we examine the gaps in graduation rates among different groups of students, we see a familiar pattern. In fact, the School District of Palm Beach County shows some of the highest graduation rate gaps between White and Black students, and between White and Hispanic students, when compared to other similar Florida districts.

4-YEAR COHORT GRADUATION RATE GAPS
U.S. RATES 2012-13, FLORIDA RATES 2013-14
As indicated earlier, our students need to excel beyond high school. When we consider measures of college readiness, we see that we also have room for growth compared to the nation and comparable, high-performing school districts.

SAT SCORES
Palm Beach School District 2013, Others Most Recently Reported

ACT SCORES RESULTS
Palm Beach School District 2014, Others Most Recently Reported

We also have opportunities to increase the honors awarded to our students, including Advanced Placement, AICE, International Baccalaureate, and dual enrollment credit; and scholarships through Florida Bright Futures and National Merit Scholarships.

As we think about where to make improvements, our students and parents provide useful insights. In district-wide surveys, bullying
and teasing continue to be major concerns among both students and parents. Additionally, more than 25% of students disagree that there is at least one adult at school who knows them well, or with whom they can talk with about personal problems.

Fewer than 30% of students report that teachers connect what they are learning to life outside the classroom. This is supported by the strategic planning survey where more than 50% of students and of parents rated investment in technology and training a priority [see page 6].

In order to address these issues we must attract and retain the most effective teachers and leaders. Over the past three years, more than 2,000 teachers have resigned for reasons other than retirement or poor performance. We must position the School District of Palm Beach County as the school district of choice for potential employees, and ensure that teachers and school leaders have the support and resources needed to impact student achievement, while creating a positive school climate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13</td>
<td>598</td>
<td>5%</td>
</tr>
<tr>
<td>FY14</td>
<td>729</td>
<td>6%</td>
</tr>
<tr>
<td>FY15</td>
<td>737</td>
<td>6%</td>
</tr>
<tr>
<td>Total Teachers</td>
<td>2,064</td>
<td></td>
</tr>
</tbody>
</table>
We have concluded our investigative Listening and Learning process which has enabled us to collaboratively develop the foundation on which we have created a dynamic five-year strategic plan for the School District of Palm Beach County. We have identified four interdependent, essential, long-term outcomes which will serve as indicators to measure the progress of the School Board toward delivering the education system and public school experience that Palm Beach County deserves. This strategic plan will serve as a shared vision for the future of our students and their families, our employees, and our community.

**LONG-TERM OUTCOME 1: Increase reading on grade level by 3rd grade**

Recent research shows that “students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than proficient readers” ([http://www.aecf.org/resources/double-jeopardy](http://www.aecf.org/resources/double-jeopardy)). Therefore we need to undergo a paradigm shift that may require time, energy, and money to be reallocated in order to invest heavily on the front end of our students’ education. Kindergarten readiness and early literacy are crucial for the long-term educational success of our students.

**LONG-TERM OUTCOME 2: Ensure high school readiness**

Just as a student’s 3rd grade reading level is an early predictor of future academic success, we have also identified early warning indicators for 8th grade to determine if our students are high school ready. These factors include aspects of academic achievement, student behavior, and school engagement. We need to make certain that our students are receiving a rigorous education throughout their elementary and middle school experience to prepare them for the challenges of high school.
LONG-TERM OUTCOME 3: Increase the high school graduation rate

We need to engage our students in innovative ways to ensure we open doors and build pathways so they are provided options when deciding upon the post-graduate opportunity of their choice. The U.S. Census Bureau estimates that high school dropouts earn 33% less than the average graduate, and are twice as likely to live in poverty from ages 18 to 24 (http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/).

LONG-TERM OUTCOME 4: Foster post-graduate success

Post-graduate success in our modern world is no longer solely defined as attending a college or university. We need to adapt our thinking in order to provide our students opportunities to pursue industry certifications, attend colleges and universities, or enlist in the military. We feel by successfully executing our strategic plan, we will be putting our students in a position not only to succeed, but to excel in their transition to the global workforce.
Motivation is not an obstacle in Palm Beach County. Our community is rallying behind students and staff through the strategic theme areas expressed during our exhaustive listening and learning tour. Four bold strategic themes emerged as guides to set priorities, focus energy, and ensure a common path. These areas are centered on instruction, school climate, talent, and organizational culture.

**THE THEMES:**

- Ensure responsiveness to stakeholders’ expectations
- Define our destination
- Design new approaches
- Support the pathway to our long-term outcomes for student achievement

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

Due in part to the rapidly changing, always-connected digital world in which today’s students live, instructional methods and best practices continue to evolve. Thankfully, the same innovations that are driving change in every industry afford new opportunities to
enhance, improve and customize instruction for each unique learner. Students today expect an engaging curriculum that teaches them skills required for future success. Embracing this need to continually improve instruction is a key to preparing our students to contribute within our diverse community as a part of the global workforce. By implementing the following strategic initiatives over the next five years, we will ensure that all students are academically prepared today for the opportunities of tomorrow. Stated below are objectives and initiatives within this Strategic Theme.

**OBJECTIVE:**

1. ENSURE A SHARED COMMITMENT AND COLLECTIVE RESPONSIBILITY FOR THE ACADEMIC SUCCESS OF EVERY STUDENT

**INITIATIVES:**

   a) Define pillars of effective instruction to increase the academic achievement of students
   
   b) Embed cultural competence, equity, and access within instructional practices

**OBJECTIVE:**

2. ESTABLISH PERSONALIZED LEARNING OPPORTUNITIES FOR ALL STUDENTS

**INITIATIVES:**

   a) Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner
   
   b) Provide digital and blended learning opportunities utilizing technology

**OBJECTIVE:**

3. ENSURE ACADEMIC PROFICIENCY OF ALL STUDENTS IN PRE-KINDERGARTEN THROUGH GRADE 2

**INITIATIVES:**

   a) Expand and enhance prekindergarten programs and services
   
   b) Develop the capacity to deliver effective instruction in prekindergarten to grade 2
STRATEGIC THEME: Positive and Supportive School Climate

The systematic study of school climate has led to a growing body of research that attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety; positive youth development, mental health and healthy relationships; higher graduation rates, school connectedness and engagement; academic achievement; social, emotional, and civic learning; teacher retention; and effective school reform.

Schools will be supported in developing a “Single School Culture” to provide consistency in beliefs and practices on a campus in the areas of academics, behavior and climate. “Single School Culture” begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice.

The district’s framework for its Multi-Tiered System of Supports (MTSS) will ensure that resources are allocated in direct proportion to student needs in the areas of academic, behavior and social/emotional learning.

In order to provide a full complement of comprehensive services for students to support their academic, social and emotional development, both parent and community partnerships need to be supported with services and strategies that are inclusive and address the cultural and linguistic needs of students and their families. The school district will continue to support existing partnerships and task forces in order to share knowledge and resources that support students and families. Stated below are objectives and initiatives within this Strategic Theme.

**OBJECTIVE:**

1. ENSURE A SAFE AND SUPPORTIVE SCHOOL CLIMATE THAT PROMOTES THE SOCIAL/EMOTIONAL AND ACADEMIC DEVELOPMENT OF ALL STUDENTS

**INITIATIVES:**

a) Ensure a comprehensive “Single School Culture” in every school

b) Align behavioral and social/emotional services while increasing accessibility

**OBJECTIVE:**

2. SECURE PARENT AND COMMUNITY PARTNERSHIPS TO SUPPORT THE ACADEMIC AND SOCIAL/EMOTIONAL DEVELOPMENT OF ALL STUDENTS

**INITIATIVES:**

a) Develop an approach for bullying prevention

b) Align new and existing community and parent partnerships
STRATEGIC THEME: Talent Development

Drawing on effective practices and lessons learned from other organizations, the District seeks to attract, support, and retain high-quality employees, whereby a system of professional development and advancement ensures a focused, happy, and productive workforce.

The District will develop growth and advancement pathways for all employees in order to build a trusting, positive, and supportive culture that retains, encourages, and develops leadership in its employees. A system of support that includes resources, coaching, and mentoring will be considered for each pathway. Succession planning practices will be developed and implemented to ensure organizational continuity by having qualified personnel ready to fill a void.

The District will identify, develop, and implement effective recruitment, selection, and hiring practices in order to find and attract effective and high quality professionals. These practices will address the best methods for appealing to minority candidates and recruit for “hard-to-staff” positions. The District will institute a consistent, systematic process for employee orientation and induction. Stated below are objectives and initiatives within this Strategic Theme.

OBJECTIVE:
1. PROMOTE A CULTURE OF LEARNING AND DEVELOPMENT FOR ALL EMPLOYEES BY PROVIDING OPPORTUNITIES AND PATHWAYS FOR GROWTH AND ADVANCEMENT

   INITIATIVE:
   a] Develop leadership advancement pathways for all employees

OBJECTIVE:
2. RECRUIT, SELECT AND HIRE HIGH QUALITY EMPLOYEES

   INITIATIVES:
   a] Develop and implement a recruitment system that attracts high quality and diversity in candidates by job/group category
   b] Develop and implement rigor in selection and hiring processes that effectively identify and screen for high quality, skilled applicants
STRATEGIC THEME: High Performance Culture

This theme area compels the expansion of a district culture based on high expectations, respect, and performance beliefs that recognizes and rewards excellence at all levels of the organization. Improvement strategies are designed to address district and school culture, systems, structures, resources, and stakeholders, while recognizing the external environment.

The District will invest time and energy in training staff to embed continuous improvement into day-to-day work and to create an organizational structure that supports the approach. This includes collecting performance data that can be used for structural growth and future planning.

To nurture a culture of success, the organization will incorporate a Project Management system that clearly ties to continuous improvement cycles. Project management is defined as a methodical approach to planning and guiding project processes from start to finish.

A strong employee recognition and engagement program will be implemented in order to build a culture of pride, trust, and respect. It will be informed by employee feedback and reestablish standard operating procedures related to district and department cultures that nurture the workforce.
Resource allocation processes will be developed in order to ensure alignment with student needs, including special education, non-English speakers, and disadvantaged students who are identified priorities as defined by the strategic plan. Stated below are objectives and initiatives within this Strategic Theme.

**OBJECTIVE:**

1. ENSURE CONTINUOUS IMPROVEMENT IN ALL OPERATIONS

**INITIATIVES:**
- a) Implement a comprehensive performance management system
- b) Implement rigorous project management structures, protocols, and processes

**OBJECTIVE:**

2. IMPROVE EMPLOYEE ENGAGEMENT, RETENTION AND PERFORMANCE

**INITIATIVES:**
- a) Build a district-wide culture of pride, trust, and respect
- b) Establish and implement recognition and differentiated compensation systems

**OBJECTIVE:**

3. INSTILL RESOURCE OPTIMIZATION TO YIELD MAXIMUM RETURN ON INVESTMENT

**INITIATIVE:**
- a) Develop resource allocation processes aligned with student needs

**OBJECTIVE:**

4. INCREASE CUSTOMER SERVICE AND SUPPORT

**INITIATIVE:**
- a) Enact systemic customer service
ACTION PLANNING

Accomplishing this plan takes the commitment and focus of all stakeholders. Even more importantly, each employee needs to know the specific actions they are expected to take and how these steps move us toward the future.

These initiatives will be phased in over the next few years. Central office staff will be mobilized in the short-term. However, each and every employee will understand the sequence of events and activities that collectively support the goals and long-term outcomes of our plan.

Action plan teams will design and implement each initiative. Each initiative is assigned a Sponsor; this individual serves as the advocate and champion for the work and is accountable to the Superintendent for its success. The initiatives also have Owners who chair the Initiative Action Teams and coordinate implementation. Finally, each Action Team is comprised of members who lead the implementation of one or more critical action steps and participate in team meetings to provide updates and assist others in managing the success of the plan.
MEASURING OUR RESULTS

We have set indicators for each of our long-term outcomes, which can be found on our website, www.palmbeachschoools.org. The School Board will routinely monitor our progress towards achieving our long-term outcomes to ensure we are on the path to providing a World-Class education for all of our students. The Superintendent will be responsible for the direct oversight of the Plan’s implementation and will be providing regular updates to the Board and community on the initiative implementation and indicators. An annual state-of-our-schools event will be planned where results, challenges and successes will be shared with our stakeholders.
## DATES OF ENGAGEMENT

### COMMUNITY INPUT MEETINGS

- **June 16, 2015**  |  Palm Beach Gardens High School
- **June 18, 2015**  |  Boca Raton High School
- **June 22, 2015**  |  Palm Beach Central High School
- **June 23, 2015**  |  Park Vista High School
- **June 24, 2015**  |  Lake Worth Middle School
- **June 25, 2015**  |  Glades Central High School
- **June 29, 2015**  |  John I. Leonard High School
- **June 30, 2015**  |  Historic Roosevelt High School
- **July 14, 2015**  |  Inlet Grove High School Charter School Public Meeting

### ANTI-BULLYING ROUNDTABLE

- **July 21, 2015**  |  Fulton-Holland Educational Services Center Board Room

### HAITIAN COMMUNITY INPUT MEETING

- **August 6, 2015**  |  Sanai Missionary Baptist Church

### GUATEMALAN/MAYAN COMMUNITY INPUT MEETINGS

- **September 15, 2015**  |  Highland Elementary School
- **October 15, 2015**  |  El Sol Neighborhood Resource Center

### STRATEGIC PLAN INPUT TOUR

- **October 5, 2015**  |  Pahokee High School
- **October 6, 2015**  |  Park Vista High School
- **October 8, 2015**  |  W.T. Dwyer High School
- **October 12, 2015**  |  Seminole Ridge High School
- **October 13, 2015**  |  Spanish River High School
- **October 14, 2015**  |  Santaluces High School
- **October 15, 2015**  |  Suncoast High School
- **October 15, 2015**  |  Conniston Middle School
- **October 19, 2015**  |  Atlantic High School
OTHER STAKEHOLDER MEETINGS

October 28, 2015 Education Foundation of Palm Beach County
November 9, 2015 Academic Advisory Committee
November 10, 2015 Principal Leadership Academy
November 13, 2015 Central Office Staff Meeting
November 20, 2015 Riviera Beach Preparatory and Achievement Academy
November 20, 2015 Turning Points Academy
November 23, 2015 Student Government Association
December 3, 2015 Elementary School Division Principal Meeting
December 16, 2015 Middle School Division Principal Meeting
January 12, 2016 Principal Leadership Academy
January 19, 2016 Teacher Specific Review and Input Meeting

...among other and ongoing points of interaction to inform the development of this plan.

STRATEGIC PLAN TIMELINE