



PLANNING FOR PROGRESS

COMMUNITY MEETING

DISTRICT STRATEGIC PLAN 2023-26

STRATEGIC PRIORITIES



**ACADEMIC EXCELLENCE
THROUGH INNOVATION**



**SAFE AND RESPECTFUL
CLIMATE & CULTURE**



**EQUITY WITH
EXCELLENCE FOR ALL**



**POSITIVE STAFF
EXPERIENCES**



**STRONG CONNECTIONS
& COMMUNICATION**



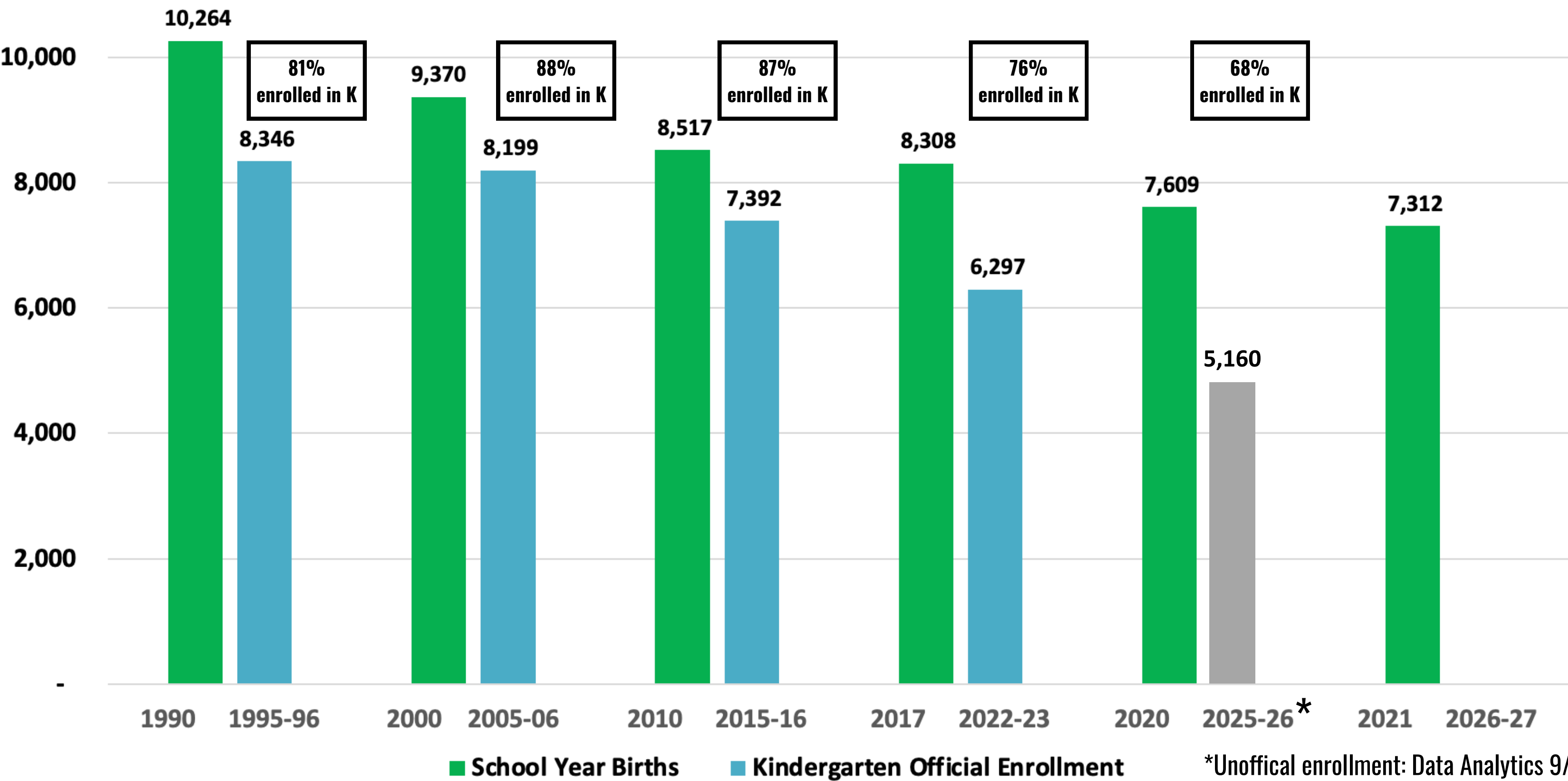
**FISCAL & OPERATIONAL
RESPONSIBILITY**

POPULATION TRENDS & FUTURE ENROLLMENT PROJECTIONS

PINELLAS COUNTY

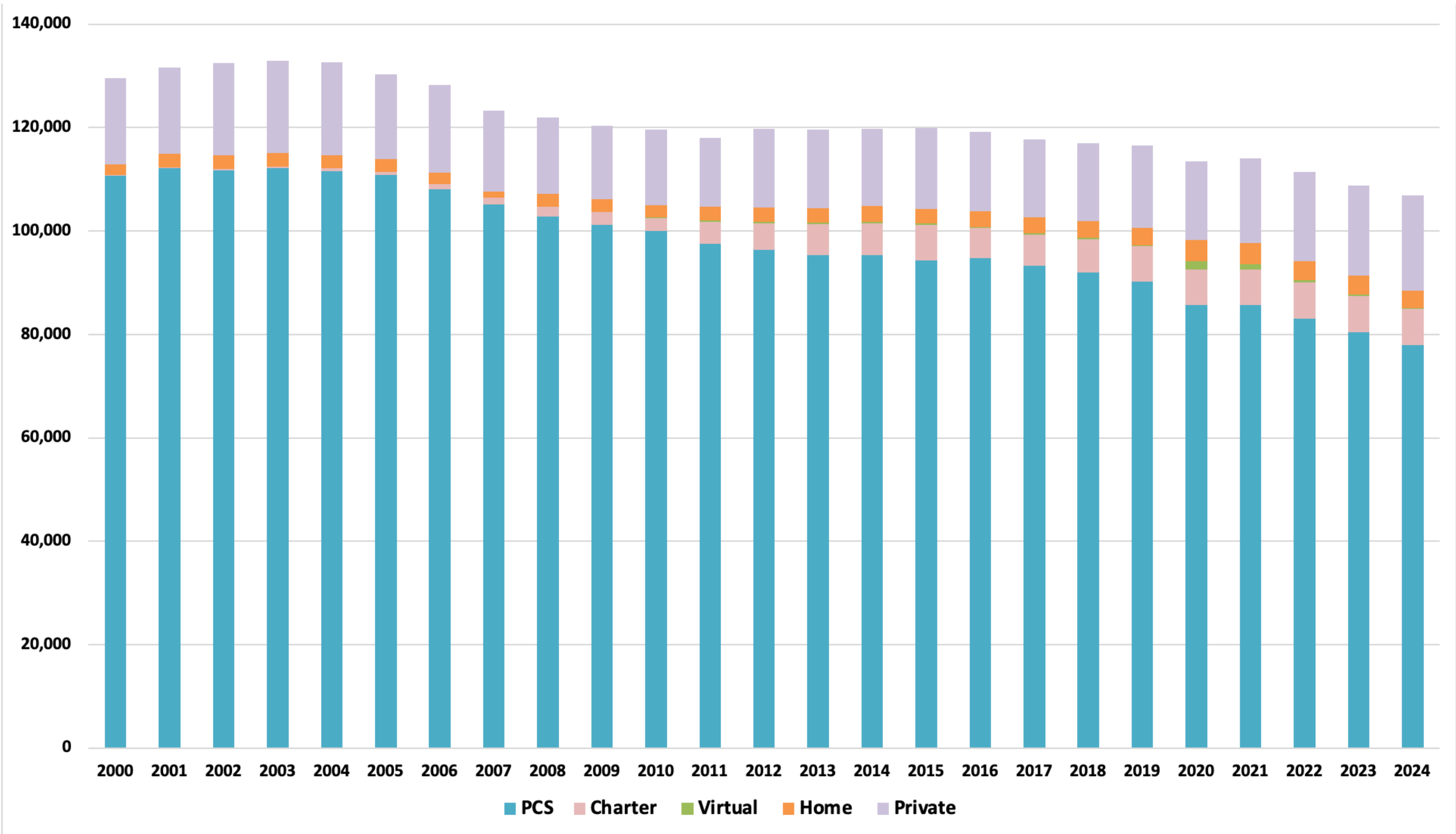
BIRTH RATE & KINDERGARTEN ENROLLMENT TRENDS

SOURCES: FL DEPARTMENT OF HEALTH AND FDOE OFFICIAL COUNTS



PINELLAS COUNTY SCHOOL-AGE POPULATION TRENDS

SOURCES: FDOE OFFICIAL COUNTS AND DATA REPORTS (PRIVATE SCHOOL FOR 2023-24 ARE UNOFFICIAL REPORTS)



PINELLAS COUNTY POPULATION TRENDS

The school-age population in Pinellas County is expected to decrease or plateau through 2050.

The population of residents aged 80+ will double by 2050.



BEBR

**Bureau of Economic and
Business Research**

DISTRICT ENROLLMENT TRENDS

K-12 PRELIMINARY ENROLLMENT: PCS OPERATED 10-DAY COUNT

Year	2024-25 Enrollment 8/23/24	2025-26 Enrollment 8/22/25	Net Change
Elementary (KG-5)	33,541	31,501	-2,040*
Middle (6-8)	16,888	16,285	-603
High (9-12)	27,425	26,417	-1,008
Total K-12	77,854	74,203	-3,651

SOURCES: UNOFFICIAL ENROLLMENT AT 10-DAY COUNT

*KINDERGARTEN DEMONSTRATES A DECREASE OF 9.3%



DECLINING ENROLLMENT: A NATIONAL PERSPECTIVE

AASA: THE SCHOOL SUPERINTENDENT ASSOCIATION, SEPTEMBER 2025



School Administrator: Managing Decline

This issue examines solutions and strategies for superintendents handling enrollment decline, school mergers and closures in their school districts.



The Politics of Managing Decline



School Portfolio Change Amid Declining Enrollments



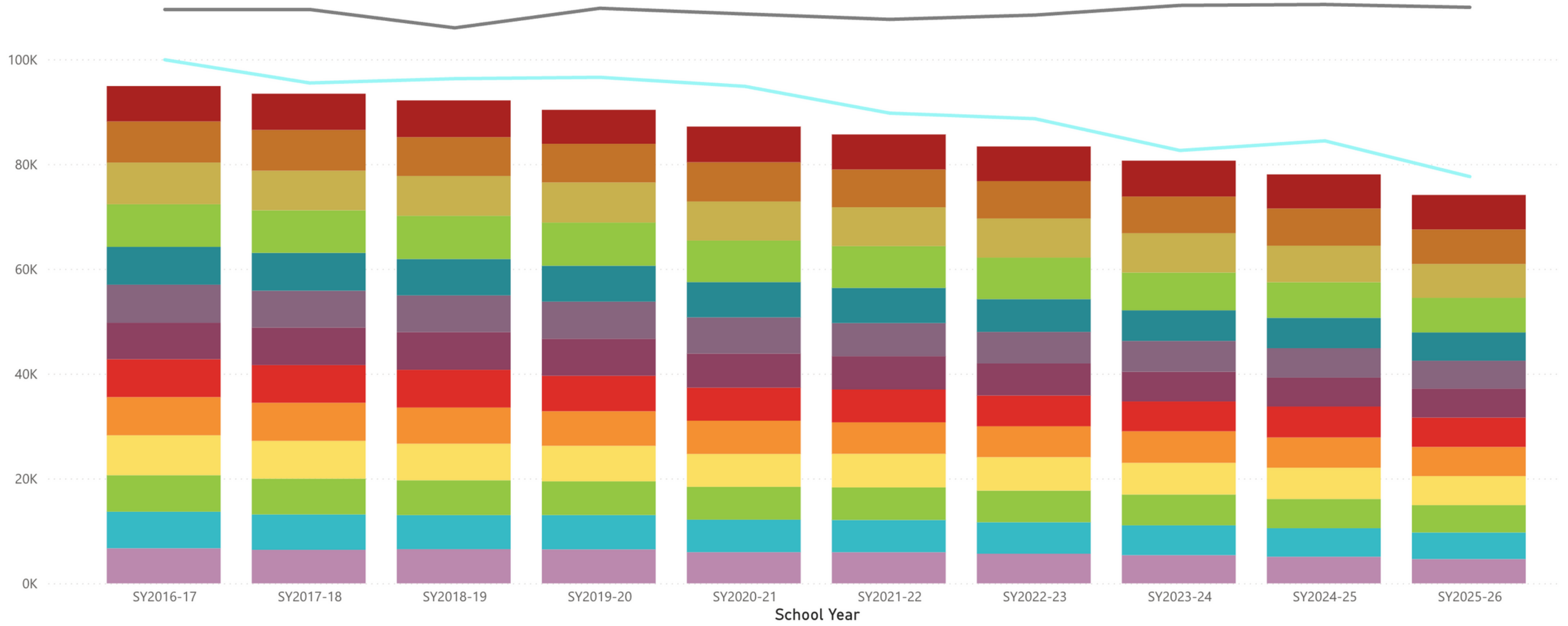
Communicating Bad News During Hard Financial Times



SCHOOL BUILDING UTILIZATION & FACILITY PLANNING

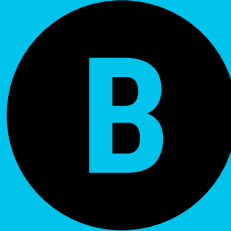
DISTRICT BUILDING CAPACITY

● KG ● 01 ● 02 ● 03 ● 04 ● 05 ● 06 ● 07 ● 08 ● 09 ● 10 ● 11 ● 12 ● Permanent Seats ● Staffing to Enrollment



PLANNING FOR PROGRESS

LOCAL DISTRICT PERFORMANCE

	Hillsborough	Manatee	Pasco	Pinellas	Polk	Sarasota
Grade						
A	70	18	21	66	12	22
B	44	9	23	37	22	15
C	94	21	30	13	68	2
D	5	0	8	0	6	0
F	0	1	1	0	1	0
# Schools without Charters	213	49	83	116	109	39

Source: Florida Department of Education

A stylized graphic of a lightbulb is centered in the background. The bulb is composed of several overlapping, semi-transparent blue shapes that form the glass part, and two horizontal bars at the bottom represent the base. The entire graphic is set against a blue gradient background.

EXCELLENCE

IS OUR

STANDARD!

VISION

100%
STUDENT SUCCESS

MISSION

EDUCATE AND PREPARE
EACH STUDENT FOR
COLLEGE, CAREER AND LIFE

CORE VALUES





NEW SCHOOL PROGRAMMING & INNOVATIVE LEARNING OPPORTUNITIES

BUILDING OUR FUTURE, TOGETHER!

PREVIOUS ACTIONS TO ENSURE A STRATEGIC AND COMPREHENSIVE APPROACH FOR THRIVING SCHOOLS

Thriving Schools

School Size

Combination or Closure

Grade Configuration

Program Offerings

Facility Repurposing

Partnership

Land Sales

Community Impact



BUILDING OUR FUTURE, TOGETHER!

PREVIOUS ACTIONS TO ENSURE A STRATEGIC AND COMPREHENSIVE APPROACH FOR THRIVING SCHOOLS



Partnership

Community Impact



The Shirley Proctor
Puller Foundation



BUILDING OUR FUTURE, TOGETHER!

PREVIOUS ACTIONS TO ENSURE A STRATEGIC AND COMPREHENSIVE APPROACH FOR THRIVING SCHOOLS



Program Offerings

Partnership

Community Impact



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Combination or Closure

Grade Configuration



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Program Offerings

Partnership

Community Impact



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PREVIOUS ACTIONS TO ENSURE A STRATEGIC AND COMPREHENSIVE APPROACH FOR THRIVING SCHOOLS



Program Offerings

Combination or Closure



**GRADE CONFIGURATIONS,
SCHOOL CONSOLIDATIONS,
OR CLOSURES**

PLANNING FOR PROGRESS

A STRATEGIC AND COMPREHENSIVE APPROACH FOR THRIVING SCHOOLS

COMMUNICATION AND TRANSPARENCY

Review and recommendations based on:

- Site capacity, building use, investment and/or improvement needs
- Enrollment and demand trends at a site-level
- Current programs and geographic locations across the district
- Grade configurations and community demand (e.g., K-5, K-8, 6-8, 9-12, etc.)
- Zipcode and community development analysis
- Public/Private partnership opportunities
- School zone boundaries and transportation areas
- Priorities provided through broad stakeholder engagement



PLANNING FOR PROGRESS

JANUARY 2026: LIMITED RECOMMENDATIONS FOR 2026-27

Thriving Schools

- Grade configurations
 - Creation of K-8 schools
 - Early Childhood Centers (birth to grade 2)
- Partner alignment to enhance school programs
- Lease under-utilized building space to partners that bring benefit to school and community within district buildings
- Review of small schools for programmatic viability, fiscal stewardship and building utilization
- Land and/or building sales

Recommendations made in January 2026 will not include large-scale changes to school zones to ensure adequate time for community engagement.

Facility Repurposing



NEXT STEPS: INITIAL RECOMMENDATIONS

NOVEMBER-DECEMBER 2025

Community Meetings

School Board Workshop (December 9)

- Initial learnings from Community Meetings

JANUARY 2026

School Board Workshop (January 20)

- Limited recommendations for 2026-27

SPRING 2026

Engagement for 2026-27 recommendations

SUMMER 2026

Engagement to inform the 2027-28 recommendations

FALL 2026

School Board Workshop (TBD)

- Recommendations for 2027-28:
prior to school choice window





PLANNING **FOR PROGRESS >>>>>** **COMMUNITY MEETING**

Open to the public: 5:30 – 7 p.m.

- Wednesday, November 12 – Boca Ciega HS
- Monday, November 17 – Largo HS
- Tuesday, December 2 – Dunedin HS
- Thursday, December 4 – Hollins HS
- Tuesday, December 9 – Lakewood HS

pcsb.org/progress

PLANNING FOR PROGRESS



AROUND THE ROOM ARE POSTERS WITH PROMPTS IN THE FOLLOWING AREAS:

- What is essential for a school to thrive and meet student needs?
 - Provide specifics regarding academic programming, supports, staffing model, extra-curricular or athletic opportunities, etc.
- What grade configurations are you most interested in seeing in your community?
- What is the most important factor to you in choosing a school?
- If a small school (e.g., less than 300 students) is important to you, what are you willing to give up in order to keep a small environment?
- How would you like to see the property utilized if a school is closed or if the district sells/repurposes property?
- How should the district engage the community throughout the planning process?
- What other ideas or considerations do you have that the district should consider?

THE INPUT FROM THE COMMUNITY MEETINGS WILL BE PRESENTED TO THE SCHOOL BOARD AND UTILIZED TO INFORM NEXT STEPS, RECOMMENDATIONS AND/OR GUIDING PRINCIPLES.





PLANNING FOR PROGRESS

COMMUNITY MEETING