



Florida School Boards Association SUPERINTENDENT SEARCH

COMMUNITY FORUMS and FOCUS GROUPS

Date: February 12, 2025

Location: Superintendent's Conference Room

Facilitators: Messina, Rice

Participants: 8 Principal Participants

1. List the strengths and those areas of the school district that the next superintendent will need to understand and continue to support.
 - PLC culture
 - Overall culture of the district
 - District support for schools
 - Strong mission and vision
 - Seeks feedback and input from community leaders
 - Forward thinking and problem-solving related to state legislation
 - Character counts and teaching of core values
 - Student centered
 - Trust in principals and respect for their knowledge of their communities
 - Positive relationship and mutual respect between the School Board, the superintendent, and employees
 - Capacity to build consensus
2. What are the most critical needs and challenges of the school district that the next superintendent will need to understand and address?
 - ESE student achievement levels and necessary supports, significant number of ESE students
 - Behavior needs of all students: more need for social workers, behavior specialists, and mental health counselors
 - Retention of staff and ensuring wages and current supports are sustainable
 - Balance of tradition and new growth
 - Understanding the historical political nature of the community, navigating relationships, and creating associated partnerships
 - Managing rapid growth
 - Opening new schools, ensuring they will open on time
 - Ancillary services for growth and supporting necessary infrastructure across the district
 - Need to understand unfunded mandates in Florida legislation
 - Parental engagement and legal pressure
 - Being number one in the state requires a high level confidence in knowledge and visible presence in the schools and in the community
3. What personal qualities, professional experience, and other skills should the Board look for in the next superintendent?



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- Capacity to build consensus - 7
- Servant leadership - 5
- Inspires staff/mission driven – 4
- Breadth and depth of experience within education – 4
- Engages in state level policy and advocacy. 3
- Relatable, accessible, engages with staff members, students, and community - 3
- Experience with high growth districts – 2
- Supports staff members while holding them accountable for meeting district expectations – 1
- District executive experience with a minimum of three years of experience at the cabinet level – 1
- Fresh perspective – 1
- Clear vision aligned with district needs - 1
- Focus on PLC culture/
- School based experience, especially elementary/
- Long-term planner/
- Florida experience/
- Experience with Title One programs and schools/
- Supports and elevates female leadership/
- Doctorate required/
- Invested in the community/
- Understands legacy of high performance/
- Student centered advocacy/puts students first/
- Effective management of operations in a growing district/
- Understands the need for district regional leadership/