

Bridging the Gap Plan Quarterly Summary

Bridging the Gap (BTG) is a Pinellas County Schools (PCS) initiative designed by the district to close or greatly narrow educational achievement gaps between black students and their non-black peers by the year 2027. With broad community input gathered during the plan's initial development in fall 2016, the BTG Plan outlines educational equity gaps across six goal areas:

Goal 1: Graduation Rate

Goal 2: Student Achievement

Goal 3: Advanced Coursework

Goal 4: Student Discipline

Goal 5: ESE Identification

Goal 6: Minority Hiring

The overarching goal of BTG is to provide pathways to improve the educational outcomes of black students, particularly regarding equitable performance on standardized assessments, improved graduation rates, participation in advanced level coursework, reductions in disproportionate disciplinary consequences and overrepresentation in Exceptional Student Education (specifically- Emotional/Behavioral Disability). Additionally, the district has prioritized increased teacher diversity to recruit and retain teachers of color.

The key findings presented in this report represent a summary of the implementation efforts for the six goals stated above. The ongoing evaluation of the BTG plan is designed to accomplish the following: (1) identify the extent to which PCS has developed structures and systems to support educational equity and meet stated goals; (2) highlight the successes of the BTG initiative, to date; (3) identify areas for refinement or improvement; and (4) establish a set of best-practice recommendations for improving the plan moving forward. The findings within this report are part of a multi-year evaluation of the BTG Plan which support annual improvements to the plan and district leadership.

Bridging the Gap Oversight and Monitoring

The Bridging the Gap (BTG) plan is a systemic initiative and large-scale effort to improve persistent inequitable educational outcomes for black students in Pinellas County Schools. To ensure alignment of the goals and desired outcomes, the district developed consistent methods and measures. Each year the BTG plan is refined to update strategies and actions aligned to current progress with quarterly updates communicated to the community. The Pinellas County School Board (Board) and district remain committed to the BTG plan, evident in the explicit inclusion of the plan each year within the Board approved [District Strategic Plan](#). To ensure continuous improvement and attention to implementation, each goal within the BTG plan has a goal manager who works cross-functionally to develop, implement and monitor the strategic actions plans. Goal managers meet regularly with Executive Leadership, including the Superintendent, Deputy Superintendent, and Minority Achievement Officer, regarding progress and any barriers that need support.

The district has made progress particularly in the development and implementation of districtwide professional development opportunities and improving early warning systems. Within each BTG Goal, most action steps have focused on training for teachers and leaders, improved data monitoring and identifying and tracking of students who are at-risk. There is evidence of systems-change in each of these key areas as the district has built data systems that track and measure the progress of students in meeting graduation requirements and matching students to advanced courses. Additionally, the district has invested in partnerships with national experts in equitable practices, developed staff to become local trainers and developed a robust set of training options. Data outcomes measured within the plan have demonstrated improvement, though the COVID-19 pandemic impacted progress during the 2019-20 and 2020-21 school years. As a district committed to continuous improvement, Pinellas County Schools recognizes there is still work to be done and is dedicated to ensuring the goals within the BTG plan are met or exceeded. Some goals within the BTG plan have demonstrated greater success in terms of student outcomes than others and the district will continue to refine and adapt the strategies and actions to align with current capacity and promote long-term systems-change and sustainability over time.

BTG 2021-22

The Bridging the Gap Plan outlines the district 10-year goals, annual benchmarks and strategies set for each goal area. While progress is expected each year, it should be noted that the gaps are not likely to decrease equally every year. The district may find that some gaps decrease quickly while others remain stable (or widen) until the plan's actions work in unison to bring about the systemic change needed to impact all gaps.

As the district is in the fifth year of implementation, a significant review of strategies took place in the fall of 2021. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increased impact for student outcomes. Strategies and actions that have been previously completed or become district ways of work remain documented within the overall plan but are now noted as *previous action steps and current ways of work* to acknowledge the work that has been accomplished and continues to be supported.

Quarterly Highlights

Within the charts in this update, each action step (across all goals) includes progress metrics and updates aligned to the reporting frequency denoted in the 2021-22 plan. Action steps with reporting frequencies in quarter 3 update or the end of year report are noted within the update column to ensure transparency on when updates will occur.

Throughout the first semester of the 2021-22 school year, a focus on the strategies and actions within the Bridging the Gap plan continued and accelerated as the district welcomed all students back for in-person instruction. School and district staff continued the work to accelerate learning and focus their work to ensure that students' needs continue to be known and met.

Given the later than typical timing for the issuance of the 2020-21 end-of-year report (due to data availability from the state), this Mid-Year Update provides a reporting on progress measures for quarters 1 and 2 of the 2021-22 school year. The highlights below depict just some of the many actions/strategies occurring this school year and demonstrate the commitment of and progress toward increased outcomes for Black students in Pinellas County Schools.

Goal 1: Graduation Rate

- The official graduation rate for the class of 2021 was released in January 2022 and again demonstrated historic numbers.
 - District graduation rate: 92.0%
 - Black graduation rate: 86.3%
 - Hispanic graduation rate: 92.0%
- PCS has increased the graduation rate for Black students by 20.8 percentage points since the BTG baseline year of 2015-16 (from 65.5% in 2015-16) and also demonstrates a reduction in the gap for Black vs. Non-Black graduates to 6.8.
- In order to continue the progress and attain increased rates for the class of 2022, the district launched new actions including in-school, embedded student tutoring in both ELA and Mathematics and developed/implemented a hybrid education program and supports within Pinellas Gulf Coast Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g. students who need to work full-time to help support their families).

Goal 2: Student Achievement

- The district expanded Voluntary Pre-Kindergarten (VPK) programming including now having 65 tuition-free, full-day programs to impact kindergarten readiness. In February 2022, Pinellas County kindergarten readiness rate was officially released with 60% of kindergarten students demonstrating readiness. Pinellas County outpaced



the state and was significantly higher than all neighboring counties. The district investment in VPK continues to positively impact the outcomes of the earliest learners.

- Reading Recovery programs were expanded and are now in 15 schools. Results continue to demonstrate that this intensive intervention with first-grade students accelerates literacy outcomes for young students.
- The district developed and is now implementing strategic ELA and mathematics interventions at 23 targeted schools through dedicated ELA and Math staff members at each school to provide individual and small group tutoring for students in need of intervention.
- In partnership with the Pinellas Education Foundation and Helios Education Foundation, implementation of the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools began in fall. The strategic supports designed to accelerate early literacy supports for students provides increased resources, training and supports for schools with students that have a demonstrated need for targeted interventions.
- In an effort to combat any potential learning gaps due to the pandemic or demonstrated student need, school-day embedded tutoring began at high schools with high-minority populations in fall 2021. The district anticipates reviewing results of tutoring at the end of the school year as full implementation did not begin until later in the first semester.

Goal 3: Rigorous Coursework

- AVID courses are available at all middle and high schools with 146 course sections in middle schools and 181 sections in high schools. 1,758 Black students are enrolled in AVID courses which accounts for 23.25% of AVID student enrollment (higher than the percentage of Black students enrolled in Pinellas County Schools).
- The district put new strategies in place to support high school support systems for increased access to rigorous courses through fall Advanced Placement (AP) data chats and AP Potential conversations which expanded attendance to include the principal, entire administrative team and Area Superintendents.
- To increase support for students in Advanced Placement (AP) courses, the district created and is now implementing AP Teacher Professional Learning Communities and Advisory Groups. These sessions provide monthly, virtual sessions on Teams by subject area that: embed training on scaffolding the writing process; support the use of AP Classroom for monitoring student progress; and support the implementation of Marco Learning a platform to obtain comprehensive feedback for each student on two or more writing assignments in preparation for the AP Exam.
- The district developed a plan and solidified partnership with Hanover Research to conduct a survey with Black students/families regarding their experiences and supports within rigorous courses. Information gathered through this strategy will be used to inform future strategies for in-class support and engagement.

Goal 4: Student Discipline

- During the first semester of the 2021-22 school year, the district enhanced monitoring and support for school leaders by principal supervisors and district support teams. This included a focus on Tier I implementation of PBIS and Restorative Practices, targeted (Tier II) data reviews with principal supervisors and school leaders and enhanced collaboration for Tier III, student-specific supports.
- District collaborated with community partners and organizations (e.g. Community meetings, DMAC, NAACP education committees, etc.) to discuss discipline to garner support and feedback in order to improve and/or reduce discipline disparity practices.
- Chief Luke Williams facilitated two community meetings regarding the interagency agreements with law enforcement agencies and continues to make presentations regarding student arrest data to ensure transparency and to hear from the community.

Goal 5: ESE Eligibility

- Review of records for all transfer students continued to ensure appropriate eligibilities, services and supports for students when students enter Pinellas County Schools.

- Provided two district Behavior Specialists to focus on Tier 1 behavioral interventions in 12 high minority schools. In addition to supporting the school, targeted, individualized and specialized supports were provided to 20 Black students in the high minority schools.
- Employed 6 district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools. 178 students were provided individualized support during the first semester of the school year.
- The district began developing a process to utilize School Support Requests (SSRs) to determine success of CCEIS interventions.

Goal 6: Minority Hiring

- The district strengthened the partnership with USF-Tampa. To support recruitment and hiring of student interns, final internships are now coordinated by Talent Acquisition (TA) to assist in relationship building. All student interns in their final semesters meet with the TA team, receive PCS welcome/swag bag, have a district interview scheduled, if successful in their internship receive an advanced contract for employment.
- The first cohort of Call Me MiSTER with USF was launched this fall. The administrative Core Team (USF representative and TA) meet weekly to share information regarding funding, initiatives regarding workshops, recruitment, etc. A representative from the USF Admissions Office was recently added to the Core Team to help recruit future MISTERS. TA is actively meeting in high schools with AVID classes, educational prep courses and other student groups interested in the educational profession to present teaching as a career choice and provide recruitment materials and supports.
- The Pinellas Alliance of Black School Educators (PABSE) continues to grow and increase supports for new or early career educators. The president elect of PABSE is the TA recruiter and actively engages members through monthly events, guest speakers, professional development, book studies, mentor meetings and student scholarships. There are currently 137 active members in PABSE.

Table of Contents

| | |
|---|-----------|
| Bridging the Gap Plan Quarterly Summary | 1 |
| Bridging the Gap Oversight and Monitoring..... | 1 |
| BTG 2021-22..... | 2 |
| Quarterly Highlights..... | 2 |
| Goal 1: Graduation Rate- Eliminate the gap between the graduation rates for Black and non-Black students. | 6 |
| Goal 1: Key Action Steps..... | 6 |
| Goal 1: Previous Action Steps and Current Ways of Work..... | 8 |
| Goal 2: Student Achievement- Eliminate the gap between the proficiency rates in reading (ELA) and mathematics on state and national assessments for Black and non-Black students. | 10 |
| Goal 2: Key Action Steps..... | 10 |
| Goal 2: Previous Action Steps and Current Ways of Work..... | 14 |
| Goal 3: Advanced Coursework- Eliminate the gap in advanced and accelerated participation and performance rates for Black and non-Black students. | 16 |
| Goal 3: Key Action Steps..... | 16 |
| Goal 3: Previous Action Steps and Current Ways of Work..... | 22 |
| Goal 4: Student Discipline- Reduce the total number of disciplinary infractions (referrals) and suspensions for black students and decrease the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population. | 24 |
| Goal 4: Key Action Steps..... | 24 |
| Goal 4: Previous Action Steps and Current Ways of Work..... | 27 |
| Goal 5: ESE Identification- Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE). | 29 |
| Goal 5: Key Action Steps..... | 29 |
| Goal 6: Minority Hiring- Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity. | 32 |
| Goal 6: Key Action Steps | 32 |
| Goal 6: Previous Action Steps and Current Ways of Work | 35 |
| Appendix- Key Terms and Definitions | 38 |

Goal 1: Graduation Rate- Eliminate the gap between the graduation rates for Black and non-Black students.

Goal Manager: Rita Vasquez, Executive Director, High School Education

Baseline Condition (as of 2015-16): Pinellas County Schools has a graduation rate for all students of 80.1% and a rate for black students of 65.5%. The district has seen a 10.9 percentage point increase in graduation rate among black students since 2012, with an improvement among all students of 8.1 percentage points. A gap in graduation rates still exists between black (65.5%) and non-black (83.4%) students, a gap of 17.9 percentage points.

Aspirational Goal: Pinellas County will increase the graduation rates for Black learners each year at a higher rate than the non-Black graduation rate. The goal is to decrease the gap in graduation rates between Black and non-Black students by an average of 1.8 percentage points each year until the gap is eliminated or greatly narrowed.

Goal 1: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update | | | |
|--|---|---|---|---|------------------------|---|----|
| | | | | Grade level(s) | Content / Course | % of Black students at or near Proficient | |
| | | | | Q1 | Q2 | | |
| Academic Rigor and Standards-Based Instruction | 1.1) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. Note: This action denotes PCS action step for all students, not specific action for Black students. | % of Black students performing at or near proficiency on district cycle assessments by each subject | % of Black students meeting graduation readiness standards per grade level expectations | 3-5 | Math | 41 | 44 |
| | | | | 3-5 | Reading | 45 | 46 |
| | | | | 6-8 | MJ Math 6 | --- | 32 |
| | | | | 6-8 | MJ Math 7 | --- | 33 |
| | | | | 6-8 | MJ Grade 8 Pre-Algebra | --- | 44 |
| | | | | 6-8 | Algebra | --- | 77 |
| | | | | 6-8 | Reading | 45 | 45 |
| | | | | 9-12 | Algebra 1 | 43 | 21 |
| | | | | 9-12 | Geometry | 29 | 21 |
| | | | | 9 | Reading | 40 | 39 |
| | | | | 9 | Writing | 80 | 84 |
| | | | | 10 | Reading | 34 | 35 |
| | | | | 10 | Writing | 60 | 69 |
| | | | | 9-12 | Biology | 55 | 52 |
| | | | | 9-12 | US History | 48 | 50 |
| Academic Rigor and Standards-Based Instruction | 1.2) Train teachers at each of the identified high schools to work directly with black seniors who are in need of additional ELA-reading or math support in pull-out sessions using district identified programs to graduate on time. | # of teachers trained (ELA and math) | # of teachers engaged in ELA and math support sessions | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year | | | |
| Academic Rigor and Standards-Based Instruction | 1.3) Assign 3 new district literacy specialists to identified high schools to provide tutoring to 9 th and 10 th grade black students who scored as L1 or L2 in the FSA ELA in prior year to close literacy skills gaps. | # of Black students being receiving ELA tutoring. | % of Black students meeting graduation readiness standards per grade level expectations | Two literacy specialists were hired; however, one left the district at the end of semester one. All L1/L2 students are enrolled in reading/writing/thinking intervention program (Think Cerca) to accelerate their progress and close student specific literacy skills deficits. Plan to grow in person tutors next year to 4 and embed the intervention | | | |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|---|--|
| | | | | program in CORE English I/II classes next year. |
| Academic Rigor and Standards-Based Instruction | 1.4) Assign 11 tutors to identified high schools to provide tutoring support in Algebra classrooms to black students who scored L1 or L2 on FSA Math classrooms to close mathematics skills gaps | # and % of black students being served by Algebra tutors. | % of Black students meeting graduation readiness standards per grade level expectations | 650 Black students in grades 9 th and 10 th grade in algebra classes across 11 schools are being served by the Algebra Tutors. |
| Early Warning Systems and Monitoring Processes | 1.5) Provide side-by-side coaching as needed to high school leadership teams, assistant principals, and principals on using the Graduation Status Reports to focus support for black students and review personalized learning plans for students who are not on track to graduate. | # of school principals targeted for coaching support | # of schools visited for coaching support | All 16 traditional high schools and 4 EAS programs were visited for coaching support during first semester and all high school leaders receive monthly updates on their school's graduation status and the progress of our black subgroup toward meeting graduation requirements specifically. |
| Extended Learning | 1.6) Ensure that all Black students who are not on track to graduate participate in-school, extended learning opportunities before and after school and in extended year (Summer Bridge), as needed. Employ recruitment and targeted resources and strategies to increase attendance for Black students in all extended learning programs (ELP). | # of Black students NOT on track enrolled in in-school credit recovery programs # of Black students NOT on track enrolled in summer credit recovery programs | % of Black students meeting graduation readiness standards per grade level expectations | During semester one, 385 black students in grades 9-12 participated in APEX extended learning and earned credit recovery for 1,026 semester courses. |
| Extended Learning | 1.7) Develop and implement a hybrid education program and supports within Pinellas Gulf Coast Academy for students in danger of not completing high school due to an inability to attend school in-person due to difficult life circumstances (e.g. students who need to work full-time to help support their families). | Program deployment # of Black students enrolled in program | # of Black students completing courses for graduation requirements within the program. | Program developed and began in November 2021. As of 2/1/2022, 16 Black students enrolled <ul style="list-style-type: none"> • 10 students in the 2018 graduation cohort (Class of 2022) • 6 students in the 2019 graduation cohort (Class of 2023) |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---------------------------------|--|---------------------|--|--|
| Family and Community Engagement | 1.8) Host virtual 'road to graduation' events for students and families in grades 9-12 that provide information about course and assessment requirements for students. | # of events hosted | # number of participants and views (if virtual/recorded event) | Two virtual parent events were hosted during first semester. Communication regarding events was sent by the district (website, social media, PeachJar, direct connects, etc.). Recordings of those Graduation Requirements events are on PCS website. There was an 11 th -12 th Grade Parent event and a 9 th -10 th Grade Parent event. Families also received student-specific information regarding their student's current progress toward graduation. |

Goal 1: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|---|---|
| Academic Rigor and Standards-Based Instruction | 1.9) Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures. | % of Black students performing at or near proficiency on district cycle assessments by each subject | % of Black students meeting graduation readiness standards per grade level expectations | See 1.1 |
| Early Warning Systems and Monitoring Processes | 1.10) Provide professional development for school leadership teams in using the PCS Graduation Status Report to support interventions for students who are not on track to graduate. (Data includes GPA, credits earned, and scores on state graduation assessments). | # and % of schools provided data reports each month | % of Black students meeting graduation readiness standards per grade level expectations | All 17 traditional high schools and 4 EAS programs have been provided monthly graduation status rate reports and intervention program support for all seniors who are not on track to graduate. 100% of all schools |
| Early Warning Systems and Monitoring Processes | 1.11) Develop a learner profile and personalized monitoring plans for all black students who are not on track to graduate | # and % of Black students in high school NOT on track # of Black students in high school with personalized monitoring plan | % of Black students meeting graduation readiness standards per grade level expectations | As of 1/28/22, 653/1315 black seniors were not on track to graduate, and 935/1313 black juniors were not on track to graduate. |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|--|--|--|
| | | | | All students not on-track were scheduled and provided individualized discussions and planning for next steps for progress support. |
| Extended learning | 1.12) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs. | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Extended Learning | 1.13) Ensure all black students participate in college readiness testing such as ACT or SAT. Ensure that these testing options are aligned with personalized learning plans for Black students not on track to graduate. | <p># and % of Black students who participate in ACT assessment.</p> <p># and % of Black students who participate in SAT assessments.</p> | % of Black students not on track for graduation (in current graduating class) due to assessment requirements who participate in ACT/SAT. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Family and Community Engagement | 1.14) Ensure equitable representation of Black learners in awards and recognition ceremonies. | % of Black students recognized | % of Black families who denote satisfaction within the annual Stakeholder Survey. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Family and Community Engagement | 1.15) Ensure student and family conferences with all Black students not on track to graduate to create, review and/or update personalized learning plans. | % of Black families who denote satisfaction with academic support within the annual Stakeholder Survey. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Academic Rigor and Standards-Based Instruction | 1.16) Develop training materials for teachers and school leaders in support of standards- based grading and in support of equitable grading practices. These materials are for use by school leaders in coaching conversations with teachers with disproportionate failures for black students in core academic areas. | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

Goal 2: Student Achievement- Eliminate the gap between the proficiency rates in reading (ELA) and mathematics on state and national assessments for Black and non-Black students.

Goal Manager: Kevin Hendrick, Associate Superintendent, Teaching and Learning

Baseline Condition (as of 2015-16): Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 56.4% for non-black students and 24.2% for black students, a gap of 32.2. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a 33-point gap. Smaller gaps are found on national norm-referenced tests such as the ACT and SAT. For purposes of this goal, the gap is defined as the difference in performance between black and non-black students on state and national norm-referenced assessments.

Aspirational Goal: Pinellas County will decrease the gap in ELA-Reading and Mathematics proficiency for Black students by an average of 3.2 percentage points each year on state assessments until the gap is eliminated or greatly narrowed.

Goal 2: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update | | | | | |
|--|--|--|---|---|--|---|---|--|--|
| | | | | Grade level(s) | Content / Course | % of Black students at or near Proficient | | | |
| | | | | Q1 | Q2 | | | | |
| Academic Rigor and Standards-Based Instruction | 2.1) Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices. | % of Black students at or near proficiency on district cycle progress monitoring assessments for ELA and math. | % of Black students at or near proficiency on Florida Standard Assessments and End of Course Exams (EOCs) for ELA and math. | 3-5 | Math | 41 | 44 | | |
| | | | | 3-5 | Reading | 45 | 46 | | |
| | | | | 6-8 | MJ Math 6 | --- | 32 | | |
| | | | | 6-8 | MJ Math 7 | --- | 33 | | |
| | | | | 6-8 | MJ Grade 8 Pre-Algebra | --- | 44 | | |
| | | | | 6-8 | Algebra | --- | 77 | | |
| | | | | 6-8 | Reading | 45 | 45 | | |
| | | | | 9-12 | Algebra 1 | 43 | 21 | | |
| | | | | 9-12 | Geometry | 29 | 21 | | |
| | | | | 9 | Reading | 40 | 39 | | |
| | | | | 9 | Writing | 80 | 84 | | |
| | | | | 10 | Reading | 34 | 35 | | |
| | | | | 10 | Writing | 60 | 69 | | |
| | | | | 9-12 | Biology | 55 | 52 | | |
| 9-12 | US History | 48 | 50 | | | | | | |
| Academic Rigor and Standards-Based Instruction | 2.2) Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students. | # of teachers trained / % of teachers trained to date in AVID Culturally Relevant Teaching strategies | % of black students earning A, B and C grades / elementary (Grade 5) | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year | | | | | |
| | | | | # of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions | % of black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8) | | | | |
| | | | | | | # of teachers/school teams who | % of black students exiting middle school on track for high school (at least a 2.0 GPA) | | |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|---|--|
| | | <p>have participated in follow-up training or coaching</p> <p># of teachers trained in implementing equitable grading practices</p> | and Level 2 or better on FSA ELA) / (Rising 9th) | |
| Academic Rigor and Standards-Based Instruction | 2.3) Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students. | <p># of classrooms observed</p> <p>% of classrooms observed where culturally relevant practices are evident</p> | % of Black students at or near proficiency on Florida Standard Assessments and End of Course Exams (EOCs) for ELA and math. | <p>First semester classrooms observed: 2,168</p> <p>79% of classrooms observed demonstrated evidence of positive relationships/relationship building during the observation period.</p> <p>40% of classrooms observed demonstrated evidence of culturally relevant strategies during the observation period.</p> |
| Academic Rigor and Standards-Based Instruction | 2.4) Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement. | Annual review of curriculum and modules. | Annual review of curriculum and modules. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 2.5) Implement Reading Recovery at targeted schools to increase the number of first grade learners increasing literacy skills. | <p># of schools implementing Reading Recovery</p> <p># and % of Black students being served by Reading Recovery</p> | # students demonstrating increases in Reading Recovery, evidence-based program data points. | <p>15 schools implementing Reading Recovery</p> <p>144 of 234 students receiving one on one intervention 1st semester are black, 62%</p> |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|--|---|--|
| Academic Rigor and Standards-Based Instruction | 2.6) Implement strategic ELA and mathematics interventions through at 23 targeted schools through dedicated ELA and Math staff members (Project 23). | # of schools implementing Project 23 interventions # and % of Black students being served by Project 23 | % of students demonstrating growth and projected proficiency on MAP assessments at Project 23 schools. | 23 schools implementing Project 23 296 black students in grades K-3 served first semester, 29% of all students |
| Academic Rigor and Standards-Based Instruction | 2.7) Implement the Pinellas Early Literacy Initiative (PELI) in 16 high-minority schools from 2021-2025. | # of schools implementing PELI | # teachers trained in the implementation of evidence-based practices at the targeted schools # principals/APs trained in the implementation of evidence-based leadership practices at the targeted schools | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 2.8) Determine possible causes of disengagement and underachievement by black students and pilot possible solutions via implementation of School Climate Transformation Grant (SCTG) at five district middle schools. | Individual school reviews and processes regarding root causes. | SCTG annual grant report. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 2.9) Implement school day embedded tutoring strategy at high schools with high-minority populations. | # of targeted high schools # of Black students not yet on grade level in grades 9-10 that receive embedded tutoring | % proficient in FSA ELA and Algebra EOC at targeted schools | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards- | 2.10) Increase the number of Voluntary Pre-Kindergarten | # of schools with full-day, free VPK | # of black students being served | There are currently 65 full-day tuition-free VPK classrooms at 26 schools |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|--|--|
| Based Instruction | (VPK) students that attend full-day Pre-K program in order to increase kindergarten readiness rates. | | | |
| Early Warning Systems and Monitoring Processes | 2.11) Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. | # of students with personalized learning plans | # of monitoring cycles completed by schools/district staff | 8,294 of 10,265 (81%) of 3-10 grade students are regularly accessing personalized learning digital programs beyond the school day |
| Extended Learning | 2.12) Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery. | # of schools with high minority enrollments (defined as at least 40% black enrollment) Development of schoolwide academic intervention and instructional delivery plans at every school. | # and % of black students who are not on track ¹ by school grade band (elementary, middle, high) | Schools with Black Enrollment of 40%+ 25 schools (20%) Schoolwide academic intervention and instructional delivery plans at every school (within School Improvement Plans). <i>First Semester Outcome Metric Update</i> Black students at high minority schools not on track: All Grades: 3460 (83%) 3460/4181 ES: 917 (78%) 917/1173 (78%) MS: 1466 (86%) 1466/1702 HS: 993 (82%) 1466/1702 Combo: 84 (93%) 84/90 All Black students (All Schools) not on track: All Grades: 7848 (75%) ES: 2024 (73%) MS: 3257 (79%) HS: 2218 (80%) Combo: 349 (43%) |
| Family and Community Engagement | 2.13) Design an engaging, robust outreach program for black students who are behind academically in elementary school in offering them personalized support on how to access district choice programs so as to increase black enrollment in middle and high school programs and placement into AVID courses. | Creation of program, outreach provided to families | # and % of schools providing these programs # and % of Black students participating PCS Connect and Clever | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year |

¹ A student is considered as on-track if they have a GPA above 2.0 (middle/high school) and are at/above proficiency on MAP or FSA in ELA and Mathematics.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---------------------------------|--|--|---|--|
| Family and Community Engagement | 2.14) Partner with families to monitor usage among black students of digital resources that are provided beyond the school day through PCS Connects, Connect for Success computer program (for increased access to iReady, iStation, Dreambox and myOn), Math Nation, Reading Plus, PCS Personalized Learner Pathway (PLP) and Khan Academy. | # and % of schools providing these programs | # and % of black students participating / users | All schools have implemented PCS Connects programs |
| Family and Community Engagement | 2.15) Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards. Engage parents and community to increase access, usage of new program. | Creation of program, outreach provided to families | # of families contacted | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

Goal 2: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|--|--|--|
| Academic Rigor and Standards-Based Instruction | 2.16) Provide professional development for school leadership teams in using early warning data to help teachers provide immediate support to students in need. Data to include: attendance, discipline, course failures, student progression toward graduation, and progress assessments. | Catalog of professional development opportunities. | Review of elementary data Professional Learning Communities (PLC) processes for potential inclusion in subsequent years at all grade levels. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Extended Learning | 2.17) Provide extended learning opportunities before and after school and extended year (Summer Bridge) programs. | Catalog of opportunities | % of Black students engaged in Summer Learning | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|--|--|
| Extended Learning | 2.18) Provide equitable enrichment opportunities for all students across schools, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities, and interest clubs. | Catalog of opportunities | % of Black students who denote engagement with school involvement within the annual Stakeholder Survey. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Early Warning Systems and Monitoring Processes | 2.19) Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning. | Data availability notifications following each cycle of assessment. | Facilitated data chat processes and monitoring by Teaching & Learning and principal supervisors | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Family and Community Engagement | 2.20) Ensure Parent University sessions are provided in locations that make attendance convenient for black families. | Virtual catalog of all sessions available online | Location of in-person sessions | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Family and Community Engagement | 2.21) Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops. | # of sessions provided | % of Black families who denote satisfaction regarding academic support and family engagement within the annual Stakeholder Survey. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Family and Community Engagement | 2.22) Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard. | # of sessions provided | % of Black families who denote satisfaction regarding family engagement within the annual Stakeholder Survey. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Academic Rigor and Standards-Based Instruction | 2.23) Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s). | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

Goal 3: Advanced Coursework- Eliminate the gap in advanced and accelerated participation and performance rates for Black and non-Black students.

Goal Manager: Judith Vigue, Director, Advanced Studies

Baseline Condition (as of 2015-16): Pinellas County Schools has a current participation rate for black students that ranges from 12.8% in high school honors courses to 9.1% in accelerated courses (8.5% in AP courses and 12.3% in Dual Enrollment as examples) and career programs (CAPE enrollment is 17%). Middle school enrollments follow a similar pattern. The total gap for 2015-16 for all secondary students enrolled in advanced or accelerated courses was 5.9 percentage points and that gap widened slightly for 2016-17 to 6.1 points. The gap for enrollment in Gifted was 14.2 percentage points in 2015-16 and that gap improved slightly for 2016-17 to 14.0 points. There is presently no gap in the total enrollment across the district in application programs, though some gaps do exist in specific programs at certain schools. For purposes of this goal, the gap is defined as the difference between black and non-black students in the following areas:

- All students identified and enrolled in gifted (participation rates).
- Secondary students enrolled in advanced or accelerated courses (participation and performance rates).
- All students enrolled in district application programs (participation rates).

Aspirational Goal: Pinellas County Schools will increase the percentage of black students enrolled in gifted, advanced and accelerated courses by an average 1% each year to meet or exceed the percentage enrollment of black students (18% in 2015-16) and increase the percentage of black students earning satisfactory performance standards by an average of .5% each year until that percentage meets or exceeds the district or state average. The district will also maintain or increase its current black enrollment in district application programs (24.1% black enrollment in 2015-16) across the district and increase its black enrollment in specific application programs until they all meet or exceed the percentage enrollment of black students.

Goal 3: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|---|---|--|
| Academic Rigor and Standards-Based Instruction | 3.1) Provide open access to advanced and accelerated courses in middle and high school by eliminating entry criteria unless mandated by colleges, agencies (ex. Dual Enrollment- DE). | # of Black students enrolled in MS # of Black students enrolled in HS # of Black students meeting DE eligibility criteria, # of Black students demonstrating potential for success on an AP exam | % of Black students enrolled in advanced courses in MS % of Black students enrolled in accelerated courses in MS # and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|---|--|--|
| | | | <p># and % of Black students enrolled in IB courses</p> <p># and % of Black students enrolled in AICE Cambridge courses</p> | |
| Academic Rigor and Standards-Based Instruction | 3.2) Implement strategies and professional development to increase teacher and school leader supports for student success in advanced and accelerated courses in middle and high school. | <p># of teachers of advanced/accelerated courses that have completed AVID strategy training.</p> <p># and % of black middle school students taking an accelerated course who earned a D or F grade compared to non-black students. (at mid-year so interventions can be put in place)</p> | # and % of black high school students taking an accelerated course who earned a D or F grade compared to non-black students. | <p>August DWT – Advanced Studies collaborated with the IB Diploma Programme Coordinators and Content Specialists to offer the first-ever IB DP DWT session with all IB teachers (grades 9-12) together. The training centered on the use of Collaborative Study Groups within the content area and in the Academic Advisory period to help the students build self-efficacy skills and decrease the students performing below their potential academically. IB Coordinators/Assistant Principals attended with their teachers.</p> <p>AP Data Chats were held by area in the fall. Principals were invited to bring their entire administrative team to the session and Area Superintendents attended alongside them as Advanced Studies provided the space and time for teams to digest their 2021 outcomes, 2021-22 enrollments, and</p> |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---------------|--------------|---------------------|-----------------|---|
| | | | | <p>drop trends to that point, and brainstorm ideas for improvements. Additionally, the administrators were provided with directions for accessing the AP Classroom data and the opportunity to have a follow-up meeting at their school to review teacher use of the resource.</p> <p>A follow-up to the AP Data Chat occurred at the November Assistant Principal Meeting to demonstrate what the administrators should be looking for and provide reminders about the discussion points that should be used in conferencing with individual teachers about the use of AP Classroom.</p> <p>First Semester: D and F Grades in Accelerated Coursework</p> <p>Middle School Black: 96 (19%) 96/498 Non-Black: 565 (14%) 565/3982</p> <p>High School Black: 492 (29%) 492/1712 Non-Black: 2024 (14%) 2024/13935</p> |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|---|--|--|
| Academic Rigor and Standards-Based Instruction | 3.3) Implement strategies and professional development to increase teacher supports for student success in accelerated courses. | # of trainings/coaching sessions provided for DE, AP, IB and AICE teachers. | # of DE courses earned by Black students # of qualifying scores earned by Black students on AP exams # of IB and AICE diplomas earned by Black students. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 3.4) Refine the identification process and curriculum of talent-development programs to support "talented" students in elementary schools that have low numbers of gifted identified students. | # of schools identified, targeted for support | # of students identified as 'talented' receiving and supports | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 3.5) Implement strategies and professional development to increase teacher supports for student success for gifted and talented learners. | # of gifted/talented program teachers that have completed AVID strategy training. # of talented program teachers that have completed gifted certification and/or micro-credential | # and % of Black gifted learners earning a L4/5 on Florida Standards Assessments. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Academic Rigor and Standards-Based Instruction | 3.6) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT). | Development of curriculum guides that embed strategies in high school English and Math classes # of assessment preparation opportunities/programs for SAT preparation (e.g. Albert IO, Canvas, etc.) | Black student performance on SAT suite of assessment as reported by College Board end of year reports. Note: Official reports generally issued in Fall of each year. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Early Warning Systems and Monitoring Processes | 3.7) Provide training to all school counselors, principals and assistant principals for curriculum in the use of data from the SAT Suite of Assessments to support students in selecting and enrolling in the appropriate accelerated course option that matches their strengths. | # of school counselors trained # of principals trained # of assistant principals-curriculum trained | # and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|---|--|---|
| Early Warning Systems and Monitoring Processes | 3.8) Provide side-by-side coaching as needed to assistant principals and principals on how to support their school counselors in using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who could take more rigorous classes. | # of schools targeted for coaching sessions | # and % of Black students enrolled in DE courses # and % of Black students enrolled in AP courses | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year |
| Early Warning Systems and Monitoring Processes | 3.9) Conference and provide information sessions for students and families in middle and high school who demonstrate potential for success in rigorous courses and are not accessing such courses to provide more individualized academic advising. | # of schools identified, targeted for support # of schools hosting conferences, assemblies or virtual events | # and % of Black students in middle and high school enrolled in an accelerated course | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year. |
| Early Warning Systems and Monitoring Processes | 3.10) Provide AVID elective in all schools to meet the needs of minority learners. Ensure that all black learners who are eligible and targeted for AVID elective are personally invited and encouraged to enroll. | # of AVID sections at each school | # and % of Black students accessing AVID elective | Progress Metric 146 MS Sections 181 HS Sections 327 Sections Total Mid-Year Metric Check for Outcome Measure 1,758 black students are enrolled in AVID 7,560 unique students enrolled in AVID (AVID student population is 23.25% black) |
| Early Warning Systems and Monitoring Processes | 3.11) Refine tools provided to school principals with real-time academic data (ex. grades) specific to black students in accelerated courses. Provide a summary report of accelerated courses and sections that black students are struggling in so as to support teacher growth and creative solutions at the school site. | Continue providing previously created academic spreadsheets to principals. | Create middle school dashboard for academic data and accelerated courses. Create consolidated accelerated coursework review process. Utilizing school leader feedback, develop training process for principals to utilize new tools. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---------------------------------|---|---|--|---|
| Extended Learning | 3.12) Identify and invite the top 15% of black students in 7 th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP). | # of Black students identified for TIP | % of Black students who participated in TIP in-school administration of SAT | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year |
| Extended Learning | 3.13) Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college boot camps hosted by minority achievement officer. | # of Black students invited to participate in EE and/or college boot camps | # of Black students who participated in EE Summer Seminars # of Black students who participated in EE SAT prep experiences # of Black students who engaged with a College and Career Center # of Black students who participated in a college boot camp | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year |
| Family and Community Engagement | 3.14) Develop online resources (web page, videos, etc.) to help parents of middle school students understand the course pathways needed to take advanced courses and to better understand the accelerated diploma programs. | Communication, materials, resources and events found within online calendar/website | # of live and virtual sessions conducted | <input checked="" type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Family and Community Engagement | 3.15) Initiate an outreach campaign to gather information and feedback from families of Black students regarding experiences in advanced/accelerated courses to better inform supports and strategies. | Develop plan for outreach | Findings from outreach to inform future strategies/actions. | Partnered with Hanover research to conduct survey and follow-up interviews with Black families regarding student experiences and supports in advanced/accelerated courses. Actions will take place in late March-early July 2022. |

Goal 3: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|--|--|--|
| Academic Rigor and Standards-Based Instruction | 3.16) Implement universal screening for gifted identification for all students before 2 nd grade across all district elementary schools. | # and % of Black students screened | # and % of Black students identified as gifted | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Academic Rigor and Standards-Based Instruction | 3.17) Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services. | # and % of Black students identified via Plan B compared to non-Black students | Total # and % of Black students identified as gifted | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Academic Rigor and Standards-Based Instruction | 3.18) Embed college readiness assessment preparation (e.g. district developed, SATpractice.org, AlbertIO, etc.) into English 1, 2 and 3 classes across all district high schools. | Curriculum guides with embedded strategies for SAT/ACT practice. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Academic Rigor and Standards-Based Instruction | 3.19) Ensure equitable access for black students to on-site, college readiness testing in every high school (PSAT, ACT, SAT). | In-school administration of assessments to eliminate barriers to participation and level opportunities for performance include: <ul style="list-style-type: none"> Talent Identification Program (TIP) SAT for identified 7th graders PSAT 8/9 for all 8th graders PSAT/NMSQT for all 9th graders PSAT/NMSQT for all 10th graders Optional PSAT/NMSQT for 11th graders SAT for all 11th graders Optional SAT for 12th graders Waiver process in place for any student in need of support to access a non-school administered test. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Early Warning Systems and Monitoring Processes | 3.20) Provide the accelerated component report, related talking points, and an Acceleration Plan template to principals and counselors to be used in individual meetings with black students who have not yet successfully completed an accelerated option. | Data provided and discussed on regular basis with school leaders during Level and Area meetings. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---------------------------------|--|---------------------|--|--|
| Family and Community Engagement | 3.21) Ensure that each high school hosts an awareness event for high school parents to detail the SAT Suite of Assessments, the official SATpractice.org provided through Khan Academy, and the scholarship opportunities connected to PSAT results. | | Schedule of events at each school. Each school is provided materials including handouts and videos to support robust discussions and information for students, parents and families. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Family and Community Engagement | 3.22) Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast). | | Communication materials and efforts to encourage student and family participation for those who meet academic criteria. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

Goal 4: Student Discipline- Reduce the total number of disciplinary infractions (referrals) and suspensions for black students and decrease the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population.

Goal Manager: Michael Vigue, Area Superintendent

Baseline Condition (as of 2015-16): Pinellas County Schools has reduced its number of referrals (a decrease of 30.3%) and out-of-school suspensions (a decrease of 56.7%) for black students significantly since 2013-14, though the district has not reduced the disparity gap as the number and percentage of referrals and suspensions for non-black students has decreased at a similar rate. The gap has remained somewhat constant. The gap is typically represented by a “risk ratio” and that number is just over 2.0 for referrals and 4.0 for out of school suspensions, which means that black students remain about two times more likely to receive a referral and four times more likely to receive an out of school suspension.

Aspirational Goal: Pinellas County Schools will decrease the number of referrals and suspensions given to black students until it meets or is less than the percentage enrollment of black students (18% in 2015-16) and until the risk ratio is at or near 1.0. The district will closely monitor its out-of-school suspensions given to black students with a goal of decreasing its disparity rate by one-third (.33) each year.

Goal 4: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|------------------------------|---|--|--|---|
| Tier 1- Schoolwide Practices | 4.1) Develop and implement a district monitoring system to measure the success of schools in implementing PBIS (Positive Behavior Interventions and Supports) with fidelity. | % of schools with behavior plans that integrate critical components of PBIS and Restorative Practices. | % of schools demonstrating satisfactory implementation on the Fall PBIS Implementation Checklist (PIC) | 66.4% of schools demonstrated satisfactory implementation on the Fall PBIS Implementation Checklist (PIC). |
| Tier 1- Schoolwide Practices | 4.2) Ensure all schools develop and implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior). | <p><u>Quarter 2:</u> % of school teams that complete and implement Self-Assessment (SAM), which measures school-level implementation of a multi-tiered system of supports (MTSS)</p> <p><u>Quarter 3</u> % of schools completing the Tiered Fidelity Instrument-</p> | <p><u>Quarter 2</u> % of schools scoring satisfactory on the SAM</p> <p><u>Quarter 3</u> % of schools scoring satisfactory on the TFI-RP</p> | <p>-% of elementary schools scoring satisfactory on SAM: 89%</p> <p>-% of middle schools scoring satisfactory on SAM: 75%</p> <p>-% of high schools scoring satisfactory on SAM: 62.5%</p> <p>-% of other schools (Tech, ESE, etc.) scoring satisfactory on SAM: 90%.</p> |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|------------------------------|---|---|--|--|
| | | Restorative Practices (TFI-RP) <u>End of Year</u> % of schools completing the Benchmarks of Quality (BOQ) | <u>End of Year</u> % of schools earning 80% or higher on the BOQ | |
| Tier 1- Schoolwide Practices | 4.3) Continue to conduct monthly climate, discipline disparity and/or restorative practices training with school administrators focused on student engagement, pro-active social and emotional supports and management strategies that support a student and staff member's ability to contribute to a positive schoolwide culture. | % of principals, area superintendents, and TZ chief participating in monthly training | # and % of instances of Black vs. non-Black students receiving discipline referrals and out of school suspensions. | 100% of principals, area superintendents, and TZ chief are participating in monthly training. |
| Tier 1- Schoolwide Practices | 4.4) Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location. Additionally, closely monitor OSS for non-violent infractions specific to defiance and classroom disruption. | Monthly data reports | # and % of non-violent infractions for black students that resulted in OSS ² . # and % of defiance and classroom disruption referrals for black students that resulted in OSS. | Non-Violent (Please note the only infractions from this list that resulted in OSS in both quarters were: Other Offense, Leaving Campus, and Not Cooperating) Q1:(n=20) 3% Q2:(n=42) 5% Defiance and Classroom Disruption Q:1(n=116) 17% Q2: (n=159) 18% |
| Tier 1- Schoolwide Practices | 4.5) Continue to train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences. | % of officers trained | # of arrests disaggregated by race and gender | All SRO and have been trained in the full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in |

² Non-violent infractions data rules: Skipping Class, Missed Detentions, Excessive Tardy, Electronic Device, Leaving Campus, Unauthorized Location, Other Offense, Not Cooperating.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|--|--|--|--|
| | | | | favor of school consequences. |
| Tier 1- Schoolwide Practices | 4.6) Train all new instructional and administrative staff in the use of restorative practices. | # of new instructional and administrative staff trained | # and % of instances of Black vs. non-Black students receiving discipline referrals and out of school suspensions. | Professional development department facilitated eight restorative practice cohorts through December 2021 and has scheduled an additional 13 cohorts through May 2022. |
| Tier 1- Schoolwide Practices | 4.7) Ensure that Area Superintendents and Transformation Zone Chief, use a discipline analysis process to identify those schools with high numbers of referrals to provide appropriate support and training. | Monthly data reports # of schools provided targeted supports | # and % of instances of Black vs. non-Black students receiving discipline referrals. | 37 schools are being provided additional targeted supports. |
| Tier 1- Schoolwide Practices | 4.8) Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices | Participation and facilitation of Community Discipline Committee | # of meetings completed | Two meetings have occurred; on 11/3/21 and 1/19/22. |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.9) Ensure that Area Superintendents and Transformation Zone Chief, use a discipline analysis process to identify those schools with high numbers of OSS and provide appropriate support and training. | Monthly data reports # of schools provided targeted supports | # and % of instances of Black vs. non-Black students receiving discipline out of school suspensions. | 37 schools receiving targeted supports. There are 24 schools have increased OSS as compared to the 19-20 school year (20-21 data not predictive due to many students participating in online learning options). |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.10) Monthly school leader analysis of discipline data at Area Meetings to review all discipline data, discipline disparities by race/offense code and provide dedicated time for problem-solving and best practice sharing for principals. | Monthly data reports | # and % of instances of Black vs. non-Black students receiving discipline referral and out of school suspensions. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.11) Based on monthly discipline data analysis, schools identified as needing additional Tier 2 or 3 supports based, update school behavior plans with more in-depth strategies for Tier 2 and 3. | % of schools completing Tiered Fidelity Instrument Tier 2 and Tier 3 (TFI-2/3) | % of schools showing satisfactory on TFI-2/3 | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--------------------------------|---|---|---|--|
| Tier 3- Individualized Support | 4.12) Implement a re-integration process for all middle and high school students returning from an OSS for discipline instances resulting from a fight/student strike and for any OSS for elementary school students. | Reintegration plans on file at schools | # of black high school students receiving OSS for Fight/Minor or Strike Student # of Black elementary students receiving OSS | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Tier 3- Individualized Support | 4.13) Continue PCS School Climate Project through integration of responsive and empathic practices into existing MTSS and PBIS systems. | # of schools participating | # students in participating schools receiving ODR and OSS annually as compared to previous years | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Tier 3- Individualized Support | 4.14) Provide professional development to principals on the use of evidence-based interventions as a tiered support for black students. | % of principals, area superintendents, and TZ chief participating in monthly training | # and % of instances of Black vs. non-Black students receiving discipline referrals and out of school suspensions. | 100% of principals, area superintendents, and TZ chief are participating in monthly training. |

Goal 4: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|---|-----------------|--|
| Tier 1- Schoolwide Practices | 4.15) Develop a Restorative Practices Whole-School Implementation Guide for schools that is rooted in evidenced-based practices and implementation science. | Implementation guide reviewed and updated each year and shared during principal/AP training prior to start of each school year. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.16) Continue offering an Alternative Placement Program (APP) in middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors. | # of students taking part in APP program | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.17) Develop and implement a uniform framework for schools utilizing the Alternative Bell Schedule (ABS or ABC) as an after-school alternative to suspension in order to maximize learning. | Guidelines and monitoring of ABS/ABC by Area Superintendents/TZ Chief. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 2- Targeted Interventions | 4.18) Develop and implement an In-School Suspension (ISS) model that | Guidelines and monitoring of ISS by Area Superintendents/TZ Chief. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--|---|---|--|--|
| and Disciplinary Alternatives | includes a uniform framework and maximizes learning. | | | <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 2- Targeted Interventions and Disciplinary Alternatives | 4.19) Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and-or related national, professional development opportunities. | Area Superintendents/TZ Chief attend | and participate in development opportunities that inform their practice and support of school leaders. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 3- Individualized Support | 4.20) Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) are given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students. | Guidelines and monitoring of OSS by | Area Superintendents/TZ Chief. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 3- Individualized Support | 4.21) Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent. | Guidelines and monitoring of OSS by | Area Superintendents/TZ Chief. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Tier 3- Individualized Support | 4.22) Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without approval from Area Superintendent/TZ Chief. | Guidelines and monitoring of ISS/OSS by | Area Superintendents/TZ Chief. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

Goal 5: ESE Identification- Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).

Goal Manager: Lynne Mowatt, Executive Director, Exceptional Student Education

Baseline Condition (as of 2015-16): Pinellas County Schools percentage of overall placements for Exceptional Student Education (ESE) is 14%. However, disproportionate representation of racial and ethnic groups in specific disability categories exist; specifically, the number of black students identified for placement (25%) is not representative of the black student population at PCS and remains disparate from the number of non-black students identified. The disproportionality of black and non-black students is represented by risk ratios. The disproportionate representation is largely found within the Emotional Behavioral Disability (EBD) designation. The risk ratio for overall placement in ESE in the 2015-16 school year was 1.45, which means that black students were nearly one and a half times as likely to be identified as an ESE student than non-black students. The risk ratio for EBD eligibility in the 2015-16 school year was 4.20, which means that black students were four times more likely to be referred for EBD services than non-black students.

Aspirational Goal: Pinellas County Schools will reduce all ESE eligibilities for black students each year until it meets a risk ratio that is at or near 1.0. The district will closely monitor its placements for EBD until the percentage meets or is less than the percentage enrollment of black students (18% in 2015-16) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0.

Goal 5: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|-------------------------------|--|---|---|---|
| ESE Eligibility Determination | 5.1) Appropriately and efficiently identify and evaluate students who may be in need of special education and related services in support of their learning and academic achievement. | # of students identified and evaluated | # and % of students found eligible for ESE services | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| ESE Eligibility Determination | 5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated. | # of record reviews completed for black transfer who students into Pinellas County # of black transfer students identified for EBD re-evaluation process # of re-evaluations completed for EBD transfer students / black # of black transfer students identified for EBD after re-evaluation process | # of black transfer students into Pinellas County identified as EBD | 24 Record Reviews for Black Transfer Students 5 Transfer Students who were Identified as Black and EBD 2 Black Transfer Students Identified for Reevaluation 0 Reevaluations Completed for EBD Transfer Students/Black 0 Black Students Identified for EBD after Reevaluation as process not yet complete |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---|--|---|---|---|
| ESE Eligibility Determination | 5.3) Provide intensive and intentional early intervening services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD). | # of school support requests for early intervening services for students under consideration for EBD / all students # of such requests for services / black students | # of black students receiving early intervening support # of new EBD eligibilities/Identified by PCS / all students # of new EBD eligibilities / identified by PCS / black students | 3 School Support Requests 3 Requests for Black Students 20 Black Students Receiving Early Intervening Supports 2 New Eligibility Determinations (all students) 0 EBD Eligibilities for Black Students |
| ESE Eligibility Determination | 5.4) Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all black students who are designated as EBD during their fourth and seventh grade years. Additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable. | # of black students identified as EBD in grades 4 and 7 # of record reviews initiated | # of EBD dismissals for black students # of transfers of EBD to a secondary disability for black students. | 7 Students Gr 4 Identified as EBD and Black 14 Students Gr7 Identified as EBD and Black 24 Record Reviews for Black EBD Students |
| Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS) | 5.5) Continue to provide Comprehensive Coordinated Early Intervening Services (CCEIS) that support students in grades K - 12 who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral supports to succeed in school. | # of Black students identified | % of those identified receiving CCEIS support | 20 Students Identified |
| Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS) | 5.6) Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions (including cultural components) in each student's positive behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists. | # and % of behavior specialists trained | # of black students served by school-based specialists | 94 (93.5%) of Behavior Specialists Trained |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|---|--|---|--|---|
| Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS) | 5.7) Provide two district Behavior Specialists to focus on Tier 1 behavioral interventions in high minority schools. | # of high minority schools receiving services | # of black students served by district specialists | 12 High Minority Schools Receiving Services 20 Students Receiving Supports from District Behavior Specialists in High Minority Schools |
| Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS) | 5.8) Provide six district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools. | # of Board Certified Behavior Analysts | # of black students served by district ESE Behavior Specialist | 6 Board Certified Behavior Analysts 92 Students Quarter 1 and 86 Students Quarter 2 received services from ESE District Behavior Specialists. |
| Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS) | 5.9) Use School Support Requests (SSRs) to determine success of CCEIS interventions. | # of SSR Referrals for evaluation | # of black students determined eligible for ESE/EBD | 0 Students Eligible for EBD Q1 and Q2 |

Goal 6: Minority Hiring- Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Paula Texel, Associate Superintendent, Human Resources Services

Baseline Condition (as of 2015-16): Pinellas County Schools employs nearly 7,500 teachers, of which approximately 8% are black. The percentage breakdown of administrators in the district is about 22% black. For purposes of this goal, the gap is defined as the difference between the number of instructional staff who are black compared to the population of black students (which in 2015-16 was 18%). The percentage of black instructional staff members in 2015-16 was 8.3%, a gap of 9.7 percentage points.

Aspirational Goal: Pinellas County Schools will increase its number of black teachers by an average of one percentage point each year until it meets or exceeds the percentage enrollment of black students (which was 18% in 2015-16) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.

Goal 6: Key Action Steps

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|-------------------|---|--|--|--|
| Hiring/Recruiting | 6.1) Partner with state and national colleges and universities to enhance teacher preparation programs in support of engaging interns and hiring highly qualified teaching candidates. | # partnerships, site visits, meetings, etc. | # of highly qualified teachers hired each year # of interns engaged each year | 4 Partnership meetings/Site Visits 292 Highly qualified teachers hired 84 Interns engaged |
| Hiring/Recruiting | 6.2) Conduct annual job/recruitment fairs in support of broadening the talent pool of likely candidates. Attend relevant job fairs in search of highly-qualified teaching candidates. | # of job fairs conducted | # of candidates hired from job fairs | 16 job fairs attended 42 candidates hired from job fairs. |
| Hiring/Recruiting | 6.3) Conduct quarterly alternative certification meetings to provide information and guidance to candidates in non-education degree programs and provide coursework through Transition to Teaching (TTT) program. | # of meetings held | # of participants # enrolled in TTT | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Hiring/Recruiting | 6.4) Establish Ed Rising Program, a national program that offers dual enrollment opportunities to work with high schools and staff for students interested in the education profession. | # of schools participating | # of students participating | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Hiring/Recruiting | 6.5) Continue strong relationships with colleges and universities, including historically Black colleges and universities (HBCUs) and Black | # of HBCUs visited/virtual events attended # of Black student organizations | # of applicants from HBCUs and from Black student organization outreach events | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|--------------------------|---|--|--|---|
| | student organizations at other colleges/universities. | visited/virtual events attended | | |
| Hiring/Recruiting | 6.6) Review traffic and usage patterns from the platforms used as part of the district's marketing campaign designed to attract black applicants via publications and social media (e.g. Diversity in Ed, National Minority Update, LinkedIn Instagram, Facebook, etc.) | <p># of instructional recruitment posts</p> <p># of instructional recruitment posts to minority organizations</p> <p># of instructional recruitment events</p> | <p># of total active instructional Black applicants</p> <p># and % of black applicants hired</p> | <p>80 of instructional recruitment posts (LinkedIn, IG, FB)</p> <p>610 Instructional recruitment posts to minority organizations</p> <p>5 instructional recruitment events</p> <p>August 2021-January 2022</p> <p>64 Black instructional hires (8.7% of applicants hired were Black)</p> <p>56 active applicants self-identified as Black/African American in Search Soft application, also indicated instructional/certified as applicant type, have applied for at least one job posting between August and December 2021.</p> <p>575 total applicants indicated instructional/certified applicant type between August and December 2021. 9.74% self-identified as Black.</p> |
| Hiring/Recruiting | 6.7) Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups. | # of contacts/engagements with PABSE | # of PABSE mentors for new teachers | <p>4 engagements with PABSE</p> <p>14 PABSE mentors for new teachers</p> |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|-------------------|---|--|---|--|
| Hiring/Recruiting | 6.8) Attend webinars, virtual meetings, state and/or national conferences to gather current strategies for the recruitment of black educators. | NA | List and # of engagements attended | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Hiring/Recruiting | 6.9) Collaborate with USF to grow the Call Me Mister (CMM) program and identify/recruit Black males to become part of future cohorts. | # of CMM events with USF # of CMM recruitment events | # of cohorts # of participants | <input type="checkbox"/> Quarter 1 <input checked="" type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Hiring/Recruiting | 6.10) Develop and implement a training plan for all hiring managers that focuses on shifting mindset and implementation strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness. | Training sessions with hiring managers | # of HR Partner office hours scheduled to support hiring managers throughout the year | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input checked="" type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year |
| Retention/Support | 6.11) Continue mentoring program for new employees with a focus on first-year instructional hires. | # of first-year Black instructional hires # of first-year Black instructional hires with a mentor | # and % of Black teachers retained compared to previous year. | 42 first-year Black instructional hires 39 first-year Black instructional hires with a mentor. |
| Retention/Support | 6.12) Continue mentoring/coaching program for new administrators with a focus on principal/assistant principal partnership. | # of first-year Black administrators # of first-year Black administrators with a mentor | # and % of new Black administrators with effective or highly-effective evaluations | 4 first-year Black administrators 4 first-year Black administrators with a mentor 1 and 100% new Black administrators with effective or highly-effective on their 2020-2021 Final Evaluations. |
| Retention/Support | 6.13) Hold employee resource group meetings to bring together Black teacher for support outside the school setting | # of meetings/sessions held | # of participants | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Retention/Support | 6.14) Provide recruitment and retention bonuses in the identified schools to attract and retain highly effective teachers in the neediest schools. | # of teachers receiving bonus by school | # of Black teachers retained compared to previous years | 511 teachers across 9 schools received bonuses in the 2021-22. |

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|------------------------|--|---|---|---|
| Retention/Support | 6.15) Establish a summer, cultural awareness training program for all teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone schools. | Program completion and supporting materials | # of Black teachers retained compared to previous years | 340 teachers participated in the TZ Summer Retreat |
| Retention/Support | 6.16) Establish a differentiated onboarding and support system for new black teachers hired into the district to ensure a smooth transition and successful school year. | # of teachers hired and targeted for support | # of Black teachers retained compared to previous years | 42 Black teachers hired and targeted for support |
| Leadership Development | 6.17) Continue monthly training sessions for first-year principals and assistant principals to support their growth and development. | # of meetings % of participants who attended | Improved culture and climate at schools, as measured by Stakeholder survey. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Leadership Development | 6.18) Research strategies and best practices for advancing black school leaders into school and district leadership positions. | Continual review of research from the field. | # of Black leaders who obtain a leadership role in PCS. | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year |
| Leadership Development | 6.19) Establish positive relationships with current, aspiring and cohorts of black leaders, focusing on activities and experiences that will improve their chance for advancement as part of the leadership development pipeline | # and % of Black leaders | # and % of Black leaders compared to previous years | SY2021-22 (through first semester) 83 Black leaders which is 17.26% of leadership positions. |

Goal 6: Previous Action Steps and Current Ways of Work

As the BTG plan progresses, action steps are completed or become ways of work within Pinellas County Schools. In order to accurately and historically document strategies and actions of the district, actions in previous years of the BTG plan will continue to be included and, in some cases, reported on.

| Area of Focus | Action Steps | Progress Measure(s) | Outcome Measure | Mid-Year Update |
|-------------------|--|---------------------|-----------------|--|
| Hiring/Recruiting | 6.20) Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career. | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Hiring/Recruiting | 6.21) Review the district's current data management system to ensure that it has the capacity to support the | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

| | | | | |
|--------------------------|--|---|---|--|
| | strategies and processes presented in this plan. | | | |
| Hiring/Recruiting | 6.22) Create a new Teacher Cadet program at all PCS high schools. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching. | NA | NA | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Hiring/Recruiting | 6.23) Complete an internal, semi-annual review of the practices and processes around the recruiting and hiring of minority teachers to determine areas of strength and areas for improvement within the district's Human Resources Department. | Annual report of findings. | # of total active Black instructional applicants # and % of Black applicants hired | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Hiring/Recruiting | 6.24) Continue to employ a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce. | Position and Job Description maintained. | Job filled in 2018 and has remained filled. Annual recruitment plan | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input checked="" type="checkbox"/> End of Year <input type="checkbox"/> Not Applicable |
| Hiring/Recruiting | 6.25) Refine and update annually a recruitment plan specific to attracting black applicants to be used by hiring managers in the district. | Review of previous year plan and outcomes | Annual recruitment plan | Updates are made on a regular basis to the Talent Acquisition webpage, marketing materials, etc. |
| Hiring/Recruiting | 6.26) Partner with the Urban Schools Human Capital Academy to provide feedback to the district regarding processes for hiring and supporting a more diverse workforce. | Partnership established in 2019. Three-year program completed. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Hiring/Recruiting | 6.27) Complete an internal, semi-annual process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school analysis to ensure an adequate distribution of minority teachers across the district. | HR Partners review data and meet with hiring managers individually to discuss and put strategies in place. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Retention/Support | 6.28) Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators. | Catalogue of professional development opportunities. Deliberate practice plans completed for teachers. | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |
| Retention/Support | 6.29) Conduct ongoing feedback sessions with our current black teachers to discuss their current work / school conditions for success, as well as their | NA- Rewritten to align with strategy (see new 6.13) | | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

| | | | |
|--------------------------|--|-----------------------|--|
| | onboarding and training (ex. focus groups, school visits). | | |
| Retention/Support | 6.30) Continue current leadership pipeline programs to support and attract the top talent into administrative positions. | # of programs offered | <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> End of Year <input checked="" type="checkbox"/> Not Applicable |

Appendix- Key Terms and Definitions

| Term | Data Definitions | Data Rules |
|---|---|--|
| Gap | The disproportionality of outcomes related to black students as compared to the performance of non-black students. | The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district’s aspirational goals. 2016-17 is considered the first year of implementation. |
| Black | All students and employees who are “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “black” is determined by the parent during the school registration process or by the employee via the hiring process. | The district no longer uses what was termed the “Bradley race variable” that some previous data documents utilized. This race variable was discontinued in 2016-17 as a way of creating a consistent definition around race matched to the federal and state reporting rules. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting. |
| Non-Black | All students or employees who are not “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “non-black” is determined by the parent during the school registration process or by the employee via the hiring process. | The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting. |
| Graduation Rate | The percentage of high school students from each four-year cohort who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma. | The district provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as accounting for students who did not graduate. Withdrawal codes include: W06 (pass the state assessment), WFT (use of concordant score) and WFW (ESE waiver). |
| Academic Achievement | The annual performance of students on reading (now called English, Language Arts or ELA) and math standardized assessments. For purposes of this document, the state’s Florida Standards Assessment (FSA) is used as well as other nationally recognized normed assessments. | Though the district does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments. |
| Advanced Coursework | Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in gifted in elementary and middle schools, and Advanced, Honors, and Accelerated (such Dual Enrollment and Advanced Placement courses) courses in middle and high schools. This also includes student enrollments in district application / choice programs. | Data include gifted in elementary school, gifted, advanced and high school-level courses in middle school, and honors, Dual Enrollment, AP, IB and AICE courses in high school. IB and AICE program enrollments are also included as part of the district’s monitoring of application / choice programs. |
| Participation in Advanced Coursework | Participation refers to the total enrollment of black students in courses (see above) and / or attendance in activities (such as STEM programs) as outlined within this document. The goals for participation are defined as meeting or exceeding the percentage enrollment of black students across the district (which in 2015-16 was 18%). | To be clear, participation per this document is defined as the percentage of black students taking part in rigorous classes or programs as compared to their non-black peers. As a caution, this does not mean that 18% of black students should be enrolled in advanced courses but it does mean that at least 18% of those students enrolled in advanced courses are black. |

| Term | Data Definitions | Data Rules |
|---|--|--|
| Performance in Advanced Coursework | Performance refers to the percentage of black students earning satisfactory course credit (such as college credit in DE or AP) or earning an industry certification. The performance of black students should mirror the performance of non-black students. | Measuring performance of students in accelerated courses such as AP should be made with some caution as the district is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The district has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes. |
| Disciplinary Referral | An office disciplinary referral received by a student and processed at the school per the district's Code of Student Conduct. | Data are pulled for both the total number of referrals and total number of students who received a referral, typically titled "unique referrals" or "unique students" receiving a referral. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions. |
| Disciplinary Suspension | A consequence issued as a result of an office disciplinary referral that results in a student being removed temporarily from the campus. This is commonly referred to as "out of school suspension." | Data are pulled for both total number of suspensions and total number of students who received a suspension, typically titled "unique suspensions" or "unique students" receiving a suspension. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions. |
| Arrest | A consequence issued by law enforcement agencies and not issued by a school administrator as an arrest is not a school consequence as outlined in the district's Code of Student Conduct. | Arrests are recorded for purposes of this document as a "school-related arrest" when the following conditions are met: the offense is perpetrated by a student and the offense happens on school grounds. For example, a student might be arrested at school for an incident that occurred in the neighborhood, and, in that case, the arrest is not counted as a school-related arrest. |
| ESE EBD | The percentage of student identified and staffed for Exceptional Student Education (ESE) services. One such designation that is tracked per this document are those students in need of significant behavioral support under the heading of Emotional Behavioral Disabilities (EBD). | For purposes of this document, students with a 504 Plan are not included. |
| Risk Ratio | A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or as compared to all other students. | Formula: $\text{Subgroup Risk} \div \text{Non-Subgroup Risk}$ $\frac{\# \text{ black students suspended} \div \text{total \# of black students}}{\# \text{ non - black students suspended} \div \text{total \# of non - black students}}$ |
| Minority Hiring | The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of black students across the district (defined in 2015-16 as 18%). | The data for this document are pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs. |